GENRE ANALYSIS AND AWARENESS OF JOB APPLICATION LETTERS

WRITING OF BURIRAM RAJABHAT UNIVERSITY STUDENTS

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การวิเคราะห์ปริจเฉทและความตระหนักรู้ในการเขียนจดหมาย
สมัครงานของนักศึกษามหาวิทยาลัยราชภัฏบุรีรัมย์

วิทยานิพนธ์
ของ
ชลทิชาลินี แก่นสนท์

เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
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ชื่อเรื่อง	การวิเคราะห์ปริจเฉทและความตระหนักรู้ในการเขียนจดหมายสมัครงานของ นักศึกษามหาวิทยาลัยราชภัฏบุรีรัมย์
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บทคัดย่อ

เป็นที่ทราบกันดีว่าการเขียนเป็นทักษะที่มีความซับซ้อน แต่มีความสำคัญมากโดยเฉพาะอย่างยิ่งในการเขียนทางธุรกิจ บุคคลที่สามารถสื่อสารผ่านทางการเขียนได้อย่างชัดเจนจะมีโอกาสสูงในความก้าวหน้าและการมีงานทำ วัตถุประสงค์ของการศึกษาในครั้งนี้เพื่อวิเคราะห์อัตถภาคในการเขียนจดหมายสมัครงาน ประการที่สองเพื่อวิเคราะห์ข้อผิดพลาดในการเขียนจดหมายสมัครงาน ซึ่งประกอบไปด้วย ความชัดเจน ความสั้นกระชับ ความมีมารยาท ความสมบูรณ์และความถูกต้อง ประการที่สามเพื่อศึกษาความถี่ในการเขียนตามรูปแบบและข้อผิดพลาดในการเขียนจดหมายสมัครงาน และประการสุดท้ายเพื่อศึกษาระดับความตระหนักรู้ในการเขียนจดหมายสมัครงาน กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยในครั้งนี้เป็นนักศึกษาชั้นปีที่สอง สาขาวิชาภาษาอังกฤษธุรกิจ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏบุรีรัมย์ ได้มาโดยการเลือกแบบเฉพาะเจาะจง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า

1. นักศึกษาใช้อัตถภาคทั้งสามในการเขียนจดหมายสมัครงาน และมีการเรียงอัตถภาคได้อย่างถูกต้อง ถึงแม้ว่าการเขียนอัตถภาคไม่สมบูรณ์ก็ตาม

2. นักศึกษาเกิดความผิดพลาดในการเขียนจดหมายสมัครงานเมื่อพิจารณาตามคุณภาพ 5 ประเภท โดยที่เรียงลำดับของความผิดพลาดจากมากไปหาน้อยคือ ความถูกต้อง ความสมบูรณ์ ความชัดเจน ความสั้นกระชับ และความมีมารยาทในการเขียน

3. ความถี่ของอัตถภาคและข้อผิดพลาดเมื่อพิจารณาตามคุณภาพ พบว่า มีความผิดพลาดมากที่สุดคือ ความถูกต้องในการเขียน ซึ่งพบข้อผิดพลาดมากที่สุดในเรื่องของการสะกดคำ การใช้เครื่องหมาย และการใช้คำบุพบท

4. ระดับความตระหนักรู้ในการเขียนจดหมายสมัครงานของนักศึกษา พบว่า นักศึกษามีความตระหนักรู้ในการเขียนจดหมายสมัครงานอยู่ในเกณฑ์ดี

       ผลการศึกษาครั้งนี้เป็นข้อมูลสำคัญในการพัฒนาแบบเรียนและสื่อการสอน เพื่อนำไปปรับปรุง
ข้อผิดพลาดและปัญหาในการเขียนจดหมายธุรกิจของนักศึกษาให้มีศักยภาพยิ่งขึ้น

TITLE	Genre Analysis and Awareness of Job Application Letters Writing of Buriram Rajabhat University Students		
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ABSTRACT

Everyone knows that writing is a complex skill. However, it has important especially in business writing. People who can communicate clearly through writing will have a higher chance of receiving promotions and job offers. The purposes of this study were: 1) to analyze the moves and the order of moves in the job application letters writing; 2) to analyze types of the errors, i.e. clarity, conciseness, courtesy, completeness, and correctness; 3) to examine the frequencies of the moves and the errors; and 4) to study the levels of students' awareness of the job application letters written by 20 students who studied in the 2nd year of business English major, Faculty of Humanities and Social Sciences of Buriram Rajabhat University, selected by using purposive sampling technique. The research instruments for the data collection included a job application letter writing papers and a questionnaire. The statistics used for data analysis were frequency, percentage, mean, and standard deviation. The findings were as follows:

1. The students can apply three moves in the job application letters writing and they can arrange the moves correctly although in some moves were not complete.

2. The students had the errors in the job application letters writing when considered the five qualities. The rankings of five qualities from the highest to the lowest qualities errors were correctness, completeness, clarity, conciseness, and courtesy, respectively.

3. The most frequency of errors found in the qualities was correctness in the case of using acceptable writing mechanics. Moreover, the most errors found in using acceptable writing mechanics were spelling, punctuations, and prepositions, respectively.

4. The level of awareness towards the job application letters writing showed that the most level of students' awareness of the job application letters writing was agreed.

The findings suggest opportunities for developing textbook and instructional materials to improve their business letters writing ability based on their writing errors and problems.

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Chontichalinee Kanshon

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LIST OF ABBREVIATIONS

BE	Business English
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for Specific Purposes
L1	First Language
L2	Second Language
S	Subjects or Students
SCT	Sociocultural Theory
SL	Second Language
SLA	Second Language Acquisition
TL	Target Language
UG	Universal Grammar
5 Cs	Correctness, Completeness, Clarity, Conciseness, and Courtesy

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is an international language that is used as an official language in over sixty countries (Crystal. 1997). In terms of global communications, international business, science and technology, social and cultural affairs, English is used worldwide. MacNeil (1993) states that scientific papers are mostly written in English (80-90%). Also, for internet, more than 80% of information is in English. It is set to further increase its importance as the global lingua franca during the twentieth century and into the next century (Yano. 2001). The English language is vitally important because it is spoken in so many parts of the world. There are many domains use English as a language of communication such as businesses, education, and academics, etc. (Kannan. 2010).

In the world of international business, English is likely to become an essential and empowering skill (Maloney. 1983). Company or industry always uses English for communication, such as, presentations, meeting, report, letter, etc. In addition, international business comes with new technologies. It provides the opportunities to domestic companies. These opportunities include technology, management expertise, market intelligence and product developments. They all use English to communicate. Thus, it enhances skill and knowledge for Thai people. Nowadays, the number of international business organizations in Thailand is increasing. The international business organizations help the Thai economy grow because they generate jobs with

high salaries. Moreover, they improve the living standard of Thai people. Therefore, Thai people have the opportunity to work in international business organizations by using English themselves (Manamuti. 1998).

Everyone knows that the English language is comprised of four main skills: listening, reading, speaking, and writing. Every skill is important for learners in different facets of communication, and writing appears in many fields. Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with Science Citation Index reporting as early as 1997 that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries. According to Lawson (2008), business writing is one of the most important aspects of the business world. He also indicates that writing is still one of most priority methods in communication in the world. People who can communicate clearly through writing in the business world will have a higher chance of receiving promotions and job offers. Furthermore, good communications are essential for the efficient functioning of a business when communicating with people outside the organization. Business people use English for communication to achieve their goals. Effective business correspondence not only indicates the writers' language proficiencies, but also contributes tremendously to the company's image.

Business correspondence is part of a successful business. Business letter contents should be crystal clear for the readers (Yale. 2009). Business letters also play a very important role in international trade. It is the most commonly used communicating method between importers and exporters. Businesses in Thailand that employ Thai workers whose mother tongue is not English to handle their English

correspondence should become aware that poorly written business letters, memos, email, and faxes may lead to be poor of business and relationships with their business counterparts.

A job application letter is the first letter that presents a potential workers ability to work in the company. Applicants should write in the persuasive way that rouses attention to their capabilities, creates the desire by their past records, and inspires the action leading to an interview. Job application letters are important because they sell the applicant's qualifications for the job (Prachanant, 2006a). There are two types of job application letters, namely, solicited letter and unsolicited letter. The solicited letter is a letter written in answering to an advertisement about a vacant position. The unsolicited letter is a letter that the writers write to a specified firm where they think there may be an opening for them to enquire about a possible job vacancy. Applicants who have just graduated in a few years always write a solicited letter to apply for a job. They find the jobs by searching in newspapers or magazines and then write a solicited letter to many companies and wait for an interview. A well written letter of application can help prospective employers secure promotions over others who cannot write as well. In contrast, a poorly written letter is certain to fail the applicant in his or her intention. Therefore, the writers should have awareness about the moves of a genre and the qualities in the job application letters written well.

For the present investigation, the researcher wants to analyze the moves of genre, types of errors, and awareness of the job application letters written by the 2nd year Business English students. This is because most of their courses were English and they gain more knowledge from the subjects of Business English I and II that they

have already studied. Business English subjects also emphasis on the job application letters writing. In addition, they will work in international companies and need to communicate with foreigners after graduation. Therefore, the researcher needs to investigate their ability in the job application letters writing. If they are very good in business letter writing, they will get a job easily in the future. Therefore, the analysis of the students' writing is the main techniques to help learners know the way to solve and improve their writing better. It also enhances them to have good jobs and ability to write good business letters to get the success in business organization.

1.2 Purposes of the Study

1.2.1 To investigate the moves of the job application letters writing in English of Buriram Rajabhat University students.

1.2.2 To analyze the types of errors in the job application letters writing in English of Buriram Rajabhat University students.

1.2.3 To examine the frequencies of moves and the errors in the job application letters writing in English of Buriram Rajabhat University students.

1.2.4 To study the level of students' awareness of the job application letters writing in English of Buriram Rajabhat University students.

1.3 Research Questions

1.3.1 What types of moves are applied in the job application letters writing in English of Buriram Rajabhat University students?

1.3.2 What types of errors are made in the job application letters writing in English of Buriram Rajabhat University students?

1.3.3 What frequencies of moves and errors are found in the qualities of the job application letters writing in English of Buriram Rajabhat University students?

1.3.4 What is the level of awareness of the job application letters writing in English of Buriram Rajabhat University students?

1.4 Significance of the Study

The research aims to study the job application letters written by Buriram Rajabhat University students. It is expected that the results of this study could help students, teachers, and educators as follows:

1.4.1 Students could comprehend the English language features used in job application letters.

1.4.2 Students could be aware of the needs for language accuracy and appropriateness used in business letters.

1.4.3 Teachers and educators could know about the problems in students' business letters and try to solve their problems correctly.

1.4.4 Teachers and educators could prepare how to teach business letter writing in the right way when facing the problems appropriately.

1.5 Scope and Limitation of the Study

1.5.1 The subjects of this study were 20 students who were the 2nd year business English major, studied in academic year 2010, Faculty of Humanities and Social Sciences at Buriram Rajabhat University.

1.5.2 The subjects have already studied business English I and II. Therefore, the researcher just reviews their knowledge before writing job application letters.

1.5.3 This research studies only job application letters writing (although there are many kinds of the business letters) since it sells qualifications of the candidates and it is the first thing of leading them to get a job.

1.5.4 The subjects only write the solicited letters because they are always used by Thai job applicants.

1.6 Definition of Key Terms

1.6.1 **Genre** refers to patterns of organization that can be seen in a group of texts, is called moves or steps (Swales. 1990).

1.6.2 **Genre analysis** refers to the specification of the move of a genre, the order of the moves, and the key linguistic feature (Bhatia. 1993) found in the solicited job application letters written by the 2nd year business English major students at Buriram Rajabhat University.The move of a genre is the structures or patterns in writing. The order of the moves is the steps used to write the moves correctly. Also, the key linguistic feature is a technique which involves using error taxonomy. These linguistic category taxonomies classify errors according to either or both of the language components and the particular linguistic constituent the error affects.

1.6.3 **Qualities** refer to the good characteristics found in the job application letters written by the 2nd year Business English major students at Buriram Rajabhat University in five aspects, namely: clarity, conciseness, courtesy, completeness, and correctness.

1.6.3.1 Clarity means the clearness of the writers' writing. They must know exactly what they want to say and then say it in plain, simple and direct words.

1.6.3.2 Conciseness is to say all things in the fewest possible words. This means that the writers must be brief but complete and courteous.

1.6.3.3 Courtesy is a courteous message that can help to strengthen business friendships as well as gain new customers.

1.6.3.4 Completeness is whether the writing includes all the information the reader needed, and all the answers they asked for, in order to build goodwill.

1.6.3.5 Correctness is the way to write correctly, it does not only mean using proper grammar, punctuation and spelling but also the other criteria.

1.6.4 **Job application letter** refers to the letter considered as a form of sales letter. Instead of selling products or services, the applicant is trying to sell his or her qualifications (Prachanant. 2006a). This study just only investigates the solicited job application letters of the students.

1.6.5 **Awareness** refers to the state or ability to perceive, to feel, or to be conscious of events, objects or sensory patterns in job application letters writing.

1.6.6 **Buriram Rajabhat University Students** refers to the students who studied Business English II in the second semester of academic year 2010, provided by English program, Faculty of Humanities and Social Sciences at Buriram Rajabhat University.

1.7 Summary of the Chapter

This chapter proposes the background of the study. There is the description of purposes of the study, research questions, significance of the study, scope and limitation of the study, and definition of key terms. The next chapter reviews

the literature from theoretical and empirical perspectives, particularly with a focus on

English for Specific Purposes (ESP), second language acquisition, business English,

writing, error in writing, business letters, job application letter, genres analysis,

awareness, and previous studies related to the present investigation.

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to provide the information pertaining to this research, which was obtained from reviewing the related literature and studies. It begins with English for Specific Purposes, second language acquisition, business English, business English in Thailand, writing theory, error in writing, business letters, job application letter, genres, genres analysis, and awareness. The concepts will cover both theoretical and empirical literature.

2.1 English for Specific Purposes (ESP)

According to Gatehouse (2003) and Mackay (1978), four key notions about ESP are addressed as follows: 1) the meaning of the word "special" in ESP; 2) the importance of ESP; 3) characteristics in absolute and variable of ESP; and 4) types of ESP.

2.1.1 The Meaning of the Word 'Special' in ESP

In accordance with Gatehouse (2003), the word 'special' in ESP is described as one simple clarification being made here: special language and specialized aim are two entirely different notions. Perren (1974) notes that confusion arises over these two notions. If we revisit Mackay and Mountford's (1978) restricted repertoire, we can better understand the idea of a special language. Mackay and Mountford (1978) state that the only practical way in which we can understand the notion of special language is as a restricted repertoire of word and expressions selected from

the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation. On the other hand, a specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn (Mackay & Mountford. 1978). Consequently, the focus of the word 'special' in ESP ought to be on the purpose for which learners learn, not on the specific or registers they learn. Additionally, Hutchinson and Waters (1987) define ESP as "an approach to language teaching in which all decision as to content and method are based on the learner's reason for learning. Nevertheless, Anthony (1997 : 14) notes that "it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialized knowledge of using English for real communication".

In summary, the word 'special' in ESP probably refers to a special language and a specialized aim which is the purpose for which learners learn, and not the specifics or the registers they learn.

2.1.2 The Importance of ESP

There are two important parts of ESP proposed by Mackay (1978 : 6) as follows:

Firstly, ESP is generally referred to as the teaching/ learning of a foreign language. Secondly, ESP is used for clearly utilitarian purposes of which there is no doubt. In virtually all literature available on ESP, the underlying is second language English learners that ESP is meant and designed predominantly for English as second language speakers. The learner's goals in learning the language are practical,

immediate, specifiable, defined, definite, and limited, and they are more relevant than the general English.

In the early 1980s, special in ESP became specific to suggest a shift in the emphasis from language to purpose. It seems that there is nothing special about the language itself that the learners are learning. Only that each learner (or each group of learners) has specific purposes in learning the English language. Some learn English to be able to write, others require English just to be able to read the scientific and technical literature in a particular field of knowledge, and yet others need English to be able to carry out business interactions in international settings. In general, people study English mostly as a communication tool for mastering their specific goals. Depending on the specific purpose for which English is taught or learned, the emphasis and the content of a specific ESP course will vary from that of other ESP courses. Those who subscribe to this view believe that the purposes and the needs of ESP learners are determined and predefined.

In conclusion, ESP is importance in learning English. However, the form it takes depends on the needs and field of the learners.

2.1.3 Characteristics of Absolute and Variable ESP

Many theorists, (Streven. 1988; Dudley-Evans & St. John. 1998) mention and make a distinction between absolute and variable characteristics of ESP in their own ways. Streven (1988) mentions that for absolute characteristics, ESP consists of English language teaching which is:

1) designed to meet specified needs of the learner.

2) related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities.

3) centred on the language appropriate to those activities in syntax, lexis, discourses, semantics, etc., and analysis of this discourse.

4) in contrast with general English.

In terms of variable characteristics, he states that ESP may be, but it is not necessarily,

1) restricted as to the language skills to be learned (e.g. reading only).

2) not taught according to any pre-ordained methodology.

As for Dudley – Evans and St. John (1998), ESP definitions, for absolute characteristics, are given as followings:

1) ESP is defined to meet specific needs of the learner.

2) ESP makes use of the underlying methodology and activities of the discipline it serves.

3) ESP is centre on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

Moreover, Dudley-Evans and St. John give the variable characteristics of ESP as follows:

1) ESP may be related to or designed for specific disciplines.

2) ESP may use, in specific teaching situations, a different methodology from that of general English.

3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

4) ESP is generally designed for intermediated or advanced students.

5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

As you can see, Dudley-Evans and St. John have removed the absolute characteristics that ESP is in contrast with general English and have added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

2.1.4 Types of ESP

Cavter (1983) identifies three types of ESP: English as a restricted language, English for academic and occupational purposes, and English with specific topics.

Mackay and Mountford (1978) give a clear illustration of the difference between restricted language and language noted. The languages used by air traffic controllers or by waiters are examples of English as a restricted language as follows:

" the language of international air-traffic control could be regarded

as 'special' in the sense that the repertoire required by the controller

is strictly limited and can be accurately determined situationally, as

might be the linguistic needs of a dining-room waiter or air-hostess.

