

Shortcut Techniques to Enrich Business English Communication Skills (BECS) for Thai Students

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การสื่อสารภาษาอังกฤษธุรกิจให้กับนักศึกษาไทย

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ABSTRACT

Thai students might have met more than ten English teaching methods still the majority or 75% of the upper high-school levels (M.6) and 50% of the university students were nervous if they had to converse with foreigners. The English O-Net results of Mattayom Six in 2558 (2015) revealed 24.98/100 by average, nationwide (fair level: 12.50-27.49). Though most global business English curriculums were likely similar worldwide; still Thai students unlikely overcame such anxieties and likely embarrassed to acquire such skills. I would then propose shortcut techniques as an optional set to speedily enrich students' business communication skills, critical thinking skills and critical proposal skills to meet the pressuring challenges of the 21st Century Skills Demands. NESTs (native English speaking teachers) and NNESTs (non-native English speaking teachers) may experiment these techniques to enrich BECS for the Thai students.

Keywords: *Shortcut Techniques, BECS Enrichment, Thai Students*

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บทคัดย่อ

นักศึกษาไทยคงผ่านเทคนิคการสอนภาษาอังกฤษกว่าสิบวิธีมาแล้วแต่ส่วนใหญ่หรือร้อยละ 75 ในกลุ่มนักเรียนมัธยมปลาย และร้อยละ 50 ในกลุ่มนิสิตนักศึกษายังประหม่าเมื่อต้องพูดกับชาวต่างชาติ ทั้งยังพบอีกว่าผลคะแนนเฉลี่ย O-NET ภาษาอังกฤษของ ม.6 ทั่วประเทศได้เพียง 24.98/100 (ระดับพอใช้: 12.50-27.49) แม้หลักสูตรการสอนภาษาอังกฤษธุรกิจส่วนใหญ่ทั่วโลกจะไม่แตกต่างกันนัก แต่นักเรียนไทยยังมักเอาชนะความประหม่าไม่ได้และยึดอัดที่จะเพิ่มทักษะภาษาอังกฤษ ดังนั้นผู้เขียนจึงขอเสนอเทคนิคชุดเรียนลัดเพื่อเป็นตัวเลือกอีกชุดหนึ่งในการเร่งเพิ่มทักษะการสื่อสารธุรกิจ, ทักษะการคิดวิเคราะห์ และทักษะการเสนอแนะให้กับผู้เรียนพร้อมเผชิญความท้าทายที่กีดตันจากทักษะอันพึงประสงค์ของศตวรรษที่ 21 ทั้งนี้ครูเจ้าของภาษา และครูที่ไม่ใช่เจ้าของภาษาสามารถทดลองวิธีเรียนลัดนี้เพื่อช่วยเพิ่มทักษะการสื่อสารภาษาอังกฤษธุรกิจให้กับนักศึกษาไทย

คำสำคัญ: เทคนิคเรียนลัด, การเพิ่มขีดความสามารถในทักษะการสื่อสารภาษาอังกฤษธุรกิจ, นักศึกษาไทย

INTRODUCTION

Seventy-five percentages of the senior high school respondents were found to be anxious in EFL classroom (Kornsiri Boonyaparakob et al. 2015, p.80). Fifty percentages of the participants (university students) were highly anxious about their foreign language learning and four main possible factors including academic evaluations, negative evaluations, comprehension problems, and teachers (Muthita Chinpakdee, 2015, p.69). The English O-Net results of Matayom VI in 2558 (2015) revealed the scores of 24.98/100 by average, nationwide (fair level: 12.50-27.49: NIETS) though 9,356 universities in 205 countries worldwide similarly departmentalize communication studies to purposively ease students to create and treasure societies and human organizations (deMello, 2015). Accountably, the 21th Century Skills expects the outcomes of the graduates to acquire critical thinking for problem solving, innovation skills and creativity, digital technology, collaboration, leadership, communication skills, cross-cultural understanding, career and learning self-reliance whereas the appraisals are

through portfolio, interviews, individual projects and distinct performance (Schoen and Fusarelli, 2008, pp.188-203; Cozzolino, 2014, p.66). Effective communication to meet the post corporate world one of them involves critical thinking, creativity, multicultural understanding for career and self-reliance. However, poor communication can lead to domestic schism, workplace conflict, divorce and violence (Phramaha Yota Chaiworrarakul 2008, pp. 50-60). Nevertheless, the writer is certain there are some rooms to provide Thai students to overcome their language gap to ease their nervousness but we have to use shortcut techniques, which might be one of the feasible ways not only to overcome their nervousness but also to enrich their business English communication skills (BECS).

