Assumption University
Faculty of Arts
Department of English for International Business
Course Outline 2/2026

Course : EN 4232, Business Conversation
Credit : 3
Status : Major Requirement
Prerequisite : EN 3213 Business Communication or ELE 2001 Advance Academic English
Lecturers : Dr. Parinun, and Dr. Chutamas S.

Course Description: Practice in conversation on topics related to business, development of efficiency in the oral application of the language in business settings, and effective problem-solving in small groups.

Objectives : This course aims to enable students to:

1. Understand and apply communication process in business context
2. Understand theories of interviews and conduct various types of interviews
3. Recognize various types of small group participation and leadership styles
4. Conduct and participate in problem solving groups in business settings.
5. Avoid cross-cultural misunderstandings in business settings.

Course Learning Outcomes:

The students will be able to:
1. Recognize various types of communication theories in business context
2. Use different types of interview questions.
3. Use target vocabulary/business phrases in discussions.
4. Analyze problems in the business settings through critical thinking skills.

Teaching-Learning Activities: May consists of some or all of the following:

1. Lecture
2. Small group discussion
3. Case study
4. Written assignments
5. Role plays

Course Requirement : 80% Attendance (Maximum absence=6 classes)

Mark Allocation : Assignments &

Problem solving	30%
Interviews	10%
Class Participation	10%
Term Project	10%
Mid-term Exam	15%
Final Exam	25%
TOTAL	**100%**

Grading System

A :	85–100%
A- :	82–84%
B+ :	79–81%
B :	75–78%
B- :	72–74%
C+ :	69–71%
C :	65–68%
C- :	62–64%
D :	50–61%
F :	0–49%

Textbooks/ References: Communicating for Results: A Guide for Business and the Professions, by Cheryl Hamilton with Cordell Parker. (Chapters 4, 5, 7, 9, 10).

Study Plan and Schedule

Week	Topic(s)
1	Course Introduction: Overview of the course Importance and benefits of four listening skills: reading, writing, listening, and speaking
	Chapter 4: Effective Listening Lecture on effective listening and comprehension in business context
2	Chapter 4: Effective Listening Lecture on effective listening and comprehension in business context: Increase

	in poor listening habits; Barriers to good listening
	Chapter 4: Effective Listening Lecture on effective listening and comprehension in business context : Stages of Listening -Benefits of Listening
3	Group Problem Solving Case 1: Extra Perks Introduction to Problem Solving Simulation
	-Problem Solving Simulation -Target Vocabulary of the case study
4	Nonverbal communication in the workplace – types of nonverbal communication; definition, link to various cultures and their effects on business communication, e.g., facial expressions; eye contact and body movements
	Nonverbal communication in the workplace – facial expressions and body gestures; clothing and personal appearances; distance and personal space
5	Chapter 5: Nonverbal communication in the workplace – Physical Environment
	Assignment: Nonverbal Communication Case Analysis
6	Chapter 7: Basic information of all types of interviews: 10 types of interviews
	2Chapter 7: Types of interviews (continue) Basic interview organization
7.	Chapter 7: Using questions effectively in the interview; Types of interview questions
	Assignment: Interview Dialogue Assignment
8.	Group problem solving case study 2: Polluting the River - Introduction to problem solving simulation
	Problem Solving Simulation Target vocabulary of the case study

Midterm Examination: 7 January, 2027 @ 12.00-14.00

Week	Topic(s)
9	Chapter 9: Small-Group Communication and Problem Solving Characteristics of Effective Problem-Solving Teams • Well prepared and organized • Receive periodic training • Examine assumptions and opinions • Evaluate solutions by comparing them to criteria and consequences
	Chapter 9: Small-Group Communication and Problem Solving (continued) Characteristics of Effective Problem-Solving Teams • Effective teams avoid groupthink • Manage cultural diversity • Operate virtually • Advantages of Group Decision Making
10	Chapter 9: Small-Group Communication and Problem Solving (continued) Basic Problem- Solving Procedures: Steps 1-3
	Chapter 9: Small-Group Communication and Problem Solving (continued) Basic Problem- Solving Procedures: Steps 4-6
11	Group Problem solving case: Deciding Where to Invest - Introduction to problem solving simulation
	Problem solving simulation -Target vocabulary of the case
12	Chapter 10: Participation and Leadership in Small Groups - Effective team participants characteristics
	Chapter 10: Participation and Leadership in Small - Effective team participants perform needed task and maintenance roles - Dysfunctional behavior and how to handle them
13	Chapter 10: Effective Team Leadership Different types of leadership styles: - Trait Theory of Leadership - Function Theory of Leadership - Three-Dimension Theory of Leadership
	Chapter 10: Effective Team Leadership (continued) Different types of leadership styles:

	- Adopting Style of Leadership - Situational Leadership Theory Wrap up: Leadership Responsibility
14	Term Project: Group Problem solving
	Term Project: Presentation
15	Term Project: Presentation
	Final exam revision

Final Examination: 9 March, 2027 @ 9.00-12.00

Last Day to Withdraw 19 February, 2027

PLAGIARISM

Plagiarism is a serious academic offence, a serious breach of ethical conduct and is unacceptable student behavior. Students who plagiarize copying words or ideas without acknowledging the original writer of the words, or ideas will face disciplinary action. This will range from receiving an "F" in the subject to university suspension.

AU MISSION

Assumption University, an International Catholic University, is committed to be the light that leads learners and its stakeholders from all parts of the world towards wisdom, Truth, and Christian values and to discover "Treasure Within" themselves. Via effective teaching and research pedagogies of international standards as well as community engagement, the University aims to form individuals to be intellectually competent, morally sound, and

spiritually enriching, accountable, righteous, and service-minded citizens; excelling in serving communities comprising of diverse cultures.

Au UNIQUENESS
"An International Catholic University"
Au IDENTITY

- Ethics
- English Proficiency
- Entrepreneurial Spirit

THEODORE MARIA SCHOOL OF ARTS
(www.arts.au.edu)
VISION AND MISSION

Vision
An international community of business communicators in Thailand
Mission
Theodore Maria School of Arts will ensure that: the School will…
1. Enhance business language skills
2. Promote cultural awareness
3. Foster academic networking
4. Encourage ethical standards and practices

TAGLINE
เติมเต็มศิลป์ภาษา พัฒนาศาสตร์ธุรกิจ

Language Education, Business Inspiration
ARTS ORGANIZATIONAL CULTURE: More than faculty, we are family
• Open communication
• Mentoring system
• Dedication
• Caring
• Teamwork
• Commitment
• Resource sharing
Core Values
A = Adaptability
R = Responsibility
T = Togetherness
S = Sustainability
Core Competencies
Employability
Multiculturalism
Internationalization
Quality Assurance Process

Students should understand and apply the Quality Assurance Process in their study. The Plan-Do-Check-Act Cycle (PDCA) provides an easy but effective approach for problem solving and managing change, ensuring that ideas are appropriately tested before the full implementation. It can be used in all sorts of situations and can be clarified as follows:

Plan: Define the current problem, process, and issue and establish objectives and processes required to deliver the desired results.

Do: Implement the plans and new processes developed.

Check: Monitor and evaluate the implemented process by testing the results against the predetermined objectives.

Act: Apply actions necessary for improvement if the results require changes.

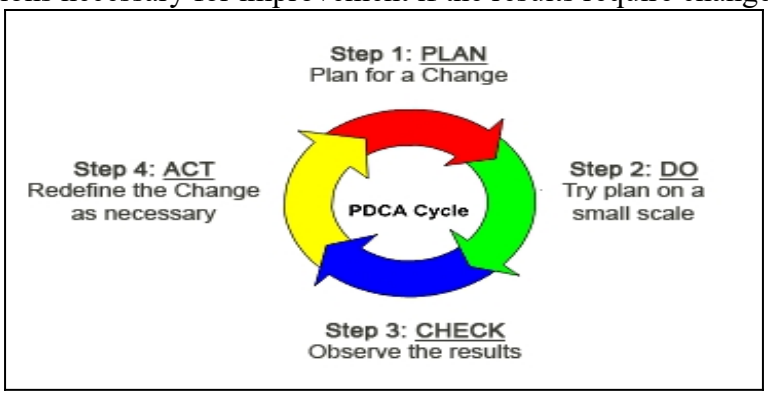


Figure 1: PDCA Cycle (http://www.swopehealth.org)