However, such restricted repertoires are not languages, just as a tourist

phrase book is not grammar. Knowing a restricted 'language' would

not allow the speaker to communicate effectively in novel situation

or in contexts outside the vocational environment". (p. 15)

According to English for academic and occupational purposes, Cavter (1983) indicates that this type of English should be at the heart of ESP. Additionally, Hutchison and Waters (1987) have developed "Tree of ELT" as the subdivisions of

ESP which is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EAP for the EBE branch is "English for Economics"; whereas, an example of EOP for the EBE branch is English for Secretaries, as shown in Figure 2.1.

Figure 2.1. Tree of ELT

Source : Hutchison and Waters (1987 : 6)

Furthermore, Hutchinson and Waters (1987: 6) mention that there is not a clear-cut distinction between EAP and EOP: "people can work and study simultaneously; it is also likely that in many cases the language learned for immediate use in a study environment will be used later when the student takes up or returns to

a job. Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP is one in the same as employment".

The final type of ESP is English with specific topics. Cavter (1983) notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences, or working in foreign institutions.

To sum up, the three types of ESP are English as a restricted language such as English for Waiter, English for Academic and Occupational Purposes such as English for Economics and Secretaries, and English with Specific Topics, such as, English for scientists who require English for postgraduate reading studies.

2.2 Second Language Acquisition Theories

Despite the huge number of second language acquisition theories and hypotheses, the researchers describe and summarize briefly only eight topics: behaviourism, acculturation, the universal the grammar hypothesis, the comprehension hypothesis, the interaction hypothesis, output hypothesis, sociocultural theory and connectionism.

2.2.1 Behaviourism

Behaviourism gave birth to a stimulus-response (S-R) theory which sees language as a set of structures and acquisition as a matter of habit formation. Ignoring any internal mechanisms, it takes into account the linguistic environment and

the stimuli it produces. Learning is an observable behavior which is automatically acquired by means of stimulus and response in the form of mechanical repetition. Thus, to acquire a language is to acquire automatic linguistic habits. According to Johnson (2004 : 18), "Behaviorism undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed behavior from the examples provided to the learner by his or her environment". Larsen-Freeman and Long (1991 : 266) consider that S-R models offer "little promises as explanations of SLA, except for perhaps pronunciation and the rote-memorization of formulae".

This view of language learning gives birth to research on contrastive analysis, especially error analysis, the main focus of which is the interference of one's first language in the target language. An important reaction to behaviorism is the interlanguage studies, as the simple comparison between first and second language neither explained nor described the language produced by second language learners. Interlanguage studies will be present in other SLA perspectives, as the concern of the area has been mainly with the acquisition of grammatical morphemes or specific language structures.

2.2.2 Acculturation

Another environmental-oriented theory is proposed by Schumman (1978). In his famous longitudinal investigation of some syntactic aspects with six learners (2 children, 2 adolescents, 2 adults), Schumman used questionnaires, observed spontaneous conversation for ten months and applied a quantitative treatment to the data. He finds out that the subject who acquired the least amount of English was the one who was the most socially and psychologically distant from the TL group.

In his view, SLA is the result of acculturation, which he (1978:29) defines as "the social and psychological integration of the learner with the target language (TL) group". The acculturation model argues that learners will be successful in SLA if there are fewer social and psychological distances between them and the speakers of the second language.

2.2.3 Universal Grammar Hypothesis

As a counterpoint to the environmental perspective, Chomsky's followers try to understand SLA in the light of his universal grammar (UG) theory, a human innate endowment. Chomsky (1976) is interested in the nature of language and sees language as a mirror of the mind. Although he is not concerned with SLA, his work has been influencing studies in our area. According to his theory, every human being is biologically endowed with a language faculty, the language acquisition device, which is responsible for the initial state of language development. The UG theory considers that the input from the environment is insufficient to account for language acquisition. In the same perspective, White (2003 : 22) mentions that "If it turns out that the L2 learner acquires abstract properties that could not have been induced from the input, this is strongly indicative that principles of UG constrain interlanguage grammars, parallel to the situation of L1 acquisition". As Mitchel and Myles (2004 : 94) remind, "The universal grammar approach is only interested in the learner as a processor of a mind that contains language" and not as a social being.

2.2.4 Comprehension Hypothesis

Influenced by Chomsky's assumptions on language as an innate faculty, Krashen (1978) developed an influential proposal to explain SLA which he first named as monitor model, with emphasis on the contrast between learning and

acquisition, then called it the input hypothesis (Krashen. 1985), focusing on the data

which feed acquisition, and more recently, comprehension hypothesis (Krashen.

2004) emphasizing the mental process as responsible for acquisition. According to

Krashen (2004 : 1),

> The Comprehension Hypothesis is closely related to other hypotheses.
>
> The Comprehension Hypothesis refers to subconscious acquisition,
>
> not conscious learning. The result of providing acquirers with
>
> comprehensible input is the emergence of grammatical structure in
>
> a predictable order. A strong affective filter (e.g. high anxiety) will
>
> prevent input from reaching those parts of the brain that promote
>
> language acquisition.

Krashen's model views acquisition in a linear perspective which not only

establishes a cause and effect relationship between input and acquisition but also

states that the grammatical structure is acquired in a predictable order. Nonetheless,

like in the other theories discussed so far, his theory does not go beyond the

acquisition of grammatical structures. Krashen's model lacks research evidence.

As Cook (1993 : 65) points out "it makes sense in its own terms but is not verifiable".

The next three theories can be named Interactionist SLA theories as

all of them conceive language and language learning as social practices.

2.2.5 Interaction Hypothesis

Other attempts to explain SLA are the different versions of the interaction

hypothesis defined by Hatch (1978) and by Long (1981 & 1996), to name but two

who did not accept Krashen's input hypothesis. Both Hatch and Long consider that

input alone is not sufficient to explain SLA. Hatch disagrees that learners first learn

structures and then use them in discourse. Hatch (1978 : 404) considers the reverse

possibility. "One learns how to do conversation, one learns how to interact verbally,

and out of this interaction syntactic structures are developed". Based on an empirical

study, Long (1981) observes that in conversations between native and non-native

speakers, there are more modifications in interaction than in the input provided by

the native speakers. He does not reject the positive role of modified input, but claims

that modifications in interactions are consistently found in successful SLA.

Long (1996 : 451-2) suggests that negotiation for meaning, especially negotiation

work that triggers interactional adjustments by the NS or more competent interlocutor,

facilitates acquisition because it connects input, internal learner capacities,

particularly selective attention, and output in productive ways.

Larsen-Freeman & Long (1991 : 266) argue that the interactionist

views are more powerful than other theories "because they invoke both

innate and environmental factors to explain language learning".

2.2.6 Output Hypothesis

Swain (1985 & 1995) also goes against Krashen's radical position towards

the role of input and argues in favour of the output hypothesis. She claims that

practicing the language helps learners observe their own production, which is

essential to SLA. It is her contention that "output may stimulate learners to move

from the semantic, open-ended nondeterministic, strategic processing prevalent in

comprehension to the complete grammatical processing needed for accurate

production" (1995 : 128).

She explains that learners may notice a gap between what they want to say and

what they can say, leading them to recognize what they do not know, or know only

partially. She also highlights that 'noticing' is essential to SLA and also hypothesizes

that output has other two functions: to test hypothesis and to trigger reflection,

a metalinguistic function. She explains that learners may output just to see what

works and what does not and that they reflect upon the language they produce when

negotiating meaning because the content of negotiation is the relation between

the meaning they are trying to express and the language form.

2.2.7 Sociocultural Theory

The sociocultural theory (SCT), based on Vygotskian (1978) thoughts, claims

that language learning is a socially mediated process. Mediation is a fundamental

principle and language is a cultural artifact that mediates social and psychological

activities. "From a social-cultural perspective, children's early language learning

arises from processes of meaning-making in collaborative activity with other

members of a given culture" (Mitchell & Myles. 2004 : 200). Lantolf and Thorne

(2007) defend that the principles of the SCT can also apply to SLA. They explain that

"SCT is grounded in a perspective that does not separate the individual from

the social and in fact argues that the individual emerges from social interaction and as

such is always fundamentally a social being" (2007 : 217-218). It is in the social

world that the language learners observe others using language and imitate them.

It is also with the collaboration of other social actors that learners move from one

stage to another.

One of the main concepts borrowed from Vygotsky is 'scaffolding',

understood as the assistance one learner gets from another person (e.g. teachers,

relatives, classmates) and which enables him or her to perform a learning task.

This phenomenon has been in the agenda of collaborative learning research and

the data have been collected mainly by means of audio and video recordings of classes and peer interaction. Recall protocols and interviews are also used.

2.2.8 Connectionism

Connectionism seeks to explain SLA in terms of mental representations and information processing while rejecting the innate endowment hypothesis. Elman et. al. (1996) agree that there are universal behaviours, but that does not mean that they are directly contained in our genes. Any learning is understood as a matter of neural networks. The networks learn in a Parallel Distributed Processing (Rumelhart. et al. 1986) where connections are strengthened or weakened. Language learning is understood as the processing of experience and the repetition of experiences causing the strengthening of the connections. Ellis (2007 : 82-84) explains that "our neural apparatus is highly plastic in its initial state but the initial state of SLA is no longer a plastic system; it is one that is already tuned and committed to the L1". He adds that "in the L2 situation, forms of low salience may be blocked by prior L1 experience, and all the extra input in the world may not result in advancement". In contrast with the linearity of behaviorism, connectionism presupposes that some mental processes can occur in a parallel or simultaneous way and that knowledge is distributed among the various interconnections. Thus, learning does not occur in sequenced stages, but rather in parallel, i.e., in different parts of the brain simultaneously.

Connectionism, along with other attempts to explain SLA, can be situated in the philosophical and scientific tradition known as emergentism, whose studies are inspired in the studies of the complex systems. Ellis (1998 : 631) explains emergentism as language representations which emerge "from interactions at all

levels from brain to society". He adds that simple learning mechanisms, operating in and across the human systems for perception, motor-action and cognition as they are exposed to language data as part of a social environment, suffice to drive the emergence of complex language representations.

2.3 Business English

In the last decade, there has been an observable increase in research in the business English language (BE) area as the company or factory (Rojanagatanyoo. 2005). Much research represents the growing interest in business language, and demonstrates the importance of business language as the world is becoming smaller in the globalized era. The trend of growing interest in business language is confirmed by numerous actions initiated by various economic and trading communities such as the North American Free Trade Association (NAFTA), ASEAN Free Trade Area (AFTA), Asia-Pacific Economic Cooperation (APEC), etc. In the Asian region, in particular, various business segments are driven by multinational firms. The names of multinational companies have become popular outside of their domestic trading market: for example, General Electric (GE), Toshiba, Unilever, Procter & Gamble, International Business Machines (IBM), Lucky Goldstar Electronics (LG Electrics), and so on. Gradually, these companies have had greater dominance in the Asian economy as well as in their labor markets.

Considering the language used in the business society, the research in the field of business English has been heavily studied in the United States where English is viewed from an L1 perspective. Not until recently has research in business English in the L2 context emerged.

With regards to the language skills requirement emerging from technology advancement, writing skills has, therefore, become critical for business communications in the globalized context. When employees in multinational companies are studied further about the language requirements in the work context, Someya (1999) confirms that the majority of the Japanese business professionals under her study perceived that English is necessary for their success. These business professionals are asked further about the language skills. Though writing skill is not ranked as most needed, compared to reading comprehension, the professionals perceived it as the most important skill for their work. This finding is consistent with the movement of the English for Specific Purposes (ESP) during the 1980s where West (1992) observed that the research during the time was almost exclusively focused on reading and writing skills. It is, therefore, likely to be concluded that reading and writing skills should be the main focus for business English studies.

It is rather rare to find works done in the past stating why reading and writing skills are perceived to be more important than the other two language skills (speaking and listening) among business professionals, apart from the fact that they are frequently used in the general business setting. Writing skills, however, are used widely for formal records of communications. English language proficiency is, therefore, easier to be noticed from an individual written text rather than from spoken language, which is rather spontaneous. Mhlhaus (1998) quotes a German research finding that business language learners' motivation to participate in any Language for Specific Purposes (LSP) course is the need to improve their language proficiency. Braunert (1993) explaines that language proficiency is directly linked to high performance, which will lead to a success in one's professional career, however, these

business professionals also perceive that having language proficiency is not necessary based on linguistic competency but rather on strong subject competences. Therefore, it follows that a language course for business professionals should aim to help the learners improve their communication proficiency to communicate in order to better deliver their subject knowledge in an effective manner.

2.4 Business English in Thailand

In Thailand, Rojanagatanyoo (2005) states that a large number of Thai university graduates enter the workforce every year, attempting to be employed by international firms. These graduates prefer to work for non-Thai firms for to several reasons. Based on extensive job interviews, Thai job seekers, in general, believe that working international companies will allow them to gain higher salary, to demonstrate the capabilities in a non-hierarchical environment, to learn from international work standards, and to gain wider perspective of business from the global context.

To focus purely on Thai graduates to finally become successful in entering international workforce, these individuals have at least studied English for 12 years in the compulsory education (Rojanagatanyoo. 2005). They are, therefore, expected by their employers to be able to perform tasks efficiently without a language barrier, using English as the main communicative means. This forces the graduates to suddenly shift gears from obtaining the English skills only to pass school tests, to perform their job well as a basis for their wage increases. The ability to communicate in English has, therefore, changed its importance from a 'nice to have' skill to a 'must have' skill with a direct impact to their career advancement.

According to Rojanagatanyoo (2005), there are international companies in Thailand where English is the dominant business language, with details as follows:

1) The company has all major business functions, namely, marketing, sales, finance and accounting, human resources, research and development, engineering, manufacturing, purchasing, logistics, and information technology.

2) The company consists of both Thai employees and expatriate employees at a reasonable portion.

3) The company uses English language in all formal communication means, for example, in business e-mails, presentations, reports, operating procedures, etc. Thai language is used only for informal communication among Thai employees and in government related documentations only.

4) The employees in this company use English language to communicate routinely both within the local office and a cross countries to deliver work assignments.

In summary, business English in Thailand is covered in all cities. Every company and factory uses English as an international language. Therefore, it can be said that people who know business English have an advantage over others.

2.5 Writing Theory

Writing is the most important skill to master in teaching English as a Foreign Language because the writer has to use the ability in all basic skills: structure, grammar, and vocabulary (Raimes. 1983 : 3). Furthermore, the knowledge about language use is necessary for the writer because it is difficult to make the reader understand the meaning that the writer wants to convey. In addition, writing skill is

one of the most important productive skills which is necessary in communication and can be kept as the later reference.

2.5.1 The Definition of Writing

The term writing has been variously defined by several researchers (e.g., Halliday. 1978; Flower & Hayes. 1980, 1981; Zamel. 1982 ; Raimes. 1983a; Tribble. 1996; Grabe & Kaplan. 1996 & Cumming. 1998). According to Halliday (1978), writing is a social construct as its use serves social functions. Flower and Hayes (1980, 1981) state that writing is a problem-solving activity. Other researchers (e.g., Zamel. 1982; Raimes. 1983; Grabe and Kaplan. 1996; Tribble. 1996, Flower and Hayes. 1980, 1981) note that writing is a recursive process. Even though most researchers view writing as a process, the end product of this process is a good written text that suits a social context. Therefore, characteristics of 'writing' can be summarized by Cumming (1998 : 61). The word "writing" refers not only to text in written script but also to acts of thinking, composing and encoding language into such text. These acts also necessarily entail discourse interactions within a socio-cultural context.

Further, writing may be described as non-composing and composing. According to Grab and Kaplan (1996), non-composing is a type of writing that needs no organisation. Some examples of non-composing include a shopping list, a note to a colleague, a questionnaire, and a bank form. Composing, on the other hand, requires weaving of structural sentence units into a cohesive and coherent larger structure. This type of writing can be divided into telling or retelling and transforming.

Telling or retelling is a type of writing that is already known to the writer;

transforming, on the other hand, involves "the complex juxtaposition of many pieces of information as well as the weighing of various rhetorical options and constraints" (Grabe & Kaplan. 1996 : 5). The complicated nature of writing strengthens the need for some forms of teaching (Tribble. 1996). Consistent with Tribble, Grabe and Kaplan (1996 : 6) assert that unlike spoken language skills, "Writing abilities are not naturally acquired; they must be culturally (rather than biologically) transmitted in every generation, whether in schools or in other assisting environments."

In summary, writing is a complex activity which involves a text, cognitive process and social context. Learning to write requires some forms of academic assistance. The reasons for people learning to write provide the importance of writing discussed in the next section.

2.5.2 The Importance of Writing

Writing has long been considered important for its numerous roles in a society. According to Grabe and Kaplan (1996), in the Greek city-state era, writing was used for recording events, traditions and transactions. Later, during the rise of the Roman Empire, it was used in government and commerce. In the late eighteenth century, the uses of writing began to expand to other purposes, primarily in England, France and the U.S.A. In the mid-nineteenth century—the schooled literacy period— writing was employed as a gate-keeping tool for enabling or disabling the accessibility of life opportunities. During that time, the kind of writing played an important role both in school and white-collar employment (Stedman & Kaestle. 1987; cited in Grabe & Kaplan. 1996).

To date, writing, particularly writing in English, plays a more significant role because it is involved in numerous aspects of human life such as social, educational, political, cultural, economic, financial and occupational (Grabe & Kaplan. 1996).

Due to the growth of electronic communication, writing is becoming even more important. According to Howell-Richardson and Bish (1997), the number of computer-mediated communication users is rapidly increasing and many thousands of electronic information sites are established each month. This form of communication certainly requires writing that is comprehensible for its audience. As a result, writing continues to be a target at school and post-schooling, i.e., college curricula, etc.

In conclusion, writing is very significant, and its significance rapidly increases as the world becomes a global community involving numerous unique societies with different native languages. English has become an international language weaving those unique societies into one international community. Writing in English appears to be a very crucial tool for communication, including computer based communication, across countries for all numerous international purposes.

2.5.3 The Approaches to Teaching Writing

Each approach to teaching writing has its own focus and instructions which result in the use of different strategies to accomplish the writing task. As a result, the methods of investigating writing strategies are, to a great extent, influenced by the approach to teaching writing. A review of three major approaches to teaching writing: product/text-based approach, process approach, and genre approach will be provided before looking at what researchers in the field have found.

2.5.3.1 Product/text-based Approach

The product approach came earliest and was popular in the 1960s until the 1970s. The source of this approach was the audio-lingual method, "the dominant mode of instruction" (Raimes. 1991 : 407) in the sixties. The audio-lingual method puts a strong emphasis on speech, seeing it as primary; thus viewing writing as means of reinforcing oral patterns of the language. In this approach writing performs its function as tester of accurate application of grammatical rules by means of sentence drills such as fill-ins, substitutions, transformations and completions.