Educational planners are imperative to raise awareness among students of the linguistic centrality to their daily functions of business and to enable them to optimize their unforeseen situations (UNESCO and UNICEF, 2012). BECS should in relation to business context, add confidence to learners in critical thinking for problem solving, innovation skills and creativity digital technology, collaboration, leadership, communication skills, cross-cultural understanding, career and self-reliance to meet the 21st Century Skills and the Global Education movements. However, the ILO alerts that 73 million persons aged 15-24 years worldwide meeting unemployment and joblessness are rising across the world unto 16% (ILO 2015-2016). The young breed or new graduates would ride a rocky road in job seeking were they not differently enriched their BECS of both accountable business knowledge and English communication which are the qualifications attracting job recruiters and wealth gains.

The contents of a Business English Curriculum in educational institutions should at least theoretically and applicably sharpen business expertise and shape the appeal future careers under the assistance of effective teachers. However, Farrell (2015) claims that it is not who the teachers are (NEST or NNEST); it is how the teachers teach with critical competencies coupled with effective teaching (pp.1-10). Yet, Teerayut Kongnin and Kemtong Sinwongsuwat (2016) maintain that improving new knowledge and conversation skills is through encouraging discussions by raising more challenging and inspiring questions and the non-Thai and NNEST teachers should then be employed to set pedagogical intervention for mastery methods of teaching efficacy (pp.102-115).

Bortolin and Taylor (2016) contend that the ideal teaching method are the structural patterns, a focus on intonation, minimizing grammatical explanations, teaching vocabulary in context. Audio-visual aids are used and positively reinforcing pronunciation and correct responses. My shortcut techniques would speedily help enrich and refine BECS for students through introducing the class with Ogle's KWL (1986, pp.564-570) and followed by Robinson's P(S)Q3R (1978) to find the responses. Then, in written communication, the draft should begin with Toulmin argument model to probe positive and negative situations (2003). Consequently, an Appreciative Inquiry (AI) should be introduced to develop a negative situation in order to capitalize crisis or opportunity (Cooperrider and Srivastva, 1987, pp.129-164) as a recommendation. Finally, to persuade readers or audience, the Message Appeal should conclude the entire the communication (Northey and McKibbin, 2012, pp. 93-95). However, the Figure of Speech should also be used to depart from ordinary expression or the ordinary course of idea in order to produce a greater effect (Wren & Martin, 2012, pp.290-295). Nevertheless, Prof. John Hattie (2012) reminds that no designs or initiative in educational fields harm students but no matters done are best worth as "developing relationship between students and teacher". This is similar to the educational shortcut tip our beloved late Majesty King Bhumibhol has given –"attracting students to love their teachers and the teachers to love their students", which best contributes to the educational instructions, quality and reform, says Theerakiat Charoensettasilp, MD, (2016).

SHORTCUT TECHNIQUES TO ENRICH BUSINESS ENGLISH COMMUNICATION SKILLS (BECS)

In the class introduction, there are many tactics like Mark Scofield's concept such as the target of knowledge, subject contents, assessment, observations and inquiries for details, which have been organized in the High School Educational Region 11: Suratthani Province on December 14, 2016 (Tui Sakrapee, 2016). Another set of tactics or shortcuts to enrich BECS could have been integrating P(S) Q3R, Toulmin Argumentative Model, Appreciative Inquiry (AI) for development and Message Appeal but the authentic learning materials need to be business phenomenon for learners to explore, analyze, prepare for presentation and to be the active listeners. However, Steven Pinker

(2015) advocates that coming to correct English, none is in charge even the lunatics run the asylum, whereas the dictionary editors read extensively and explore new words and sense many authors extensively use them in many contexts and thus change the definitions. Nevertheless, the rules of English are imperative and particularly the English guides or manual and the English structured techniques would be so helpful shortcuts for the non-native learners to cope with complex business English communications.