Later in the early seventies, writing instruction moved beyond sentence level to passages of connected speech and students manipulated linguistic forms within a provided text. It is also structuralism and Chomsky's transformational grammar that provides the basic premises for the product approach. At the center of this model is the view that writing is "a textual product, a coherent arrangement of elements structured according to a system of rules" (Hyland. 2002 : 6). Texts are said to be independent of writers, readers and contexts in which they are produced. They have their own structures made up of words, clauses and sentences following correct orders. Accordingly, writing is seen as depending on neither writers nor readers but forms to encode meanings. The idea that texts are contextually independent implies that language is the means to carry out human communication by transferring ideas from one mind to another; meanings can be decoded by anyone having the right decoding skills regardless of context and writer; and conformation to homogeneous rules leads to no conflict of interpretations and understandings.

Since texts are considered contextually independent objects, "learners' compositions are seen as langue, that is, a demonstration of the writer's knowledge of

forms and his or her awareness of the system of rules used to create texts" (Hyland. 2002 : 7). Thus, writing is assessed on criteria such as factual display and clear exposition, and instructions aim at explicitness and accuracy. Paying the center role in composition classes are teachers who use guided composition as the main teaching method. Learners passively receive knowledge of rules from teachers. The content of writing is often supplied and involved no context, what is expected to create good writing is the ability to recall and manipulate learned structures.

Not long after that, the product approach was strongly criticized for the fact that undue attention was paid to the evaluation of written products so that other "more important considerations such as purpose, audience, and the process of composing itself" (Zamel. 1982 : 195) were ignored. This gave birth to a new approach to writing which dominated in the seventies, the process approach.

2.5.3.2 Process Approach

The increasing interest in writers' initiatives and how they write has heightened the need for research on the cognitive features of their composing process. In Emig's (1971, 1983) ground-breaking studies, she argues that teachers of composition tend to under-conceptualize and oversimplify the process of composing and she also challenged the previous view of writing as a linear three-phase activity, that is, prewriting, writing and revising. The complexity of planning, composing, and editing activities is increasingly revealed in a great deal of research (Jones. 1982; Zamel. 1982, 1983; Raimes. 1985; Faigley. 1986; Flower. 1988, 1989) and the process approach they explored defines writing as essentially a "non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel. 1983 : 165).

The process approach started in the 1970s as a reaction by teachers and researchers against the product approach. This new approach to teaching writing is mainly influenced by first language writing research into composition process "under the assumption that before we know how to teach writing, we must first understand how we write" (Zamel. 1982 : 196). As the process approach takes on greater breadth and depth, researchers study not only the cognitive process of writers but also contextual factors and their impacts on the writing process and their research extends from the L1 context to the L2. This process orientation, which has been widely adopted by a substantial number of writing teachers, justifies the teacher's role as a facilitator to guide students through the writing process and help them develop strategies for generating, drafting, and refining ideas.

2.5.3.3 Genre Approach

The last major approach to writing, which began in the eighties as a reaction against the process approach and has been now widely applied in teaching academic writing, is the genre approach. Based on the major concept of genres as "systems of complex literate activity constructed through typified actions" (Bazerman. 1994 : 79), the genre approach views writing as the conformation to "certain conventions" to organize ideas for certain social purposes (Hyland. 2002 : 16). However, there are three distinctive approaches to genre which are different from one another in theory and origin, thus, resulting in different genre-based pedagogies. Systematic functional linguistics developed by Halliday in Australia defines genres as "staged, goal-oriented" social processes in which participants achieve their purpose by following "a conventional, step-wise structure" (Hyland. 2002 : 17). Accordingly, knowledge of genres serves as a means for achieving social purpose in everyday life. Therefore,

genre analysts play a very important role in the elaboration of genres. The systematic functional approach to genres has its own genre-based pedagogy. Teaching writing involves the provision of genres which are "identified by their structure and by repeated patterns" such as procedure, description, report, and explanation (Hyland. 2002 : 18). For certain type of genre, there are certain linguistic choices within and above sentence level which can be provided to students via the teaching of explicit grammar by teachers. Then, learning to write is actually the practice of selecting appropriate genres and appropriate linguistic materials for certain types of readers. However, such genre-based pedagogies have been influential primarily in Australia and have had major impact on L1 writing (primary and secondary school children) and adult migrant second language learners (Feez. 2002); thus, "they still have not exerted a great influence on ESL/EFL writing classes in tertiary education settings despite their great potential" (Poedjosoedarmo. 2005 : 114).

The second approach to genre – the ESP (English for Specific Purposes) approach also views language as a means to accomplish social goals and desires to elaborate explicit recurrent features of texts for the teaching of genre. However, the type of genres under the ESP perspective is restricted by "shared purposes recognized by the member of a particular community" (Hyland. 2002 : 17). Swales' (1990) "Create a Research Space" model which proposes moves for writing introductions in research articles, for example, is the best-known analysis of a genre. Structures of other genres for professional and academic purposes have also been proposed such as abstracts (Hyland. 2000), Business response letters (Ghadessy. 1993), corporate mission statements (Swales & Rogers. 1995), and so on.

Since applications of this approach are closely associated with academic purposes, it has exerted little impact on general-purpose ESL/EFL writing classrooms.

While systematic functional and ESP approaches to genre make every effort to elaborate genres for the purpose of better understanding and teaching writing, new rhetoric approach aims to raise students' awareness of "contextual features and the assumptions and aims of the communities who use the genres in order to provide a critical understanding of rhetorical features and their effectiveness" (Hyland. 1988 : 19; cited in Bazerman. 2002 : 323). According to Coe (1994, 2002), like systematic functional approach, new rhetoric approach to genre mostly dominates L1 contexts. Its influence on ESL/EFL writing is minimal.

Despite its significant influence on teaching writing to ESP learners, genre pedagogy is limited in that there can be a danger of perceiving genre as "sets of rules", which may be caused by a failure to acknowledge "variation and choice in writing" by untrained or unimaginative teachers (Hyland. 2003 : 22).

This section has presented the three major approaches to teaching and researching writing, namely, the product, process, and genre approach. The product approach which was dominant in the sixties and seventies has no longer been an attraction as "the investigation of students' written products tells us very little about their instructional needs" (Zamel. 1983 : 165). The genre approach, although it has been gaining status in the teaching of academic writing teaching, it has had little influence on ESL/EFL writing classes. On the contrary, the focus on writing behaviours which began in the eighties as a reaction against the product approach has led to a large body of research, yielding more insights into the writing behaviours of both L1 and L2 writers.

2.6 Error in Writing

Writing is more complex in that it tests a person's ability to use a language and the ability to express ideas. As a result, a person needs to write not only coherently but correctly, which requires more time and effort (Liu & Braine. 2005 : 623-624). This difficulty of writing leads students to be more susceptible to producing errors.

Corder (1971 : 152) states that errors are the result of some failure of performance. Similar to Corder, Norrish (1983 : 7) defines an error as a systematic deviation that happens when a learner has not learned something and consistently get(s) it wrong. James (1998 : 1) also identifies a language error as an unsuccessful bit of language. Moreover, he points out that error is likewise unique to humans, and error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.   Norrish (1987) states that errors are significant in three different ways. First to the teacher, errors tell him/ her how far the learner has progressed and, consequently, what remains for him/ her to learn. Second, errors provide researchers with evidence on how language is learned or acquired, what strategies or procedures the learner are employing in his/ her discovery of the language. Thirdly, errors are indispensable to the learner himself, because errors can be regarded as a device the learner uses in order to learn. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity taking place in the learner.

According to Ellis (1995 : 51-54), the most significant contribution of error analysis lies in its success in elevating the status of errors from undesirability to that

of a guide. Hence, errors are no longer seen as unwanted forms, but as evidence of the learner's active contribution to second language acquisition. Norrish (1983 : 21-42) describes the causes of language learners' errors as arising from carelessness, interference from the learner's first language, translation from the first language, contrastive analysis, general order of difficulty, overgeneralization, incomplete application of rules, material-induced errors and a part of language creativity. In writing, learners easily make errors because information has to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing communication (Norrish. 1983 : 65).

According to James (1998 : 141), the term text is sometimes used to refer exclusively to a unit of written language larger than the sentence— for which paragraph might be a suitable term. However, following a suggestion by Connor (1996 : 83-84), text will take cohesion into account, as coherence is treated as a feature of discourse organization. Syntax errors are errors that affect texts larger than the word, namely, phrase, clause, sentence and ultimately paragraph. In other words, they are referred to as: 1) phrase structure errors, 2) clause errors, 3) sentence errors, and 4) analysis of errors in paragraph writing in English intersentence errors (cohesion). In the development of a paragraph, the fourth type of errors, cohesive errors, often occurs. Halliday and Hasan (1976 : 48) identify five types of error: reference, substitution, ellipsis, conjunction, and lexical cohesion. While cohesion is based on grammar or meaning, between parts of a piece of writing, coherence, on the other hand, refers to a reasonable connection or relation between ideas, statements,

etc. In addition, James (1998 : 162) concludes that coherence is related primarily to content, to the conceptual relatedness of propositions.

In conclusion, errors can appear in all writing, even though the authors write carefully and correctly. This study is designed to identify important features of students' errors and to categorize those errors. Errors in language learning play an important role in this study. Therefore, the researcher is interested in studying errors in Thai EFL students' business letter writing.

2.7 Business Letters

Prachanant (2006a) mentions that business letter writing is an essential part of business activity. As we have observed from business performance, business letters are considered to be a tool for the creation of ideas and the consolidation of linguistic system by using them for communicative objectives in an interactive way. As a result, business letters are an indispensable part of business communication. Without them, much of the ordinary activities of business would not be possible.

2.7.1 What is a Business Letter?

Many scholars define business letters differently depending on their purposes (e.g., McDougal. 1987; McComas & Satterwhite. 1993; Ijas. 1995; Prachanant. 2006a). However, business letters can be defined as the writing of information, ideas and requests to communicate between people in business sectors with specific purposes. These specific purposes incorporate elements of persuasive writing (McDougal. 1987). Ijas (1995) states that persuasive writing influences the receivers to take some action, to change an attitude, and to cultivate his goodwill and friendship.

2.7.2 Purposes of Business Letters

As mentioned above, business letters are sent with specific purposes. Generally, the purposes of writing business letters are to give or ask for information, to make a request, to announce information (Olanvoravuth. 1996; Rice. 1989), to persuade in taking action (Tongra-ar. 1990), and to provide written records (Dumont & Lannon. 1985). In business situations, Baugh, Fryar and Thomas (1997) indicate that the purposes of business letters are to sell products or services, request material or information, answer customer inquiries, maintain good public relation, and serve a variety of other business functions. Knowing these purposes will help determine the information needed that makes one's business letter writing effective and practical.

2.7.3 Importance of Business Letters

Even in the year of electronic communication, letters are still vital. The letters can be sent as faxes and as e-mail, as well as through such conventional routes as the postal services. In business situations, a businessperson cannot afford the time, or the expense, of a personal visit each time he wants to transact business in various parts of the country, so he makes phone calls or writes letters instead. He depends on the written word to keep him in touch with his customers and business associates and to preserve on paper his "conversation" with them. Thus, his letters become "paper representatives" (Body. 1979).

Kolin (1998) states that business letters are important in the business world for the following reasons:

2.7.3.1 To represent the company's public image and competence as well.

2.7.3.2 To be more personal than a report, yet more formal than memos or e-mail.

2.7.3.3 To constitute a permanent legal record of an agreement.

2.7.3.4 To follow-up on telephone calls and other types of oral communications.

2.7.3.5 To provide a wide range of information.

2.7.3.6 To be prompt in action.

2.7.3.7 To sell.

In addition, Body (1979) mentions that the letters are written for the two main reasons:

2.7.3.8 To conduct business

2.7.3.9 To build goodwill

In conclusion, there are many types of business letters. The writers write the letters depending on their purposes. However, the writer should write the letters carefully and suitably.

2.7.4 Tone in Business Letters

Tone refers to the emotional content of letters (Prachanant. 2006a). This means that it is the use of accent and inflection to express a mood or emotion in accent and inflection express mood demotion in speaking or writing. Many times, it is not what the writers say in a business letter, but how one says it. It is a good idea to always consider ones say tone so that one does not upset the reader, thereby lessening the chances that requests and comments will be respected. Thus, when writing a letter, the tone of business must be considered.

According to many scholars, the tone of business letters can be classified in formality, "You" attitude, politeness, rudeness, and sincerity.

2.7.5 Characteristics of Effective Business Letters

The characteristics are very crucial for writing business letters. According to many scholars, effective business letters should include the following characteristics (Prachanant. 2006a):

2.7.5.1 Readable

Business letters should be understandable and clear to recipients. Do not show off the writers ability in writing skills by using long (Tawisuwan. 1999), different words or complicated sentences (Dugger. 1993).

2.7.5.2 Tactful

It should not offend or insult the reader. This means that the writers should analyze the receivers, and use a suitable level of readability in their writing (Tawisuwan. 1999).

2.7.5.3 Personal

Business letters should focus attention on the reader's needs (Ijas. 1995). For example, by writing "You'll receive your cheque in the mail" instead of "We've mailed a cheque".

2.7.5.4 Mechanically sound

Business letter writing should be free from grammatical errors and format problems. Tawisuwan (1999) states that correct grammar will improve your creditability as a writer.

2.7.5.5 Active

The writers should convey their ideas the active voice rather than the passive voice because it can make their sentences stroger (Baugh, Fryar & Thomas. 1997) and more forthright (Elliot. 1989).

2.7.5.6 Unified

To avoid combining two or more ideas in one sentence or one paragraph, begin each paragraph with a topic sentence (Tawisuwan. 1999). Do not write anything in the paragraph which is unrelated to the topic sentence.

2.7.5.7 Coherent

Coherence is the relationship between parts of a sentence or between different sentences. It will make your sentences and paragraphs easy to understand (Ijas. 1995; Tawisuwan. 1999). The ways to help your business letter writing to be coherent are to use appropriate linking words such as, "however, therefore, consequently, etc.", as well as to use numeric or chronological order, "first, second, …, finally".

2.7.5.8 Clear

The words should be simple and familiar with the reader. Every sentence in a paragraph should be related to the topic sentence (Ijas. 1995; Parisuthiman. 2000). In addition, outlining will help your writing be better organized (Mccomas & Satterwhite. 1993). Therefore, writers should set their topic sentences and outline their ideas before they start writing.

2.7.5.9 Concise

Letter writing should contain a minimum number of words to convey your ideas. Try to avoid useless repetition of the same idea, keep the letter to one page, and keep paragraphs short, if possible (Elliot. 1989).

2.7.5.10 Positive

It is better to write in a positive tone in order to create a positive atmosphere between the reader and writer (Tawisuwan. 1999). For example, using "Thank you for not smoking" instead of "No smoking" is a more positive way to achieve the writer's goal.

2.7.5.11 Conversational

Try to write the way you speak and get rid of stilted phrases (Dugger. 1993).

In conclusion, these characteristics are found to be the most essential to support the ability to write business letters and are more likely to be predominant for writing business letters effectively.

2.7.6 Qualities of Business Letters

Since an effective business letter must achieve two objectives, carry a message to readers and to develop in readers a friendly feeling for the writer, writing a good business letter requires not only grammatical ability but also some psychology. That means a good business letter has to be concerned with people as well as with rules (Parisuthiman. 2000). The letter which is grammatically correct may offend the readers if it is written with ill-chosen words and a cold tone. The readers, of course, understand what the writers say, but he does not like the way writer say it.

Therefore, what the writers try to do in order to write an effective letter is to use words positively and appropriately.

Each business letter has a specific purpose. Practically all business letters aim to persuade the receivers to do something, such as buy goods or services, pay money, agree or feel friendly to the firm. To achieve the purpose, the researcher adapts the business letter quality of Grice (1975), Parisuthiman (2000), and Prachanant (2006a) into five categories, or "Five Cs", as follows:

2.7.6.1 Clarity

Clarity means to send the writer's message to the reader, so he will understand what the writer is trying to convey. This means writers must know exactly what they want to say and then say it in plain, simple and direct words. Thus, good, straightforward, and simple English suited best is for business letters. In order to make their sentences clear, they should do as follows:

1) Use specific words

If writers carefully choose nouns and verbs that name definite things and specific actions, they will make readers understand at once. Therefore, to determine what writers want readers to understand by using a specific word, he will get a vivid picture. The sentences below illustrate how to use specific words:

General: I will graduate in 2 years.

Specific: I will graduate in June, 2013.

2) Use simple words

Simple words are more effective than long and inflated ones. Besides, if writers use short and simple words, they can be sure that their readers will understand.

Poor: I am contemplating making a purchase of a new auto.

Better: I am thinking about buying a new car.

3) Use the right words

Do not confuse words that are similar in spelling or pronunciation but not in meaning. Distinguish carefully between the words in each of the following:

accept – except	advice – advise
all together – altogether	clothes – cloths
personal – personnel	correspondence – correspondent
resume (v) – résumé (n)	

Moreover, an appropriate use of prepositions is important in business letter writing because it influences the meaning of the sentence as follows:

Poor: I would like in apply of the position of Personnel Manager.

Better: I would like to apply for the position of Personnel Manager.

4) Place modifiers correctly

In business letter writing, modifiers must be chosen, and placed correctly so the intended meaning will be clear to the readers. The following sentences show how the position of a modifier makes a different meaning:

- This plan was **only** proposed to the board.

- **Only** this plan was proposed to the board.

- This plan was proposed to the board **only**.

2.7.6.2 Conciseness

Conciseness is a desirable quality in modern business communication because a businessperson is likely to be a busy person with no time to waste. Conciseness is

to say all things in the fewest possible words. This means that the writer must be brief but complete and courteous. When writers write a business letter concisely, they have to do following:

1) Avoid redundancy

Redundancy means unnecessary words, phrases and repetitious expressions. This means that writers have to omit these ones. The following phrases and words show this point:

Instead of	Write
- Afford an opportunity	- allow
- I am of the opinion that	- I think
- During the time that	- while
- Past experience	- experience
- Small in size	- small
- approximately	- about
- commence	- start, begin
- emolument	- pay, fees
- modification	- change
- require	- need

Use everyday words rather than unusual words.

unusual	everyday
aggregate	total
augment	increase
endeavor	try

2) Include only relevant facts

Writers should stick to the purpose of the letter. Do not beat around the bush, exclude information which is obvious to the reader, repeat at length what the reader told them, or include too much explanation- except words to promote good feeling, and sense of well-being.

Poor: Thank you for your letter dated March 15, 2012, in which you asked us to send you a catalogue and price list of Hitachi refrigerators. We are sending you the catalogue and price list of our product as you requested.

Better: We are pleased to send you a catalogue and price list of Hitachi refrigerators as you requested in your letter dated March 15.

3) Avoid unnecessary words

Unnecessary words dilute the writer's message, waste their reader's time and take up space that could be put to better use as follows:

Poor: I can use the Microsoft Word program, Microsoft Excel program, and PowerPoint program.

Better: I can use the Microsoft Word, Excel and PowerPoint program.

4) Avoid long, complex sentences

Avoid long, complex sentences is always temping to try to include a lot of information within a single sentences. This is especially true when they need to communicate a lot of information concisely as follows:

Poor: I would appreciate you giving me the opportunity to discuss my qualifications for this position and I hope that I will have a chance to work with your company.

Better: I would appreciate you giving me the opportunity to discuss my qualifications for this position. I hope that I will have a chance to work with your company.

2.7.6.3 Courtesy

Courtesy is very important in business letter writing because courteous messages help to strengthen business friendships, as well as gain new customers. To make the writers' letter courteous, they must sincerely like people, be thoughtful of their feelings and try honestly to help them. This is because the attitude they have toward people influences the impression your message will make. The following are rules that writers should follow.

1) Use polite words

Polite words, such as "please" and, "thank you", can help promote goodwill which is very valuable when conducting business. The following shows the differences between courtesy discourtesy in terms of using polite words:

e.g. <u>Please</u> accept our <u>sincere thanks</u> for our <u>pleasant association</u> together during the past year. Your orders have been most <u>welcome</u> and your many acts of cooperation are appreciated.

2) Do not use slang

Although business letter writing today is more informal, your business letters should not contain informal expressions that are acceptable in conversation. Use a conversational writing style in your letters, but do not use casual expressions which give an over-friendly tone as follows:

Poor: Unless all parties of the contract interface within the same planning framework at an identical point in time, the project will be <u>rendered inoperative.</u>

Better: Unless we coordinate our efforts, the project will fail.

2.7.6.4 Completeness

A complete business letter should include all the information the reader needs and all the answers they asked for in order to build goodwill. Incomplete business letters will bring unnecessary trouble. Completeness can be viewed in the following.

1) Completeness in form

A complete letter should contain the letterhead, date, inside address, salutation, body, complimentary closing, and signature. In this way the letter will be effective and complete.

2) Completeness of fact or detail (not vague)

Sentences must include enough information to give readers a clear message. A sentence without details or examples is vague and unconvincing. Vague references do not give readers much information as follows:

Poor: I have two years experience as a sales manager.

Better: I have two years experience as sales manager for a 7-11 in Bangkok.

2.7.6.5 Correctness

A correct letter must be free of errors. However, correct writing does not only mean using proper grammar, punctuation and spelling but also other criteria as follows:

1) Use the proper level of language

Writers should use short, well-known and conversational words. This means that they should use the informal level of business language as compared as follows:

Formal	Informal
- terminate	- end
- endeavor	- try
- interrogate	- ask
- render us more details	- send us more details

2) Include only accurate and true information

Accuracy is very important for written messages. Small errors of a few sentences, as well as one erroneous digit, such as $ 12,000 instead of $ 13,000, can be annoying to customers. In addition, business letter messages must contain true statements.

3) Use acceptable writing mechanics

Dulay et al. (1982 : 146 – 191) use three descriptive classifications of errors; linguistic category, surface strategy, and comparative analysis. As for this research, using acceptable writing mechanics related linguistic category. Linguistic category is a technique which involves using error taxonomy. These linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error affects. The writers must use correct linguistic taxonomy when they write business letters. Look at the following examples of errors:

3.1) Errors in parts of speech

    a) It is <u>importance</u> to have a close friend.

    (It is <u>important</u> to have a close friend)

    b) Football is a <u>popularity</u> sport in Thailand.

    (Football is a <u>popular</u> sport in Thailand)

3.2) Errors in the use of verbs

    a) He <u>are</u> really smart. He got the highest scores.

    (He <u>is</u> really smart. He got the highest scores.)

    b) They has already studied Phonetics.

    (They <u>have</u> already studied Phonetics.)

3.3) Errors in the use of prepositions

    a) I have been living here <u>at</u> three years.

    (I have been living here <u>for</u> three years.)

    b) John always goes to work <u>of</u> 8 o'clock.

    (John always goes to work <u>at</u> 8 o'clock.)

3.4) Errors in the use of agreement

    a) John <u>live</u> in England.

    (John <u>lives</u> in England)

    b) Everyone <u>are</u> in the room.

    (Everyone <u>is</u> in the room)

3.5) Errors in the use of determiners

    a) She is studying at <u>the</u> Chulalongkorn University.

    (She is studying at Chulalongkorn University.)

b) My uncle is engineer.

(My uncle is an engineer)

3.6) Errors in the use of tense

a) He <u>was</u> an English teacher at this school.

(He <u>is</u> an English teacher at this school)

b) Mr. Carrick <u>was</u> looking at you.

(Mr. Carrick <u>is</u> looking at you)

c) She always <u>sent</u> e-mails to her parents.

(She always <u>sends</u> e-mails to her parents)

3.7) Errors in the use of incomplete sentence structures

a) At 3 o'clock in the afternoon.

(At 3 o'clock in the afternoon, we went to Big C)

b) In the evening, to the amusement park.

(In the evening, we went to the amusement park.)

3.8) Errors in the use of punctuation

a) Dan Tim and Nat are playing volleyball.

(Dan, Tim and Nat are playing volleyball.)

b) I had an impressive experience when I was a child,

(I had an impressive experience when I was a child.)

3.9) Errors in the use of spelling

a) They do not like the cold <u>wether</u>.

(They do not like the cold <u>weather</u>)

b) She looks very cheerful <u>to day</u>.

(She looks very cheerful <u>today</u>)

3.10) Errors in the use of capitalization

a) <u>the</u> coffee is so hot that I cannot drink it.

(<u>The</u> coffee is so hot that I cannot drink it.)

b) <u>when</u> I went to the sea, I bought three swimming suits.

(<u>When</u> I went to the sea, I bought three swimming suits.)

3.11) Errors in the use of missing words

a) I applied the position of secretary.

(I applied <u>for</u> the position of secretary.)

b) Danny and my mother have in MK restaurant.

(Danny and my mother have <u>dinner</u> in MK restaurant.)

Correctness in business letter writing is important, because once writer's sign their names on their letters; it means they assume responsibility for everything on the letter facts, figures and words. Therefore, after finishing a business letter, check it for correctness.

2.7.7 Parts of Business Letters

To make business letters convincing to readers, writers have to organize and format the parts of the letters correctly. This means that parts of business letters must be arranged in a sequence that will make the letter meaningful.

A business letter contains many parts, each of which contributes to the overall message. Regardless of their purpose, most business letters have 15 parts, some required, some optional, depending on the nature of the business. These 15 parts can be classified into two main parts as follows: (Prachanant. 2006a).

2.7.7.1 Major Parts

Main parts are sometimes called essential parts or major parts. There are seven major parts which are always required in a typical standard business letter.

1) Letterhead/Return Address

The letterhead of most business firms is printed on the top part of the page. The main purposes of letterhead are to create prestige for the company and to provide the recipient of the letter with immediate information about the firm (David. 1982). This is why the letterhead contains the company's name and return address. Tawisuwan (1999) suggests that the return addresses should include the full address, telephone or fax number, and the e-mail address of the company.

The letterhead might also include an advertising slogan, trademark, picture of the product or business premises, the company's top executives or directors, and a list of branch offices. Love and Tinervia (1980) state that the letterhead is a very important part of any commercial correspondence because it can cause readers to be impressed with the letters.

2) Dateline

The dateline records when the letter is written and may serve as an important reference. For example, if there is a question about an order or shipment, a contract, or a reply to customer complaints, the writers will have the dateline copy of a letter in their files to verify when they wrote the message and what they said.

The dateline includes the day, month and year. McComas and Satterwhite (1993) suggest that the name of the month should be spelled in full, the date of the month should be written in digits, and the year should be written as four digits. In addition, it common writes in the left or the right of the paper.

3) Inside Address

The only reason for including the inside address of the recipient is for record purposes i.e. when a carbon copy of the letter is kept. The inside address consists of the name and address of the person to whom the letter is directed to. The recipient can be either a company or an individual. Whenever possible, it is better to direct the letter to a specific person in a company or an organization by using his name on the first line of the inside address. On the other hand, if they do not know the name of the person they want to write to, address their letter to the title of his position rather than to the company name alone.

4) Salutation/ Greeting

Salutation is the greeting given to the person to whom the writers are addressing the letter. The most frequently used salutation in business letters is "Dear Title (Mr., Mrs., Miss), and that person's last name". In some countries, "Ms" may be used instead of Mrs. or Miss for sexual equivalence as Mr. is used for both married and single status of men (Danpanich. 1999). When writing to a company, an organization, a department or a box number, generally use "Dear Sir/ Sirs/ Madam/ Gentlemen".

5) Body/ Message

The body of a business letter conveys messages from the writer to the reader. It is where the writer's thoughts are presented to the reader. Based on

this, the body is the most important part of the business letter. The body should be clear, brief, well-organized, well-written, and should have accurate grammar. Baugh, Fryar and Thomas (1997) suggest that for beginners, the body may be conveniently divided into three paragraphs:

Paragraph 1 begins with information that catches the reader's attention and refers to some needs or interests of the reader.

Paragraph 2 brings in your involvement, what role you are playing or what services or information you have to offer.

Paragraph 3 ends the body of the letter with the action or idea that you want the reader to consider or with the results you would like to have.

6) Complimentary Close/ Closing

The complimentary closing is a parting phrase which indicates that the body or the content of the letter has ended. Ijas (1995), and McComas and Satterwhite (1993) state that the tone of the complimentary closing should match the salutation or the relationship between the writer and the reader.

7) Signature Block/ Bloc

The signature bloc usually contains the writer's signature, the type-written name, and the business title.

2.7.7.2 Minor Parts

Minor parts or additional parts of a business letter are special notations that might be included in order to write a date that is useful to both the writer and the addressee. There are eight parts as follows:

1) Reference Line

The reference line is the letter number of the company or organization of both sender and receiver. It also includes digits showing the date the letters was recieved. Reference line assists with sorting and filing (Body. 1979).

2) Attention Line

The attention line indicates the specific person who should read the letter. Dumont and Lannon (1985) state that an attention line is appropriate when the writers do not know the name of the person to write to or when they are writing to a company and want a particular person.

3) Subject Line

The subject line helps to tell the reader in one glance what the letter is about (Parisuthiman. 2000). Although it is an optional part of the letter, its use is increasing and is very helpful for both reader and writer.

4) Company Identification/ Typed Company Name

The writer's company name, if printed on the letterhead, need not be repeated in the signature bloc, except in legal documents. However, if it is used, it can be typed either in capital letters or only with the first letter of each word capitalized.

5) Reference Symbols/ Identification Initials

Reference symbols are the initials of the dictator or writer followed by that of the typist. Body (1979) states that the initials serve an administrative purpose only and are seldom of interest to anyone but writer. In some companies, only the typist's initials are used. This part will generally be omitted if the person who is

sending the letter types it (Baugh, Fryar & Thomas. 1997; Danpanich. 1999;

Ruangprach. 2005).

6) Enclosure

An enclosure is anything included in the envelope with the letter.

It alerts the reader to the fact that material has been enclosed with the letter or that

copies of the letter have been sent to others (Baugh, Fryar & Thomas.1997).

The writers may list the enclosures or simply indicate how many have been included.

The reader can then check to make sure all the material is there when the letter is

received.

7) Carbon Copy Notation

When the writers want other persons to receive a copy of the letter they

have written to the addressee. The names of these persons should be typed after this

notation.

8) Postscript

Postscript or P.S. can be used to give strong emphasis on an important

idea that has been deliberately withheld from the body of the letter. It should not be

used to indicate that you have forgotten to say something. Practically, the

abbreviation of postscript will be written in capital letter and ended with colon (:) or

period (.).

2.8 Job Application Letters

Obtaining a job today involves a lot of hard work. When everyone see a classified advertisement and wants to apply for a job, they have to prepare an application letter to serve as an introduction and attach the resume with it.

2.8.1 What is a Job Application Letter?

An application letter, which serves as a cover letter for a resume, is written by applicants who apply for jobs that him/ her wishes. Parisuthiman (2000), Ruangprach (2005) and Prachanant (2006a) state that an application is considered to be a kind of sales letter. Instead of selling products or services, the writers are trying to sell their prospective employer on their qualifications. Hence, before they start writing the application letter, they need to analyze the products that are themselve as thoroughly as they would with any other product. In other words, they need to determine what the prospective employer requires and how their qualifications fulfill his needs.

According to Parisuthiman (2000) and Prachanant (2006a), application letters can be classified into two types: solicited letters and unsolicited letters. Solicited letters are letters written in answering to an advertisement about a vacant position. Unsolicited letter are letters written to a specified firm where one thinks there may be an opening position for them.

2.8.2 Importance of Job Application Letters

A job application letter may be the most important letter the writers will ever write (Parisuthiman. 2000 ; Ruangprach. 2005) since it sells their qualifications (Geffner. 2004). When writing job application letters, people should write in

a persuasive way that brings attention to their capabilities, creates desire, and inspires the action of leading them to an interview.

2.8.3 Rules for Writing an Effective Application Letter

To write an effective letter application should follow the steps below (Madiloggovit. 1990).

Step 1: Refer to where and how the writers heard about the job vacancy.

Step 2: State the specific position for which the writers are applying.

Step 3: Try to make the prospective employer believe in the writers' ability by focusing on their experience and educational background

Step 4: Motivate the employer's action by asking for an interview.

Step 5: The message must be businesslike and be the writer's representative as a business person.

2.8.4 Parts of a Job Application Letter

A persuasive application letter aims to invite the prospective employer to grant the employee an interview and then the job. An application letter should have three basic parts as follows (Prachanant. 2006a):

Paragraph 1

This part is opening. The employees have to attract the prospective employer. They must say what vacancy or position they are applying for and how they have learned about it.

Paragraph 2

This paragraph gives personal details, such as education, and experience. Give reasons why the qualifications will be profitable for the employer.

In addition, referring to the strongest references who can give details regarding the qualifications must be required. This part is a big selling point because it helps to convince prospective employers of the capacities and eagerness for the job.

Paragraph 3

This is called the closing. It indicates the action part of the application letter. The employee should state the purpose of getting a chance for an interview. They can make a request by offering to call the firm on a specific date to arrange for an interview at a time convenient for the prospective employer or giving the telephone number to the company.

In brief, a job application letter is used to communicate between the writer and their prospective employer before the job interview. Therefore, applicants must write application letters with care, keeping in mind that the impression the letter makes will influence whether or not they receive an interview.

2.9 Genre

2.9.1 Definitions of Genre

There is no clear definition of genre as "genre remains a fuzzy concept, a somewhat loose term of art" (Swales. 1990 : 33). A basic definition of genre is a text or discourse type which is recognised as such by its users through its characteristic features of style or form (Linguistics Encyclopaedia. 1991). Robinson (1991) claims that the term genre was used by Swales for the first time in 1981 but according to Swales, genre seems to imply much more than text type. Swales (1990 : 58) defines genre as:

A genre comprises a class of communicative events,

the members of which share some set of communicative

purposes. These purposes are recognised by the expert

members of the parent discourse community, and thereby

constitute the rationale for the genre. This rationale shapes

the schematic structure of the discourse and influences and

constrains choice of content and style.

The definition is then further developed in Swales (1990) where he introduces

the concept of discourse community as having a broadly agreed set of common public

goals, has mechanisms of intercommunication among its members, uses its

participatory mechanisms primarily to provide information and feedback, utilizes and

hence possesses one or more genres in the communicative furtherance of its aims, has

acquired some specific lexis and has a threshold level of members with a suitable

degree of relevant content and discoursal expertise. Based on Swales' definition, it

shows that the concept of genre works together with discourse community.

Apart from that, Bhatia (1993 : 13) defines professional and academic genre

as:

A recognisable communicative event characterised

by a set of communicative purpose(s) identified and

mutually understood by the members of the professional

or academic community in which it regularly occurs.

Most often it is highly structured and conventionalised

with constraints on allowable contributions in terms

of their intent, positioning, form and functional value.

These constraints, however, are often exploited by the expert

members of the discourse community to achieve private

intentions within the framework of socially recognised purpose(s).

Based on the definitions of genre above, it is obvious that communicative

purpose or goal is the factor that controls both Swales (1990) and Bhatia (1993)

definitions. The communicative purpose determines the shape or structure of the text

that is produced. Different purposes of writing will result in different genres which

are distinguished by particular text structures and linguistic features.

On the other hand, Martin (1985) states that genres comprise a system for

accomplishing social purposes by verbal means and this recognition leads to an

analysis of discourse structure. Genres have beginnings, middles and ends of various

kinds. Verbal strategies as he mentioned can be thought of in terms of states through

which one moves in order to realise a genre. This notion is also supported by Martin

and Rothery (1986 : 243) that genre "refers to the staged purposely social processes

through which a culture is realised in a language".

2.10.2 Genre in Applied Linguistics

Swales (1990 : 33) says that "genre is quite easily used to refer to a distinctive

category of discourse of any type, spoken or written, with or without literary

aspirations". Hence, genre has been studied for applied purposes such as in folklore

studies, literary studies, linguistics and rhetoric.

In folklore studies, the concept of genre has maintained a central position

since the pioneering work in the early nineteenth century on German myths, legends

and folktales by the Brothers Grimm. Ben-Amos (1976) considers genre as a

classificatory category whereby a story may be classified as a myth, legend or tale.

The value of classification is seen to lie in its use as a research tool for categorizing

and filing individual texts as an effective storage and retrieval system. According to Swales (1990 : 34), genre is also seen as forms by another major group of approaches where "one established tradition taking these forms as permanent". Thus, legends and proverbs have not changed their character over recorded history. The folklorists say that the classifying of genres in academic English is seen as having some limited use "but as an archival or typological convenience rather than as a discovery procedure, a community whether social or discoursal will often view genre as means to ends and a community's perceptions of how a text is generically interpreted is of considerable importance to the analyst" (Swales. 1990 : 35-36).

Genre in literary studies is important because an appreciation of genre is necessary for an appreciation of literature. Genre is necessary because it provides an interpretive and evaluative frame for a work of art. Furthermore, that frame is as much textual as it is cultural, historical, socioeconomic or political. The value of genre to the writer in the contemporary study of literary genres is stressed by Fowler (1982 : 32) as:

Far from inhibiting the author, genres are a positive support.

They offer room, one might say, for him to write in - a habitation

of mediated definiteness; a proportional neutral space; a literary

matrix by which to order his experience during composition.

Instead of a daunting void, they extend a provocatively definite

invitation. The writer is invited to match experience and form in

a specific yet undetermined way. Accepting the invitation does

not solve his problems of expression. But it gives him access to

formal ideas as to how a variety of constituents might suitably be

combined. Genre also offers a challenge by provoking a free spirit

to transcend the limitations of previous examples.

In addition, Hawkes (1977 : 101) states that "a world without a theory of genre is unthinkable, and untrue to experience". Therefore, knowledge of genre in literary studies is crucial as it provides a communication system for the writers and readers to critic in reading and interpreting.

In linguistics, genre deals with aspects of language below the level of texts. Saville-Troike (1982 : 34) uses genre to refer to the type of communicative event and offers jokes, stories, lectures, greetings and conversations as examples. In addition, she adds that it is interesting to discover in a community in which communications are generically typed and labels used as these will reveal elements of verbal behavior which the community considers sociolinguistically salient. According to Martin (1985), genres are realised through registers and registers in turn are realised through language . He mentions genres as:

> Genres are how things get done, when language is used to accomplish them.They range from literary to far from literary forms: poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcasts and so on. The term genre is used here to embrace each of the linguistically realised activity types which comprise so much of our culture.
>
> (Martin. 1985 : 250)

Couture (1986 : 82) provides a clarification of the use of register and genre within systematic linguistics. He says that in linguistics, registers impose constraints at the linguistics levels of vocabulary and syntax; whereas, genre constraints operate at the level of discourse structure and can only be realised in completed texts or texts

that can be projected as complete, for a genre does more than specify kinds of codes extant in a group of related texts; it specifies conditions for beginning, continuing and ending a text. Thus, it can be said that in linguistics, genres are emphasised as types of goal-directed communicative events, having schematic structures and disassociated from registers or styles.

Genre in rhetoric is based on Kinneavy's Theory of Discourse: The Aims of Discourse. Kinneavy (1971) classifies discourse into four main types that are expressive, persuasive, literary and referential. A discourse is classified into a particular type according to which component in the communication process receives the primary focus. If the focus is on the sender, the discourse is expressive whereas if on the receiver then it is persuasive. If the focus is on the linguistic form or code, it will be literary and if the aim is to represent the realities of the world, it will be referential. Swales (1990 : 44) states that genre analysts among the rhetoricians have made a substantial contribution to an evolving concept of genre suitable for the applied purposes and he further added that "they provide a valuable historical context for the study of genre movements and they finally destroy the myth that genre analysis necessarily has something to do with constructing a classification of genres".

From the explanations above, it is clear that genre is used vastly in applied linguistics in order to achieve the communicative purposes in the respective field of studies as Bhatia (1993 : 43) believes that "communicative purpose is the most important factor in genre identification".

2.9.3 Characteristics of Genre

Swales in his famous book of genre studies entitled "Genre Analysis: English in Academic and Research Settings" (1990 : 45-47) mentions the characteristics of genre as follows:

1. A genre is a class of communicative events.

2. The principal criterial feature that turns a collection of communication events into a genre is some shared set of communicative purposes.

3. Exemplars or instances of genres vary in their prototypicality.

4. The rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning and form.

5. A discourse community's nomenclature for genres is an important source of insight.

As mentioned above, communicative event is defined in terms of language, frequency and the contextual environment of a text. The distinction between non-verbal and verbal activities is that non-verbal activities such as looking at pictures and those activities in which language is ancillary rather than constitutive as in doing the household chores, are not considered as communicative events. Furthermore, communicative events that are infrequent are given genre status only if they are prominent within a given culture. Besides, a communicative event comprises "not only the discourse itself and its participants, but also the role of that discourse and the environment of its production and reception, including its historical and cultural associations" (Swales. 1990 : 46). In other words, people use language in an agreed way to get something done.

Tribble (1996) states that communicative purpose is the results that the writer hopes to achieve in writing a text. It means that genres are used as communicative vehicles to achieve goals among the discourse community. In addition, Miller (1984) and Martin (1985) emphasize on 'shared purpose' as a determinant of genre-membership rather than on form, stylistic features or inherited beliefs. In other words, genre membership is based on communicative purpose.

Swales (1990) states that genre-membership can also be established through the definitional approach and the family resemblance approach. The definitional approach enables one to identify the typical members of a particular genre category on the basis of shared properties. On the other hand, the family resemblance approach or prototype approach enables one to categorise the typical members of a genre based on inter-relationships of a somewhat looser kind rather than on a fixed list of defining features. Therefore, Swales (1990) recommends an integration of the definitional approach, the family resemblance approach and a checklist of properties such as communicative purpose, form, structure and audience expectations in identifying to what extent an exemplar is prototypical of a particular genre. Besides, the rationale behind a particular genre plays an importance role in shaping the rhetorical structure of that genre in which the recognition of purposes provides the rationales, while the rationales give rise to constraining conventions.

That is, those who use specific genre routinely and professionally in the target discourse community will have better knowledge of the conventions used in a specific genre compared to those who only involved in using the genre occasionally. For instance, an engineer who is required to write a report most of the time at his workplace, will become more competent and familiar with the conventions used in

writing technical reports. Consequently, active discourse community members "could give genre names to classes of communicative events that they recognise as providing resuming rhetorical action" (Swales. 1990 : 55). This means that those who always use the genre in their target discourse community would be able to differentiate the conventions used for different types of genre.

2.10 Genre Analysis

2.10.1 Definitions of Genre Analysis

Swales (1981) defines genre analysis as a system of analysis that can reveal a system of organizing a genre. On the other hand, Dudley-Evans (1987) provides a good introduction to genre analysis. He suggests that English for Specific Purposes (ESP) needs a system of linguistics analysis that demonstrates differences between texts and text types. Dudley-Evans & St John (1998 : 2) also states "genre analysis may be used as a classificatory system, revealing the essential differences between both the genre studied and other genres and also between the various sub-genres. Hence, since genre analysis within ESP is prescriptive, it is able to make useful recommendations on how a particular genre should be written.

Besides, Robinson (1991) defines genre analysis as an approach that looks at the operation of language within a complete text, seeing the text as a system of features and choices. The selection is made according to the communicative purpose of the text. In addition, Bhatia (1993) emphasises the communicative purpose of a particular genre as vital in genre analysis. He insists that genre analysis is used to determine whether communicative purposes recognised by the members of

a particular community are the motivating factor in shaping the structure of a text enabling us to recognise texts with similar communicative purpose as belonging to a particular class. Genre analysis is also related to discourse analysis as it gives an explanation for the convention of genre construction and interpretation.

2.10.2 Purposes of Genre Analysis

According to Bhatia (1993), genre analysis is a very powerful system of analysis that allows a far thicker description of functional varieties of written and spoken language than that offered by any other system of analysis in existing literature. Thick description according to Geertz (1994) is a result of ethnographic studies in the field of anthropology. Using thick description, as postulated by Geertz (1994) would expand the scope of genre analysis to include the description as well as the explanation of the discourse in which genre has its roots (Bhatia. 1993 : 16). This means that genre analysis is an unsightly and detailed description that can be used to give an explanation for the convention of genre construction and interpretation. Hence, genre analysis can also be utilised in teaching English for Specific Purposes.

Moreover, Bhatia (1993) states that the general aim of a genre analysis is to identify the moves of a genre, the order of the moves, and the key linguistic features. Then, the next important step is to explain why the writers choose these features to achieve their communicative purposes. The term "rhetorical function" as used in genre analysis refers to the logical relationships that combine parts of the text together. According to Bhatia (1993), a particular move is designed to realize a particular intention or purpose. In the meantime, it also contributes to the overall communicative purpose of the text. For example, the move "location" in the brief

tourist information gives the location of a tourist site (Henry & Roseberry. 1996). The move boundary is where the author changes his/ her communicative intention (Bhatia. 1993). Research on genre analysis shows that genres do not exist in isolation but are parts of a structured system. To understand more about these actions, novice writers can learn how texts interact and how they shape meanings in relation to social systems. Indeed, genre analysis that identifies moves or functional components has a great deal to offer for the study of e-mails and presentations since a linguistic/ rhetorical system of genre specific moves can be developed (Connor & Mauranen. 1999).

Apart from that, genre analysis aims to provide a means of classifying a particular genre or sub-genre (Dudley-Evans. 1987 : 2). For instance, a technical report genre can be classified into several subgenres such as research report, progress report, laboratory report, feasibility report, recommendations report and site report. If one can master the conventions of a genre properly, one will be able to write an acceptable report about almost any research project.

2.10.3 Aspects Considered in Genre Analysis

There are a few aspects that need to be considered in genre analysis. Bhatia (1993) in his study on professional and academic writing has linked genre analysis with three aspects that are linguistics, sociology and psychology. The linguistics aspect refers to texts analysis "with any above average incidence or even a lack of certain linguistics features" (Bhatia. 1993 : 17). On the other hand, the sociological aspect allows the analyst to understand how a particular genre defines, organizes and communicates with social context. The psychological aspect then emphasises

the tactical choices or strategies that are adopted by writers in order to make their writing more effective and successful.

Meanwhile, Swales emphasises only linguistics and sociological aspects in genre analysis and underplays the psychological aspects. As mentioned earlier, Bhatia (1993) considers the psychological aspect important, as it offers an explanation for the tactics or strategies used in genre construction.

2.11 Awareness

Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects or sensory patterns. It influences everything to do. If people do something well, it means they have more awareness.

2.11.1 Definition of Awareness

Many scholars have given different definitions of awareness as follows:

Suwan (1977 : 14) states that awareness is when an individual suddenly realizes something or some event that happened in a location as being happened in that moment which is rather being state of mind but it does not mean that the person could remember that object.

Koffka (1978 : 212) presents the conceptual thinking for awareness as being defined as consciousness. It has become the psychological condition concerning the condition in which a person received, perceived or gained experiences and later evaluated.

Vongyai (1980 : 133) defines awareness as domain but had fail to stress on memory and ability to recollect.

Oxford Advanced Learner's (2000) states that awareness is knowing sometimes; knowing that something exists and is important; being interested in something.

Macmillan English Dictionary of Advanced Learners (2002) also supports the idea that awareness is knowledge or understanding of a subject, issue, or situation.

From the experts' definitions of awareness as mentioned above, it could be drawn or defined awareness as the psychological conditions related to feeling, thought and desire certain object or situation from speech, writing, or others by relying on time or experiences or surrounding conditions in the community or outside force as the factor for the person to create awareness.

2.11.2 Factors Influencing Awareness

Julasai (1998) has referred to factors influenced perception of each individual in 3 aspects.

2.12.2.1 Perception experiences depend on experiences that happened in the past and daily life. Perception of any events depends on association with the events, experiences seen and direct impact to know in different level.

2.12.2.2 Attention and giving value in event which could change in different level from necessities, expectation, interest and emotion.

2.12.2.3 Design of event needed to perceive since each person's awareness depends on the perception of each person.

Therefore, there are three main factors that influence awareness. As for awareness, influence on awareness can be divided into 2 major components.

1) Exterior factors refer to feature of arousal for the individual interested to perceive, leading to awareness.

2) Interior factors refer to individual feature that would cause awareness more or less depending on 2 factors. First is physical, such as, ability of organs, ears, eyes, nose, and mouth. Second is psychology, such as, background, interest, perception and value. These things influence awareness differently.

In conclusion, exterior factor refers to feature of arousal, experiences, perception, familiar to environment and pay attention to value and interior, such as individual feature influence awareness.

2.12 Previous Studies Related to the Present Study

Many researchers have conducted the researchers on business letters writing, both in Thailand and abroad as follows:

Hiranburana (1996) investigated cross-cultural strategies and the use of English in international business correspondence. These aspects included the deviation of linguistic features and expressions and the rhetorical structure of moves and steps with their linguistic exponents. The results revealed similarities in the product and the process of their communication which suggest that business communicators tend to develop shared language conventions.

Park, Dillon and Mitchell (1998) studied Korean business letters: strategies for effective complaints in cross-cultural communication. They discussed that Korea rhetoric in general and in the Korean business culture suggests some of the differences. The findings revealed that, in English, clarity is the norm, and the concept of clarity is linked to linear or direct development of the writer's main point. However, the results in Korean rhetoric indirect indicated that forms of writing are valued, and making connections is often left to the reader.

Olsen (1999) carried out research in English written by Norwegian EFL learners. Language problems on different linguistic levels were analyzed and the theory of compensatory strategies was used. The results showed that less proficient learners had a higher number of grammatical, orthographic and syntactic errors, which can be attributed to cross-linguistic influence.

Yavanangkurn (1999) studied differences between the language and style of legal advice letters and business letters. She stated that characteristics of legal opinion letters and theories of drafting business correspondence have been given as basic knowledge to enable readers to understand the characteristics of legal opinion letters and the role of lawyers in providing legal opinions. An analysis and findings of differences between legal advice letters and business letters in terms of the language use and writing style have been made.

Connell (2000) analyzed the kinds of errors Japanese students made on tests which required full, written sentences to get the results for constructing a suitable syllabus. Each error was analyzed on how it affected the understanding of the sentence in which it was used. The results showed that the use of subjects in a sentences, the parts of speech, and general word order created more problems than other grammatical aspects.

Paulo (2000) studied genre analysis of business letters of negotiation V.B.M. Pinto dos Santo. These letters were analyzed in terms of shared communicative purposes and rhetorical features which together contribute to the building-up of the resulting generic structure named Business Letters of Negotiation (LN). The detailed observation of certain lexical choices which characterize the moves, steps and sub-steps in the corpus also revealed interesting topics for discussion.

Suvaree (2000) investigated language use in business letters in reply to passenger complaints about the service a board Thai airways international. The preference for using a traditional style of writing and English language proficiency need the most attention for improvement. Thus, it is necessary to be provided with courses on the writing of business letters for today's business world.

Sii (2002) carried out genre analysis and cultural variation: a comparative analysis of British and Chinese TEFL/TESL application letters. The results indicated differences in the moves and cultural elements used by each group which might be attributable to cross-cultural variation. Although two categories of most frequently occurred moves: explaining reasons and indicating and detailing value of the Candidature were found in the corpus of all of the application letters, British applicants tended to give more importance to the details of their candidature than Chinese applicants, who generally focused more on the explanation of the reasons instead.

Jirapongwanich (2003) studied how to write business letters Thai sell: a study of language used in current business correspondence. The findings suggested that most businesspeople neglect to write letters and cannot communicate effectively in business letter writing because people find it is complicated and difficult to do.

Klomperee (2006) studied the writing pattern of the royal Thai navy's letters and business letters. The findings explained that official letters mostly emphasize politeness; however, clarity is the most important feature of business letters. Therefore, long and complicated sentences with flowery words are frequently found in official letters.

Ji-yu (2007) investigated genre analysis on business English correspondence. She found that each kind of business letter follows different moves and within moves, a wide range of strategies are employed. This study on the hand, illustrated the different structures of business letters and demonstrated the sequencing of the moves enjoys great flexibility, which to some degree reflects the dynamic nature of genre.

In conclusion, from the previous studies above, the researcher have more knowledge about error analysis, genre analysis, move, cross- cultural. Importantly, they can assist the present investigation comprehensively.

2.13 Summary of the Chapter

To sum up, this chapter describes English for Specific Purposes (ESP), second language acquisition, business English, writing, error in writing, business letters, job application letter, genres analysis, awareness, and previous studies related to the present study. The next chapter will give details on research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes how research methodology is adopted for this research. The first section discusses the population and subjects. The second section describes the research instruments. The third section is the data collection. The fourth section of this chapter is the data analysis. The final section is devoted to analysis with descriptive and statistical techniques according to the data needed.

3.1 Population and Subjects

3.1.1 The population of the study included 151 Buriram Rajabhat University students. They were from 5 classes: 37 Accounting Program group one students, 47 Accounting Program group two students, 19 Marketing Program students, 28 Business Economics Program students, and 20 Business English Program students. They studied the course "Business English II" in academic year 2010 of the second semester, Buriram Rajabhat University.

3.1.2 The subjects of the study were 20 Business English students, selected by using purposive sampling. This is because most of their courses were English. Also, they have already studied "Business English I" and "Business English II" which are focused on business writing. Moreover, they will work in the international companies and need to communicate with foreigners after graduation. Therefore, the researcher needs to investigate their ability in the job application letters writing. If they are very good in business letters writing, they can get a job easily in the future.

3.2 Research Instruments

The research instruments used in this study were as followings:

3.2.1 Job application letters written by the 2nd year business English students. The researcher gave the advertisement to the subjects and then the subjects wrote a solicited job application letter. The advertisement was constructed by the researcher, edited by the thesis advisor, and revised for validity by the three experts in teaching English for specific purposes. These experts included Assistant Professor Sutamat Kotcharat, Ms. Sumitra Pankulbadee, and Mr. William Gorman. All are English lecturers of English Program, Department of Humanities, Faculty of Humanities and Social Sciences, Buriram Rajabhat University.

3.2.2 Questionnaire was used to ask the subjects about their awareness when they wrote the solicited job application letters. This questionnaire included three parts. Part one was about personal information of the subjects, including gender and grade point average (G.P.A) obtained. Part two consisted of 12 questions asking about awareness in the job application letters. Items 1, 2, and 3 were in perception experiences aspect of awareness. Items 4 and 5 were in attention and given value aspect of awareness aspect. Items 6-12 were in design of event needed to perceive since each person's awareness. Part three was the students' attitudes towards the job application letters writing. The questionnaire was thoroughly constructed by the researcher, edited by the thesis advisors, and revised for validity by the three experts in teaching English for specific purposes. These experts included Assistant Professor Sutamat Kotcharat, Ms. Sumitra Pankulbadee, and Mr. William Gorman. All are English lecturers of the English Program, Department of Humanities, Faculty of Humanities and Social Sciences, Buriram Rajabhat University.

3.3 Data Collection

In this study, the data were collected from the job application letters written by the 2nd year business English students, and administered by the researcher herself during March 2011. This is because the subjects used to study business English I and Business English II. The researcher gave instructions about writing the job application letters both orally and written in their native language (Thai) for two hours, to ensure that they understood how to complete the letters writing. Then the researcher gave the advertisement to the subjects and let they write the solicited letter in one hour. All kind of dictionaries were allowed to use while they wrote the letters. They were also free to ask questions if they had any problem about their writing. Therefore, the total number of the letters was 20. After the subjects finished their letter writing, their awareness in English application letters writing was collected through the questionnaire for about fifteen minutes.

3.4 Data Analysis

This section explains how to analyze the data of the job application letter writing and questionnaires of the students as followings:

3.4.1 Coding of Application Letter Writing Paper

In order to meet a set of strategies, the coding as "A unit of analysis" (Prachanant. 2006b : 72) was employed. After the students finished their writing, the researcher coded their writing by herself. The researcher analyzed the moves and the order of the moves developed by Bhatia (1993). Also, the researcher coded the key linguistic based on the 5 qualities of business letters developed by Grice (1975), Parisuthiman (2000) and Prachanant (2006a), namely, clarity, conciseness,

courtesy, completeness, and correctness. To confirm that the coding of the collected data was correct, the intercoder reliability was used. There were three English lecturers who are experts and have experiences in teaching English for specific purposes more than ten years. These experts are Assistant Professor Sutamat Kotcharat, Ms. Sumitra Pankulbadee, and Mr. William Gorman, lecturers of English Program, Department of Humanities, Faculty of Humanities and Social Science, Buriram Rajabhat University. For items on which there was disagreement, all the coders reviewed the coding guidelines, recoded the data together and discussed any discrepancies until they reached a consensus. Then, the researcher analyzed the letters by using frequency and percentage, counted and tabulated for the findings presentation.

3.4.2 The collected data from the questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS) for WINDOW as followings:

3.4.2.1 The personal information of the students who wrote the job application letters was analyzed by frequency and percentage.

3.4.2.2 The questions asking about awareness in English business letters writing were analyzed by descriptive statistics, including, mean and standard deviation.

The following are the criteria for levels for analysis of each question (Srisa-ard. 2000 : 100-103):

Scoring Level	Meaning
4.20 - 5.00	Strongly agree
3.40 - 4.19	Agree
2.60 - 3.39	Uncertain

| 1.80 - 2.59 | Disagree |
| 1.00 - 1.79 | Strongly disagree |

3.4.2.3 The open-ended questions were qualitatively interpreted and grouped by using the content analysis technique.

3.5 Summary of the Chapter

This chapter mentions the population and subjects. In addition, it includes the research instruments, data collection, and data analysis. The findings, which report the result of the study, are in the next chapter.

CHAPTER 4

RESULTS OF THE STUDY

This chapter reports the results of the data analysis. The purpose of the study is to investigate the moves, the frequencies, and the level of students' awareness of job application letters writing in English. It also analyzes the types of errors in the job application letters. Moreover, based on the research questions formulated in chapter one which provide for the analyses of the results, this chapter is divided into four major parts:

4.1 Demographic information of the subjects

4.2 Moves and frequencies in the job application letters writing

4.3 Frequencies of errors in the job application letters writing

4.4 Level of awareness in the job application letters writing

4.1 Demographic Information of the Subjects

Demographic information is the details to describe the subjects. The following table shows their gender and G.P.A.

Table 4.1

Demographic Information of the Subjects

Information of the subjects	Frequency	Percent
1. Gender		
1.1 Male	0	0
1.2 Female	20	100
Total	20	100
2. G.P.A		
2.1 1.60-2.00	4	20
2.2 2.01-2.50	4	20
2.3 2.51-3.00	6	30
2.4 3.01-3.50	6	30
2.5 3.51-4.00	0	0
Total	20	100

As shown in Table 4.1, it describes the gender and G.P.A. of the subjects. It indicates that there were 20 females subjects (100%). In terms of G.P.A, it shows that 4 students (20%) have got 1.60-2.00 and 4 students (20%) have got 2.01-2.50. Moreover, it reveals that 6 students (30%) have got 2.51-3.00 and 6 students (30%) have got 3.01-3.50.

4.2 Moves and Frequencies in the Job Application Letters Writing

Frequencies are the most important thing to know about the letter writing skills of the subjects in using the moves of the job application letters writing that are shown in Table 4.2 below:

Table 4.2

Moves and Frequencies in the Job Application Letters Writing

Moves	Frequency	Percent
Move 1 Explaining reasons		
Submove 1.1 Purposes	20	46.51
Submove 1.2 How to learn	20	46.51
Submove 1.3 Considering in that position	3	6.98
Total	43	100.00
Move 2 Detailing qualification		
Submove 2.1 Name	2	3.39
Submove 2.2 Education	20	33.90
Submove 2.3 Experience	11	18.64
Submove 2.4 Age	6	10.17
Submove 2.5 Capacity	19	32.20
Submove 2.6 Fulfillment	1	1.70
Total	59	100.00
Move 3 Requesting an interview		
Submove 3.1 Requesting	18	43.90
Submove 3.2 Time	3	7.32
Submove 3.3 How to contact	0	0
Submove 3.4 Wait for an interview	20	48.78
Total	41	100.00

As shown in Table 4.2, it reveals that there were three moves generally used in the job application letters. There are explaining reasons, detailing qualification, and requesting an interview. These moves should be written in the job application letter. The results found that all of the subjects used three moves in their writing correctly.

In addition, each move separated into many submoves. The first move included three submoves. The subjects mostly wrote the purpose in their writing 20 (46.51%) and how to learn to respond the letter 20 (46.51%). The considering in that position were 3 (6.98%). The second move consisted of six submoves. It was found that the education is frequently used at 20 (33.90%). The fulfillment is the least frequency at 1 (1.70%). The last move separated into four submoves. Wait for an interview statement used most at 20 (48.78). How to contact is the least frequency at 0 (0%).

As mentioned previously, there are three moves used in the job application letters: explaining reasons, detailing qualifications, and requesting an interview. The followings show the submoves and some of errors' examples of the subjects in job application letter writing. The abbreviation S is the subject and the digits (1-20) mean the number of the subjects.

Move 1 Explaining reasons

This part is opening letter. The employees have to attract the prospective employer. The information given can be divided into three submoves as follows:

Submove 1.1 Purposes

Writing the purpose of the letter is very influential at most companies when determining who will get a job. The followings are the subjects' writing examples of this submove:

Example: - I would like to apply (*for*) the position of Marketing Manager. (S6)

                     - I am applying for the position of Marketing Manager. (S3)

Submove 1.2 How to learn

This submove tells the way the writers found the advertisement. It can show the applicants' abilities to searching for information as the subjects' example show.

Example: - I would like to apply for the position of Marketing Manager, which was advertisement (*in*) Star Magazine on February 10, 2011. (S9)

-I have seen your advertisement of Marketing Manager in Star Magazine on February 10, 2011. (S15)

Submove 1.3 Considering in that position

The writers have to write about considering them as that position. This is because it gives a hint that they are really interested in applying for the job. The following are the subjects' writing examples of this submove:

Example: - I am interested (*in*) this work. (S4)

- I would like to be considered for it. (S9)

Move 2 Detailing qualification

This move gives the personal details of the applicants. It is also a big selling point because it helps convince prospective employers of the applicants' qualities. There are name, education, experiences, age, capacity, and fulfillment as followings:

Submove 2.1 Name

The name firstly indicates the writers' information which helps the prospective employer knows who the applicant is. It also helps the company contact them easily. The followings are the subjects' writing examples of this submove:

Example: - My name is Janny Yammy. (S16)

- My name is Wipy Kenya. (S20)

Submove 2.2 Education

This submove informs the company about the writers' education background. The applicants should write it clearly and truly. This is because they show the applicants' ability suit for the position directly. The followings are the subjects' writing examples of this submove:

Example: - I will graduate from Buriram Rajabhat University next 2 years. (S1)

         - I am studying in Business English program (*in*) second year at

           Buriram Rajabhat University. (S3)

Submove 2.3 Experience

The experiences are the most important point to tell the ability of the writers in working. If they have more experience than others, they will get a job easily. The followings are the subjects' writing examples of this submove:

Example: - I have (*a*) part-time job (*at*) Ra Tree Restaurant. (S19)

         - I (*worked as*) the receptionist at Tebnakorn Hotel for 3 years. (S12)

Submove 2.4 Age

Although age is general information, it should still be included in the letter. The followings are the subjects' writing examples of this submove:

Example: - I (*am*) 20 years old. (S20)

         - I am 22 years of age. (S16)

Submove 2.5 Capacity

Capacity is the writers' ability or the amount that they are able to do. If it suits the company, they might get a job before others. Capacity includes their special abilities, such as, using computer, language, and typing, etc.

Example: - I can type, use a computer(,) and I can speak (*Chinese*)(,) English

and some (*French*). (S1)

- My typing speed is 60 words a minute(,) and I can use Microsoft

(*Word*), (*Excel*), (*Power Point*), and (*Photo Shop*). I can speak

English, (*Chinese*) and some (*Japanese*). (S15)

Submove 2.6 Fulfillment

Fullfillment describes how companies see the writers working in the future.

It also presents the company's hopes for the writers with regards to the job and

organization. The following is the subjects' writing example of this submove:

Example: - I am confident that I can do it very well. (S3)

Move 3 Requesting an interview

Requesting an interview indicates the action part of the application letter.

To increase the writers' chances of getting an interview, they need to practice more in

writing for an interview. This part can be divided into four submoves as following:

Submove 3.1 Requesting

The requesting statement is the most important part of job application letters

writing. That is, it shows the writers require in finding a job and sincerity to

the employer that they need to work in their company. The followings are

the subjects' writing examples of this submove:

Example: - I would appreciate the opportunity for an interview. (S1)

- I would appreciate your giving me the opportunity to discuss my

qualifications in this position. (S12)

Submove 3.2 Time

To inform a convenient time to the company, the writers should indicate the times for an interview. The followings are the subjects' writing examples of this submove:

Example: - I will be able to attend for (*an*) interview anytime that convenience (*to*) you. (S12)

- I (*am*) able to attend for (*an*) interview at anytime (*convenience*) to you. (S15)

Submove 3.3 How to contact

How to contact the writers is the way to find or appoint them for an interview. The writers should give their address, fax, e- mail, telephone number, etc. These information do not appear in the last move but found in the heading of their writing as following:

Example: - Tel: 085-6212239 (S7)

- E-mail: Mooka@hotmail.com (S12)

Submove 3.4 Wait for an interview

It is the statement that the writers hope or expect to have a chance for an interview. It can make the company sympathze and call them to interview rapidly. The followings are the subjects' writing examples of this submove:

Example: - I look forward to hearing from you. (S11)

- I am looking forward to hearing (*from*) you. (S15)

4.3 Frequencies of Errors in Job Application Letters Writing

This section presents frequencies of qualities errors in job application letters writing. There are five Cs of business letter qualities developed by Grice (1975), Parisuthiman (2000) and Prachanant (2006a). The findings found that the job application letters writing of the subjects have more errors as shown in Table 4.3.

Table 4.3

Frequencies of Errors in the Job Application Letters Writing

Qualities Errors	Frequency	Percent
1. Clarity		
1.1 Use specific words	7	3.70
1.2 Use the right words	8	4.23
1.3 Place modifiers correctly	2	1.06
Total	17	**8.99**
2. Conciseness		
2.1 Avoid redundancy	5	2.65
2.2 Avoid unnecessary words	6	3.17
2.3 Avoid long and complex sentences	3	1.59
Total	14	**7.41**
3. Courtesy		
3.1 Use polite words	1	0.53
Total	1	**0.53**
4. Completeness		
4.1 Completeness in form	8	4.23
4.2 Completeness of fact or detail (not vague)	10	5.29
Total	18	**9.51**

Table 4.3 (Continued)

Qualities Errors	Frequency	Percent
5. Correctness		
5.1 Use the proper level of language	4	2.12
5.2 Include only accurate and true information	3	1.59
5.3 Use acceptable writing mechanics	132	69.84
Total	**139**	**73.55**
Grand Total	**189**	**100.00**

As shown in Table 4.3, it shows the grand total of frequencies were 189 (100%) in errors of job application letter writing. There are the five qualities, namely, clarity, conciseness, courtesy, completeness, and correctness in Table 4.3. The rankings of five qualities from the highest to the lowest qualities errors were correctness, completeness, clarity, conciseness, and courtesy, respectively. In terms of subqualities found the most common errors were using acceptable writing mechanics ($f=132$, 69.84%), followed by completeness of fact or detail (not vague) ($f=10$, 5.29%), and in terms of clarity, use the right words and in terms of completeness, form had equal error ($f=8$, 4.23%), respectively. The least errors were in terms of using polite words ($f=1$, 0.53%) in courtesy, followed by place modifiers correctly in clarity ($f=2$, 1.06%), and avoid long and complex sentences in the case of conciseness and include only accurate and true information of correctness ($f=3$, 1.59%), respectively.

The following section reports the results of the data analyses in qualitatively. The expressions found in each quality are as follows:

4.3.1 Clarity

Clarity means the clearness of the writers' message. This means the writers must know exactly what they want to say and then say it in plain, simple and direct words.

4.3.1.1 Use specific words

If the writers carefully choose nouns and verbs that name definite things and specific actions, the writers make the reader understand at once. Therefore, to determine what the writers want the reader to understand by using a specific word, he will get a vivid picture. The sentences below show the example errors in using specific words:

Example: - I will graduate from Buriram Rajabhat University next 2 years. (S1)

- I have at least 2 years experience in sales functions. (S6)

Two expressions above have the mistake in underlined words. The writers should write as follows:

- I will graduate from Buriram Rajabhat University in 2003.

- I have at least 2 years experience in salesman.

4.3.1.2 Use the right words

The writers do not confuse words that are similar in spelling or pronunciation but not in meaning as follows:

Example: - I would appreciate the opportunity to you. (S10)

- I am interested in this work. (S4)

The underlined words above are wrong words. The appropriate words are as following:

- I would appreciate the opportunity an interview.

- I am interested in this <u>position</u>.

4.3.1.3 Place modifiers correctly

In business letter writing, modifiers will be chosen to convey the meaning and place correctly so that the intended meaning will be clear to the readers. The following sentences show modifier errors:

Example: - I have Bachelor's degree from <u>Rajabhat Buriram University.</u> (S6)

          The underlined word places modifiers incorrectly. Therefore, the writers should write "I have Bachelor's degree from <u>Buriram Rajabhat University.</u>"

4.3.2 Conciseness

Conciseness is a desirable quality in modern business communication because a businessperson is likely to be a busy person with no time to waste. Conciseness is to say all things in the fewest possible words. This means that the writer must be brief but complete and courteous.

4.3.2.1 Avoid redundancy

Redundancy means the unnecessary words, phrases and repetitious expressions. This means that the writers have to omit these ones. The following sentences show this point:

Example: - I would like to apply for <u>the position of Marketing Manager</u>. I saw

          advertisement in <u>the post of Marketing Manager</u>. (S6)

          - I am studying at <u>Buriram Rajabhat University</u>. As you can see, I will

          graduate at <u>Buriram Rajabhat University</u> next 2 years.(S11)

The underline words have redundancy so it makes the writers' writing are very long. They should write in short sentences as follows:

          - I would like to apply for <u>the position of Marketing Manager</u> that I

saw the advertisement in Star Magazine.

- I am studying at <u>Buriram Rajabhat University</u>.As you can see, I will graduate <u>there</u> next 2 years.

4.3.2.2 Avoid unnecessary words

Unnecessary words dilute the writers' message, waste their reader's time and take up space, such as in the following examples.

Example:　　- I would appreciate <u>for</u> the opportunity for an interview. (S2)

- I am <u>very</u> fluent in spoken and written English. (S19)

There are unnecessary words in the underlined words. Thus, the writers should write necessary words specifically as followings:

- I would appreciate the opportunity for an interview.

- I am fluent in spoken and written English.

4.3.2.3 Avoid long and complex sentences

Avoid long, complex sentences is always attempting to try to include a lot of information within a single sentences. This is especially true when they need to write or communicate a lot of information concisely.

Example:　　- I would like to apply for the position of Marketing Manager which was advertised in the Star Magazine on February 10, 2011 <u>and</u> would like to be considered for it. (S9)

- I am friendly, helpful and optimistic person <u>and</u> I am fluent in spoken and written English. (S12)

The above sentences are very long and complex sentences. The short sentences should be written as follows:

- I would like to apply for the position of Marketing Manager which

was advertised in the Star Magazine on February 10, 2011. I would

like to be considered for it.

- I am friendly, helpful and optimistic person. I am fluent in spoken

and written English.

4.3.3 Courtesy

Courtesy is very important in business letters writing because a courteous

message helps to strengthen business friendships as well as gain new customers.

To make the writers' letter courteous, they must sincerely like people, be thoughtful

of their feelings and try honestly to help them. This is because the attitude they have

toward people influences the impression your message will make.

4.3.3.1 Use polite words

Polite words, such as "please", "thank you", seem unnecessary; can

help promote goodwill which is so valuable in conducting business. The following

shows the discourtesy in terms of using polite words:

Example: - I <u>have no</u> any experience. (S3)

To make their sentences polite, it should be written as:

- I <u>do not have</u> any experiences.

4.3.4 Completeness

A complete business letter should include all the information the reader needs,

and all the answers they asked for, in order to build goodwill. However,

an incomplete business letter will bring unnecessary troubles.

4.3.4.1 Completeness in form

A complete letter should contain the letterhead, date, inside address, salutation, body, complimentary closing, and signature. In this way, the letter will be effective and complete. The examples below show the errors of the line of the date starting with the same as the writer's address.

Example:

```
                              86 M. 2 B. Yang Chum,

                              T. Senarong, Chumphon Buri,

                              Surin, 32190

                              February 23, 2011 (S6)

Century Trading Company

258/9. Soi Sukhumvit 77,

Onnuch Road, Suan Luang,

Bangkok 10260

Tel. 02-555-0000


Dear Mr. Sinchai,

I am applying for the position of Marketing Manager which was advertised in Buriram Rajabhat
University from Star Magazine on February 10, 2011.

I am enclosing my resume. As you can see, I will graduate from Buriram Rajabhat University next June.
My major is Business English. I can type, use a computer, and speak English and some Chinese.

I would appreciate the opportunity for an interview.
I look forward to hearing from you.

Yours Sincerely,

   Sandy

  Sandy Kim
```

The date common provide on the left or the right of the paper as follows:

86 M. 2 B. Yang Chum,

T. Senarong, Chumphon Buri,

Surin, 32190

February 23, 2011

Century Trading Company

258/9, Soi Sukhumvit 77,

Onnuch Road, Suan Luang,

Bangkok 10260

Tel. 02-555-0000

Dear Mr. Sinchai,

I am applying for the position of Marketing Manager which was advertised in
Buriram Rajabhat University from Star Magazine on February 10, 2011.

I am enclosing my resume. As you can see, I will graduate from Buriram Rajabhat
University next June. My major is Business English. I can type, use a computer, and
speak English and some Chinese.

I would appreciate the opportunity for an interview.
I look forward to hearing from you.

Yours Sincerely,

Sandy

Sandy Kim

4.3.4.2 Completeness of fact or detail (not vague)

Completeness a sentence must include enough information to give the reader a clear message. A sentence without details or examples is vague and unconvincing. The errors vague references show in the students' letters writing as followings:

Example: - I have at least 2 years experience in <u>sales functions</u>. (S6)

             - I <u>will graduate</u> from Buriram Rajabhat University. (S17)

The sentences above should explain completely as follows:

             - I have at least 2 years experience in <u>salesman</u>.

             - I <u>will graduate</u> from Buriram Rajabhat University <u>in 2012</u>.

4.3.5 Correctness

A correct letter must be free of errors. However, correct writing does not only mean using proper grammar, punctuation and spelling but also the other criteria as follows:

4.3.5.1 Use the proper level of language

In this level, the writers will use short, well-known and conversational words. This means that they should use the informal level of business language. However, they have some errors in the letters as follows:

Example: - <u>I'm</u> very interested in it. (S6)

             - <u>I'm</u> 20 years old. (S20)

The underline words are contraction. Although the conversational words are needed, the writer should write full words based on the written form as followings:

             - <u>I am</u> very interested in it.

- <u>I am</u> 20 years old.

4.3.5.2 Include only accurate and true information

Accuracy is very important for written messages. Small errors of a few sentences, as well as one erroneous digit, can be annoying to customers. In addition, the business letter message must not contain faulty statements as follows:

Example: - I saw advertisement for the post of Marketing Manager yesterday in Star <u>News</u>. (S6)

- My major is Business <u>Administration</u>. (S18)

The followings show the accurate and true information:

- I saw advertisement for the post of Marketing Manager yesterday in Star <u>Magazine</u>.

- My major is Business <u>English</u>.

4.3.5.3 Use acceptable writing mechanics

The writers must use correct linguistic taxonomy when they write business letters. Look at the following example of errors in using acceptable writing mechanics as follows:

There are more errors found in the job application letters writing of the subjects. Therefore, the researcher would like to explain more about the frequencies and the examples developed by Dulay et al. (1982 : 146 – 191) as followings:

Table 4.4

Frequencies of Errors in Using Acceptable Writing Mechanics Found in the Job Application Letter

Types of errors	Frequency	Percentage
1. Spelling	34	25.76
2. Punctuations	20	15.15
3. Prepositions	16	12.12
4. Capitalization	15	11.36
5. Missing word	12	9.09
6. Incomplete sentence structures	12	9.09
7. Determiners	7	5.30
8. Verbs	6	4.55
9. Part of speech	4	3.03
10. Subject-Verb Agreement	3	2.27
11. Tenses	3	2.27
Total	**132**	**100.00**

As shown in Table 4.4, there are more frequencies of errors in using acceptable writing mechanics found in the job application letters of the students. Eleven errors found in using acceptable writing mechanics occurred in the job application letter writing of the subjects. The three most frequently errors found were spelling (f=34, 25.76%), followed by punctuation (f=20, 15.15%), and prepositions (f=16, 12.12%), respectively. The three least errors found were tenses (f=3, 2.27%), followed by subject-verb agreement (f=3, 2.27%), and part of speech (f=4, 3.03%). The followings are the examples of errors found in qualitative way of each type.

1) Parts of speech

Parts of speech are a class of words sharing important syntactic or semantic features; a group of words in a language that may occur in similar positions or fulfill similar functions in a sentence. The followings are the errors of the subjects' writing examples:

Example: - I would like to apply for the position of Marketing Manager which was <u>advertisement</u> from Star Magazine on February 10, 2011. (S11)

- I will be able to attend for an interview at any time that is <u>convenience</u> for you. (S12)

Student 11 and student 12 have errors in parts of speech. They should write those sentences as follows:

- I would like to apply for the position of Marketing Manager which was <u>advertised</u> from Star Magazine on February 10, 2011.

- I will be able to attend for an interview at any time that is <u>convenient</u> for you.

2) Verbs

A verb is often defined as a word which shows action or state of being. The verb is the heart of a sentence - every sentence must have a verb. Recognizing the verb is often the most important step in understanding the meaning of a sentence. These are the errors found in the sentences as follows:

Example: - I would like to <u>applying</u> for the position of Marketing Manager. (S10)

- I am <u>interesting</u> in Marketing Manager Position. (S14)

There are errors in the underlined words. They should be:

- I would like to <u>apply</u> for the position of Marketing Manager.

- I am <u>interested</u> in Marketing Manager Position.

3) Prepositions

Prepositions are important words. Native speakers use individual prepositions more frequently than other individual words. This study found the errors as followings:

Examples: - I am applying <u>to</u> the position of Marketing Manager. (S1)

- I am studying in the Business English program <u>on</u> second year at Buriram Rajabhat University. (S3)

Although prepositions are important words, they have more errors in the students' writing. The following shows the correct sentences:

- I am applying <u>in</u> the position of Marketing Manager.

- I am studying in the Business English program <u>in</u> second year at Buriram Rajabhat University.

4) Subject-Verb Agreement

To communicate clearly in the English language, you must match a singular subject with a singular verb and a plural subject with a plural verb. However, there are some mistakes as follows:

Examples: - I <u>has</u> at least 2 years experience. (S6)

- I <u>has</u> seen the advertisement in Star Magazine. (S6)

The above sentences included the mistakes of subject- verb agreement in the underlined words. The appropriate words are shown as follows:

- I <u>have</u> at least 2 years experience.

- I <u>have</u> seen the advertisement in Star Magazine.

5) Determiners

The determiner is an important noun modifier which contextualizes a noun, often in terms of quantity and possession. The following sentences show the errors of the students' writing:

Examples: - I have 5 years experience in __ sales department. (S2)

   - I have Bachelor's degree from Buriram Rajabhat University

   in ___ field Business English. (S6)

The sentences above included the errors in determiners. The following shows the way the writers should write correctly:

   - I have 5 years experience in <u>a</u> sales department.

   - I have Bachelor's degree from Buriram Rajabhat University

   in <u>the</u> field Business English.

6) Tenses

Tense is a category of grammar used to show the timing of what we are talking about. In grammar, the word tense means time. The following sentences fail in different tense:

Examples: - I <u>have work</u> in London for 3 years. (S6)

   - As you can see, I <u>graduate</u> from Buriram Rajabhat University. (S5)

The underlined words above are wrong. Thus, the correct ones should be in correct tenses as follows:

   - I <u>worked</u> in London for 3 years.

   - As you can see, I <u>will graduate</u> from Buriram Rajabhat University.

7) Incomplete sentence structures

Complete sentences are essential to expressing ideas and communicating clearly. Professionals require complete sentences to make senses, provide guidance to employees and staff, and communicate with clients and customers. Therefore, the writers should write them carefully. However, there are some mistakes in the students' letters as follows:

Examples: - I am look hearing from you. (S6)

This sentence is incomplete in sentence structures. It should be:

- I look forward to hearing from you.

8) Punctuations

Punctuation helps control the flow of writing. Further, it helps to accurately convey the writer's message. The following sentences have the errors in punctuations:

Examples: - I can speak Chinese_ English_ and some French. (S1)

- I am enclosing my resume, As you can see. I will graduate from Buriram Rajabhat University. (S5)

The writings of students above have errors in punctuations of comma and full stop. The followings show how to write correctly:

- I can speak Chinese, English, and some French. (S1)

- I am enclosing my resume. As you can see, I will graduate from Buriram Rajabhat University. (S5)

9) Spelling

Correct grammar and spelling makes a positive impression on readers, which is particularly important in business and academic communications. Spelling errors in

academic and business documents, such as resumes and letters, can make the document appear unprofessional (Gandhi. 2011). In this study, they have more mistakes than others as follows:

Examples: - I can speak <u>Chainese</u>, English, and some <u>Frence</u>. (S1)

- I would <u>appiciate</u> the opportunity for an interview. (S2)

The subjects have more errors in spelling. The underlined words are wrong. The correct words are shown as follows:

- I can speak <u>Chinese</u>, English, and some <u>French</u>.

- I would <u>appreciate</u> the opportunity for an interview.

10) Capitalization

Capitalization is important for the same reason as correct grammar and punctuation. It might not add content, but it does improve communication, adding redundant cues which help remove ambiguity (Deconinck. 1987).

Examples: - I am applying for the position of Marketing Manager <u>Which</u>

was <u>Advertised</u> in the Star Magazine on February 10, 2011.

(S4)

-1 Moo 5 T. Banhoy,

<u>prachantakam</u>, <u>prachenburi</u>, 25130 (S13)

The first sentence should write in normal letters and the second should write in capital letters as follows:

- I am applying for the position of Marketing Manager <u>which</u>

was <u>advertised</u> in the Star Magazine on February 10, 2011.

-1 Moo 5 T. Banhoy,

<u>Prachantakam</u>, <u>Prachenburi</u>, 25130

11) Missing word

Missing words can make sentences incomplete, as followings:

Examples: - I would like to apply __ __ position of Marketing Manager.

(S9)

- I am interested ___ this work. (S4)

The missing words found in the sentences above, should be written as

followings:

- I would like to apply in the position of Marketing Manager.

- I am interested in this work.

4.4 Level of Awareness in the Job Application Letters Writing

The subjects' awareness in the job application letters writing can describe their

behaviors in writing. It also influences errors of the moves and the qualities in writing

the letters. Table 4.5 illustrates the levels of awareness in the job application letters

writing.

Table 4.5

Level of Awareness in the Job Application Letters Writing

Statements	$\bar{x}$	S.D.	Level	Rank
Perception experiences aspect				
1. I know the advantages of writing a good application letter for a job.	4.85	.37	Strongly Agree	2
2. I know the disadvantages of writing a bad application letter for a job.	4.80	.41	Strongly Agree	3

Table 4.5 (Continued)

Statements	$\bar{x}$	S.D.	Level	Rank
Perception experiences aspect				
3. I think that learning how to write is important and necessary for the achievement in my writ	4.90	.31	Strongly Agree	1
Total	4.85	.20	Strongly Agree	
Attention and given value aspect				
4. I review previous job application letters writing before starting to write.	4.90	.31	Strongly Agree	1
5. I make a plan before writing.	3.90	.79	Agree	6
Total	4.40	.48	Strongly Agree	
Design of event needed to perceive since each person's awareness aspect				
6. I have knowledge of the styles of writing job application letters.	3.85	.67	Agree	7
7. I know words, phrases, and expressions in writing job application letters.	3.75	.72	Agree	8
8. I know how to write the proper job application letters.	4.00	.73	Agree	4
9. I focus only on the main points in writing job application letters.	4.00	.80	Agree	4
10. Whenever I have problems while I am writing, I will ask my teachers for help.	3.75	.72	Agree	8
11. I know the importance of using dictionary in job application letters writing.	3.95	.76	Agree	5

Table 4.5 (Continued)

Statements	$\bar{X}$	S.D.	Level	Rank
Design of event needed to perceive since each person's awareness aspect				
12. I revise and edit the job application letter before submititting	3.90	.72	Agree	8
Total	3.89	.42	Agree	
Grand Total	3.85	.68	Agree	

As shown in Table 4.5, it indicates that there were twelve statements in the questionnaire. The grand total of the awareness in job application letters of the students was an agreed level ($\bar{X}$ = 3.85, S.D =.68). In terms of aspect, there are three aspects of awareness. There are. The rankings of three aspects from the highest to the lowest were perception experiences ($\bar{X}$ = 4.85, S.D =.20), followed by attention and given value ($\bar{X}$ = 4.40, S.D =.48), and design of event needed to perceive since each person's awareness ($\bar{X}$ = 3.89, S.D =.42). When considering in items, the three highest mean scores were "I think that learning how to write is important and necessary for the achievement in my writing" and "I review previous job application letters writing before starting to write" ($\bar{X}$ = 4.90, S.D =.31), followed by "I know the advantages of writing a good application letters for a job" ($\bar{X}$ = 4.85, S.D =.37), and "I know the disadvantages of writing bad application letters for a job" ($\bar{X}$ = 4.80, S.D =.41), respectively. In contrast, the three least mean scores were "I know words, phrases, and expressions in writing job application letters" and "whenever I have problems while I am writing, I will ask my teachers for help" ($\bar{X}$ = 3.75, S.D =.72),

followed by "I have knowledge of the styles writing job application letter" ($\bar{X}$ = 3.85, S.D =.67), and "I make a plan before writing" and "I revise and edit the job application letters before submitting" ($\bar{X}$ = 4.90, S.D =.79, .72), respectively.

4.5 Summary of the Chapter

To summarize, this chapter presents the findings from the analyses, examines the frequencies of the moves and the errors of the qualities in the job application letters written by Buriram Rajabhat University students. Also, this study investigates the levels of the awareness in the job application letters writing. In the next chapter, the findings presented in chapter four will be concluded and discussed.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter concludes and discusses the findings of the study reported in chapter four with reference to the research questions presented in chapter one. First, the researcher presents the summary of the study, followed by the discussions of the findings of the present study. Then, the pedagogical implications and suggestions for further research are described.

5.1 Summary of the Main Findings

This study was to investigate four focal points: 1) to analyze the moves and the order of moves; 2) to analyze types of the errors which include clarity, conciseness, courtesy, completeness, and correctness; 3) to examine the frequencies of the moves and the errors; and 4) to study the level of students' awareness in job application letters writing in English of 20 students who are the 2nd year business English, Faculty of Humanities and Social Sciences of Buriram Rajabhat University.

The research instruments used in this study were the solicited job application letters written by the subjects and a questionnaire asking about their awareness when they wrote the letters. The data obtained from the application letter papers were coded based on Grice (1975), Parisuthiman (2000), and Prachanant (2006a). In addition, the data collected from the questionnaire were analyzed by percentage, mean, and standard deviation.

The results of the study were divided into four focal points. Firstly, the students can apply three moves in the job application letters writing and they can

arrange the moves correctly although in some moves were not complete. Secondly, the students had the errors in the job application letters writing when considered the five qualities. The rankings of five qualities from the highest to the lowest qualities errors were correctness, completeness, clarity, conciseness, and courtesy, respectively. Thirdly, the most frequency of errors found in the qualities was correctness in the case of using acceptable writing mechanics. Moreover, the most errors found in using acceptable writing mechanics were spelling, punctuations, and prepositions, respectively. Lastly, the level of awareness toward the job application letters writing showed that the most level of students' awareness of the job application letters writing was agreed.

5.2 Discussion of the Findings

The researcher discusses the findings of the study reported in chapter four with reference to the research questions presented in chapter one. Firstly, types of moves are examined. Next, types of errors found in the job application letters of the 2nd year business English major students are presented. Then the level of awareness in the job application letters writing is considered.

5.2.1 Types of Moves Applied in the Job Application Letters Writing

The findings showed that all of the 2nd year business English major students can write three moves completely, which are generally used in the job application letters. There are explaining reasons, detailing qualification, and requesting an interview. This may be that they have already studied Business English I and Business English II, and they were well instructed in business letters writing by lecturers. Moreover, the researcher gave instructions about writing the job application

letters both orally and written in their native language (Thai), to ensure that they understood how to complete the letters writing before letting them write. It seems that the students understood the researchers' instructions well. This is consistent with Grice (1975), Parisuthiman (2000), and Prachanant (2006a) who stated that a persuasive application letter aims to invite the prospective employer to grant the employee an interview and then the job. Therefore, the application letter should have three basic parts: explaining reasons, detailing qualifications, and requesting an interview.

Although all of the students' letters contain all three moves in the job application letter writing, there were some mistakes in some submoves that were lacked and appeared. The findings found that the students lacked to write "how to contact" in move three and cannot arrange some submoves correctly and "the age" in second move appeared in the first move. Therefore, the moves used in the job application letters writing of the students were incomplete. It can be concluded that the students write the job application letters quite well although it lacks in the third move of "how to contact" them, especially their telephone number and e-mail. However, most of the students wrote their telephone number and e-mail in the letterhead or return address. It may be possible that in Thai culture, the telephone number and e-mail are normally written in their address together. It could be explained that the instruction in the case of submoves of the researcher was not clear. In addition, it might be that the students neglect to write a letter efficiently. The students did not ask questions when they wrote the letter. Also, the time limitation might not have had a chance for them to check that submoves whether the grammar, structure, or spelling was correct, leading to a number of errors.

These, sometimes, may make them get confused in writing. Therefore, they did not clearly check before submitting to the researcher. The finding is consistent with Jirapongwanich (2003) that most businesspeople cannot communicate effectively in business letter writing because people find it is complicated and difficult to write.

5.2.2 Types of Errors Made in the Job Application Letters Writing

The findings of this study found that the rankings from the highest to the lowest qualities errors were correctness, completeness, clarity, conciseness, and courtesy, respectively.

In terms of completeness, there were two errors : completeness in form and completeness of fact or detail (not vague). This may be that the students cannot remember the forms in the letters writing from the examples of business letters that the researcher distributed to them before writing the letter. Also, it is possible that the students did not know the advantages of writing a good and disadvantages of writing a bad application letter for a job.

Moreover, there were errors in using the proper level of language, including only accurate and true information, and using acceptable writing mechanics in correctness quality. In the case of using acceptable writing mechanics in correctness, it seems that the students make more errors in the students' writings. This is because the researcher instructed in the case of the qualities in the job application letters writing unclearly. Moreover, it might be that the students' proficiency applying grammatical rules to write a letter is still low. Therefore, there were eleven errors found in using acceptable writing mechanics. Also, the most errors found in using acceptable writing mechanics were spelling, punctuations, and prepositions, respectively. In addition, from the researcher's observation, most of the students

rarely use dictionary to check vocabulary although all kind of dictionaries were allowed to use while they wrote the letters. Moreover, the reasons may be that the researcher's instruction or the student's capability in writing is weak, and the instruction was not focus on grammar. In addition, the students may have less opportunity to know what types of errors they commit in their writing. Consequently, they do not recognize what errors they made and how to correct them. It also mentions that the students focus only on the main points in writing application letter. This result is consistent with Olsen (1999 : 191-205) who disclosed that less proficient learners had a higher number of grammatical, orthographic and syntactic errors in English written. Also, it is consistent with the results of research by Klomperee (2006) which stated the findings that official letters are mostly emphasized on politeness not grammar.

5.2.3 Level of Awareness in the Job Application Letters Writing

The level of awareness of the job application letters writing revealed that in over all the students rated as agreed levels and the students strongly agreed in 4 statements. There were "I think that learning how to write is important and necessary for the achievement in my writing" and "I review previous job application letters writing before starting to write", followed by "I know the advantages of writing a good application letters for a job", and, "I know the disadvantages of writing a bad application letters for a job", respectively. The findings above showed that the students have more awareness of the job application letters writing. It seems that the students know the advantages and the disadvantages in writing the letters well. They also think that learning how to write is important and necessary for the achievement in their writing. Thus, it could be explained that the students have more

confidence in their writing since the students used to study Business English I and Business English II. However, the results of moves and qualities used in their writing were different and opposite to their awareness. This is because they had more errors in moves and qualities.

In contrast, the three least mean scores were "I know words, phrases, and expressions in writing job application letters" and "whenever I have problems while I am writing, I will ask my teachers for help", followed by "I have knowledge of the styles writing job application letter" and "I make a plan before writing". And "I revise and edit the job application letters before submitting", respectively. It seems that the students may have insufficient awareness but they do not know their awareness. Therefore, they cannot improve their letters writing well. Moreover, from the researcher's observation, they did not ask questions when they wrote the letters. It may be that they are not brave to ask any question from the researcher because they are afraid that they may disturb their friends' writing. Also, they did not revise and edit the job application letters before submitting because of the time limitation. Consequently, they did not clearly check before submitting to the researcher.

5.3 Pedagogical Implications

The results of the study indicate that the students' job application letters writing and their awareness did not relate. This study, therefore, has important implications for the teaching and learning of English, especially in an ESP context concerning business letters writing which are as follows:

5.3.1 From the findings found that the students have more errors in correctness in the case of using acceptable writing mechanics. Teachers should prepare

the instructional material which includes grammar and letters writing correctly. Moreover, the students should be encouraged to attend business correspondence training courses especially in sentence structures and grammatical construction provided by relevant institutions. This would help them improve not only their writing skills but also the art of composing effective business letters using moves and the 5 Cs. Particularly, the students would be able to use appropriate and concise language patterns in their business letters writing. This would lead to more effective communication skills, especially in writing letters, which would help the writers get a job easily.

5.3.2 As the mistakes in the students' writing, the instructors who teach business letters writing should use authentic business letters in class as examples. Given the examples of incorrect sentences and less appropriate patterns used in business letters, students will be able to avoid mistakes and be more concerned in applying moves and the 5 Cs principles to write effective business letters. Moreover, the writers may also have to practice writing business letters by studying and paying attention in a class.

5.3.3 To raise the awareness in job application letters writing, instructors should always tell the advantages of writing good application letters for a job, as well as the disadvantages of writing bad application letters for a job. Furthermore, the instructors should encourage awareness by discussing the importance of job application letters writing.

5.3.4 Since the students are confident in their writing, the instructors should improve textbooks or instructional material to teach them correctly and suitably. Moreover, to prepare the students to be good workers, instructors should teach them

to write more business correspondence and other business writings, such as,

memorandums, minutes, and reports.

5.4 Suggestions for Further Research

In order to gain a better insight into job application letters writing,

the following may serve as guidelines for further research.

5.4.1 This study mainly examined job application letters writing.

Future studies should investigate many kinds of business letters, such as, sales letters,

request letters, credit letters and collection letters, etc. This is because they are more

important in every businesses situation.

5.4.2 The present study can be effective if researchers in the future investigate

more subjects. Also, to compare the different variables in letters writing should be

made, such as, genders, majors, language proficiencies, native and non- native

speakers, etc.

In conclusion, the researcher believes that the present study can help

the instructors develop their teaching business letters writing. Also, it is my hope that

the present study has made a small but significant contribution to research in the field

of genre analysis and business letters writing.

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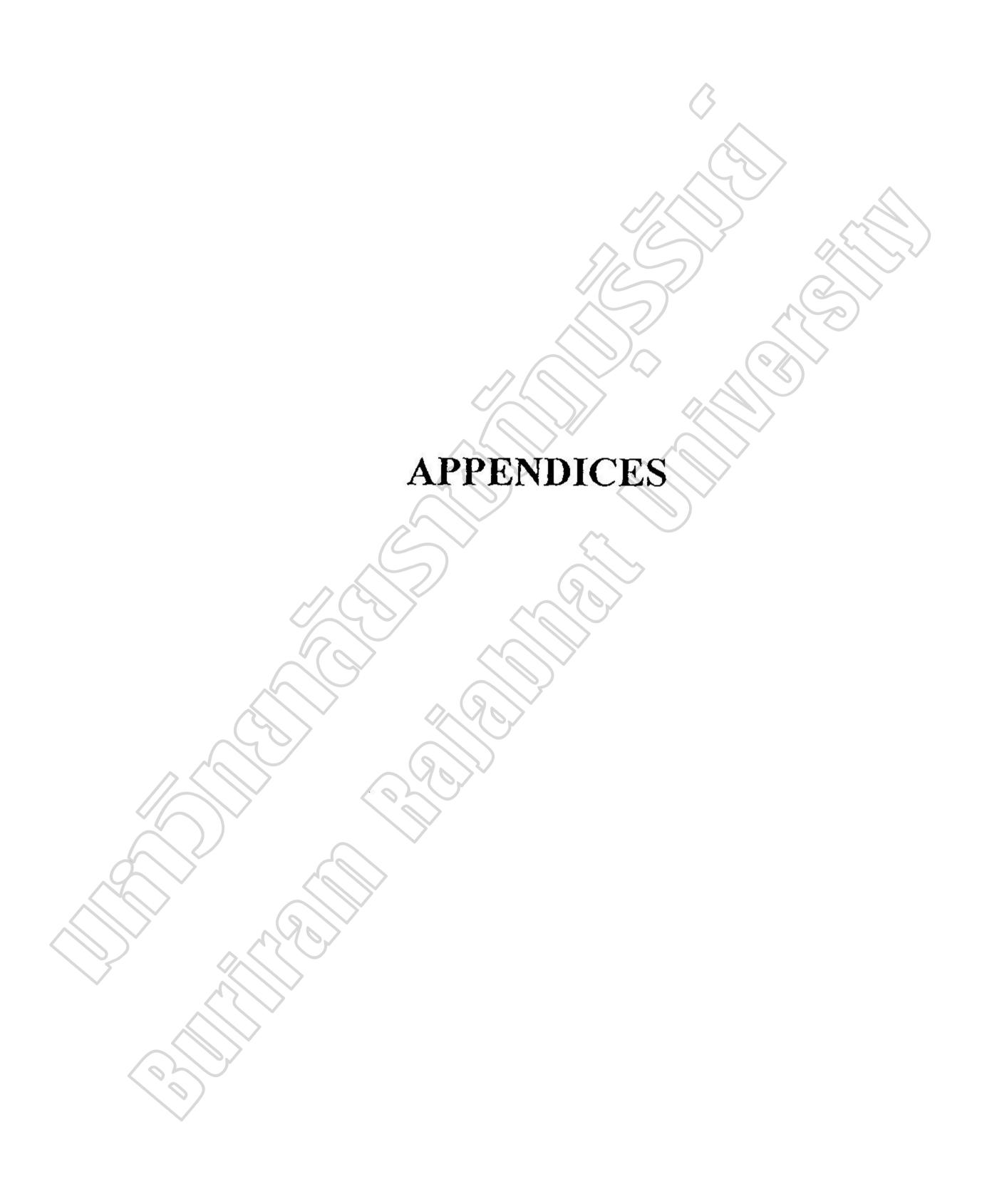
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APPENDICES

APPENDIX A

The Question Applied in the Job Application Letter Writing

………………………………………………………...

Question

Direction: Look at the advertisement below and then write an application letter.

Marketing Manager

- Male/Female age over 20 years.
- Bachelor's degree or higher in Marketing, Business Administration, related fields.
- At least 2 years experience in sales functions.
- Fluent in spoken and written English.

If you would like to know more information or apply this position, contract:

Mr. Songwut Sinchai
Personnel manager

Century Trading Company
258/9, Soi Sukhumvit 77, Onnuch Road, Suan Luang, Bangkok 10260.
Tel. 02-555-0000

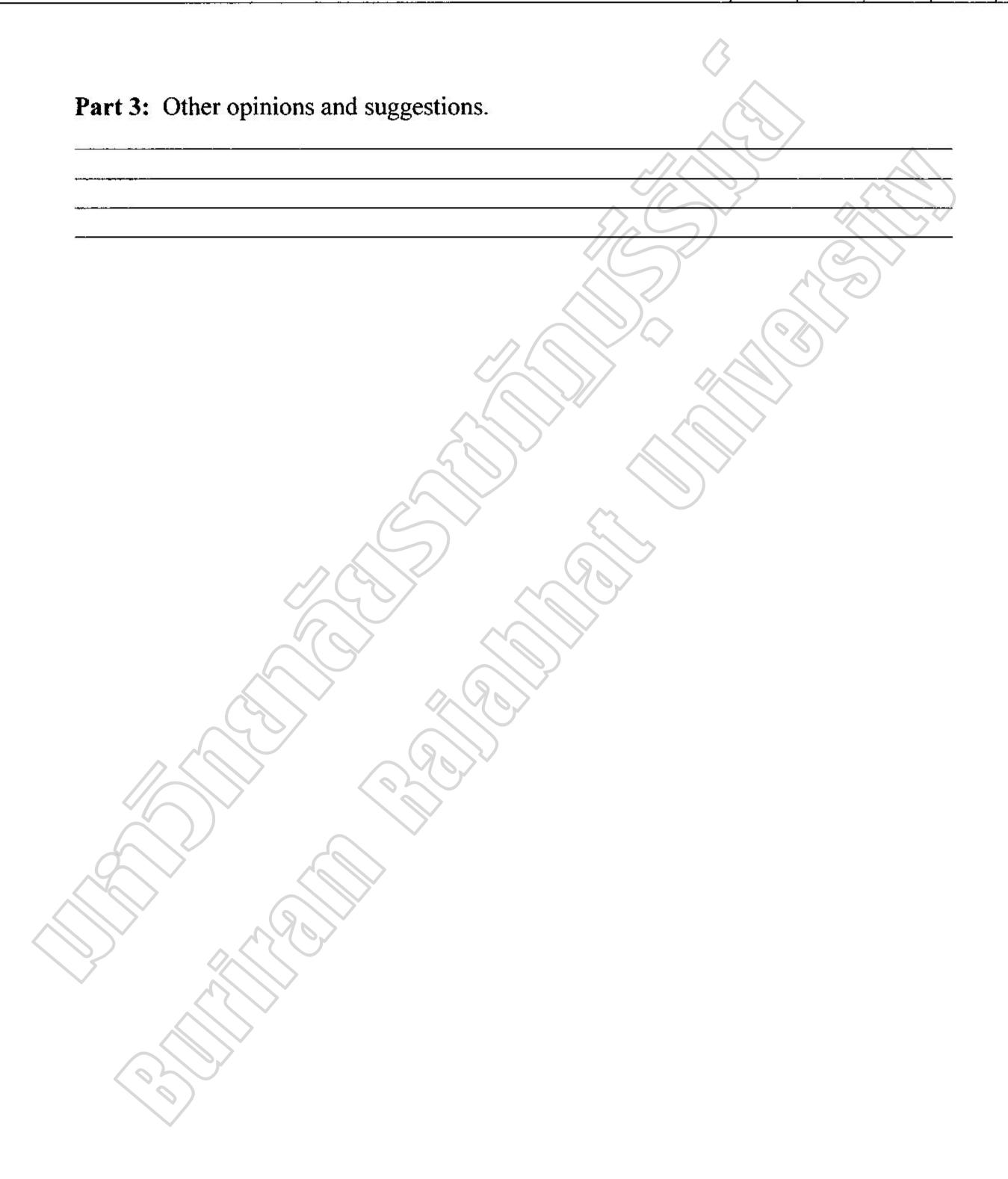(From Star Magazine on February 10, 2011)

APPENDIX B

The Questionnaire of the Awareness of Job Application Letters Writing

of the 2nd Year Business English Students, Faculty of Humanities and Social

Sciences, Buriram Rajabhat University, Academic Year 2010

………………………………………………………..

Explanation: The questionnaire is divided into 3 parts:

Part 1: Demographic information of the informants

Direction: Put a tick √ in [   ] which represents you.

      1.1 Gender   [   ] Male   [   ] Female

      1.2 GPA   [   ] 1.60-2.00   [   ] 2.01-2.50

                       [   ] 2.51-3.00   [   ] 3.01-3.50

                       [   ] 3.51-4.00

Part 2: Put a tick √ in the blanks which represent your opinions.

      5 represents the "Strongly agree" level   4 represents the "Agree" level

      3 represents the "Uncertain" level   2 represents the "Disagree" level

      1 represents the "Strongly disagree" level

Statements	Level of Opinions				
	5	4	3	2	1
1. I know the advantages of writing a good application letter for a job.					
2. I know the disadvantages of writing a bad application letter for a job.					
3. I think that learning how to write is important and necessary for the achievement in my writing.					
4. I review previous job application letters writing before starting to write.					
5. I make a plan before writing.					
6. I have knowledge of the styles of writing job application letters.					
7. I know words, phrases, and expressions in writing job application letters.					
8. I know how to write the proper job application letters.					
9. I focus only on the main points in writing application letter.					
10. Whenever I have problems while I am writing, I will ask my teachers for help.					
11. I know the importance of using dictionary in job application letter					

writing.					
12. I revise and edit the job application letters before submitting.					

Part 3: Other opinions and suggestions.

_____

_____

_____

_____

APPENDIX C

The Questionnaire of the Awareness of Job Application Letters Writing of the 2nd Year Business English Students, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Academic Year 2010 (Thai)

....

แบบประเมินความตระหนักรู้ในการเขียนจดหมายสมัครงาน
นักศึกษาสาขาวิชาภาษาอังกฤษธุรกิจ ชั้นปีที่ 2
คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏบุรีรัมย์
ปีการศึกษา 2553

คำชี้แจง แบบประเมินนี้ มีทั้งหมด 3 ตอน คือ

ตอนที่ 1 สถานภาพของผู้กรอกแบบประเมิน (โปรดทำเครื่องหมาย √ ในช่องว่างที่ตรงกับความเป็นจริง)

    1.1 เพศ   [ ] ชาย   [ ] หญิง

    1.2 เกรดเฉลี่ยรวม   [ ] 1.60-2.00   [ ] 2.01-2.50

                      [ ] 2.51-3.00   [ ] 3.01-3.50   [ ] 3.51-4.00

ตอนที่ 2 กรุณาทำเครื่องหมาย √ ในช่องระดับความคิดเห็นที่เป็นจริงเกี่ยวกับตัวท่าน

        ระดับ 5 = เห็นด้วยอย่างยิ่ง   ระดับ 4 = เห็นด้วยมาก

        ระดับ 3 = เห็นด้วยปานกลาง   ระดับ 2 = เห็นด้วยน้อย

        ระดับ 1 = เห็นด้วยน้อยที่สุด

รายละเอียด	ระดับความคิดเห็น				
	5	4	3	2	1
1. ฉันรู้ผลดีที่ได้รับจากการเขียนจดหมายสมัครงานที่ถูกต้อง					
2. ฉันรู้ผลเสียที่ได้รับจากการเขียนจดหมายสมัครงานที่ไม่ถูกต้อง					
3. ฉันคิดว่าการเรียนรู้การเขียนเป็นสิ่งที่สำคัญและจำเป็นต่อความสำเร็จในงานเขียนของฉัน					
4. ฉันศึกษาลักษณะงานเขียนจดหมายสมัครงานที่ผ่านมาก่อนเขียนจริง					
5. ฉันวางแผนในการเขียนก่อนเขียนจริง					
6. ฉันรู้รูปแบบการเขียนจดหมายสมัครงาน					

7. ฉันรู้คำศัพท์ วลี หรือสำนวนที่ใช้ในการเขียนจดหมายสมัครงาน				
8. ฉันรู้วิธีการในการเขียนจดหมายสมัครงานที่ดี				
9. ฉันเน้นเฉพาะใจความสำคัญในการเขียนจดหมายสมัครงาน				
10. เมื่อใดก็ตามที่ฉันมีข้อสงสัยในขณะที่เขียน ฉันจะปรึกษาอาจารย์ผู้สอน				
11. ฉันเห็นความสำคัญในการใช้พจนานุกรมในการเขียนจดหมายสมัครงาน				
12. ฉันปรับปรุงและแก้ไขเนื้อหาในการเขียนจดหมายก่อนที่จะส่ง				

ตอนที่ 3 ความคิดเห็นและข้อเสนอแนะอื่นๆ

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APPENDIX E

Letter for Experts

APPENDIX D

The List of Experts

1. Assistant Professor Sutamat Kotcharat   The English Lecturer at
Buriram Rajabhat University

2. Ms. Sumitra Pankulbadee   The English Lecturer at
Buriram Rajabhat University

3. Mr. William Gorman   The English Lecturer at
Buriram Rajabhat University

CURRICULUM VITAE

Name: Chontichalinee Kanshon

Date of Birth: January 12, 1986

Place of Birth: 87 Moo 9 Ban Sawaysoo, Sakaeprong Sub-district,

Muang District, Buriram Province, Thailand

Address: 87 Moo 9 Ban Sawaysoo, Sakaeprong Sub-district,

Muang District, Buriram Province, Thailand

Education: 1992-1998 Primary School from Sawaysoo School,

Muang District, Buriram Province, Thailand

1998-2004 Secondary School from Buangluangwitthayakom

School, Muang District, Buriram Province, Thailand

2004-2008 Bachelor of Art in Business English from Buriram

Rajabhat University, Muang District, Buriram Province,

Thailand

2009-2012 Master of Arts in English, Buriram Rajabhat University,

Thailand

Working Place: English Teacher at Buriram Rajabhat University,

Muang District, Buriram Province, Thailand