A. Implementing P(S)Q3R Method of Reading

Cohen and Upton, (2006) explains that a preview is generalizing to recall prior knowledge, which helps judging the level of difficulty, extracting information without reading every word and it also helps improving reading rate and training for Skimming (pp.2-4). Robinson (1961) postulates SQ4R. The “S” (survey) is swiftly find main idea and followed by “Q” (questioning) to locate deeper idea and pursuing “R1” (read) to probe responses to the questions. The “R2” (recite), the reader rewrites the records in the reader’s own words. Finally, the reader reflects (R3) and linguistically comments whether the reader agrees with or disagrees with the author (pp.29-30 cited in Kaewkam, K. 2014, pp.43-56) for a spiral exploration.

P(S) Q3R represents preview, question, read, recite, and review. The preview for each reading should take two to three minutes to survey the reading, such as examining the title, section/chapters titles, headings and subheadings, reading any highlighted terms and taking note any italic or bold prints, scanning any diagrams, graphics, charts, formulae, tables and boxed inserts. Finally, it is to flip to the last paragraph or the end and reading it first. This includes definition or glossaries of the key terms, if any. Yet, here, some business jargons may delay the understanding of the nonnative learners. Still, the instructors could feed the non-native learners with explanation or encourage them to counsel with dictionaries or prolong the time of the preview period.

The reader should create questions (Qs) curious from the preview and any inquiries coming out of the approach such as what is the reading about? What key points or subtopics are included? What evidences are supporting this argument? What are/is the conclusion (s) of this read-

ing? How does this reading connect to course objectives and themes? How important is it? How does this reading connect to the other reading in this course?, and so on. Readers may additionally raise closed questions (*who/which*), or the objective questions (*how much / how many*), or relative questions (*where / when*) or open questions (*why/how*) to set the inspiring topics. However, what the writer have found, most Thai students were weak with the correct questioning structure but with peer reviews, peer feed forwards and lecturers will be very helpful to correct and strengthen the questioning part. This is the optimized time to attract students to love their classmates and teachers. Respectively, the classmates would love their peers and the teachers love their students as our beloved late Majesty King Bhumibhol has advised.

Reading (R.1) involves breaking the material into manageable sections and has to be critically and actively opted to the framework of the earlier preview (P) or survey (S), and questions (Q) while taking notes of new questions arisen. In reciting (R.2), while at the end of each reading of every section or paragraph, it is necessary to stop and restate the content with one's own words, taking short notes, catching the key information and idea and avoiding copying. This is to help the reader understand and remember the contents, such as the main idea, points or arguments. In reviewing (R.3), Learners are encouraged to looking back to the questions and the notes made while comparing the information in the text just read with the themes, notes and assigned readings and mirroring the challenges found in the reading and writing down any additional questions and comments. The 3R method above would be helpful to write creative business opinion essays and business argumentative essays through impartial critical thinking and authenticated analysis.

B. Written Communication – to clarify thoughts

Shortcuts to critical and analytical writing need justified content which Toulmin Model, AI-model, Message Appeal Model and some necessary Figures of Speech will be helpful. The Toulmin Model could help clarify and justify the thought while Appreciative Inquiry (AI) model would allow learner initiate the new exit to the problems. Then Message Appeal (MA) Model may help convincing about the new initiative while the Figures of Speech would

be helping lavish greater effects for the communication. For example, “*Steve Jobs the Apple’s founder has been once removed from Apple but later returned with dire dedication. He became great after his body has been laid in a simple grave. Oh, another legend of world great men; graceful but disgraced.*”

B.1: Applying Toulmin Argument Model

In the Uses of Argument, Toulmin (1969/2003) postulates a module with five to six interrelated elements for argument analyses. Here, learners should be encouraged to explore both positive points and negative point from their readings so that they would not be prone to either agreeing or disagreeing with the writer. (1) **Fact or Data** is to draw as a ground for one’s claim. Fact or data could be found from the quotes of research institutions or polls, in the reading. (2) A **Warrant**, a testimonial sentence empowers the movement to support the fact/data. Usually, by warrant follows data, fact immediately, or vice versa. (3) **Backing** is the credentials set to certify the warrant if warrant is unlikely convincing readers by using such as the legitimate provisions. (4) **Rebuttal** is a statement admitting the limitations and usually the rebuttal statements begin with contradictory expression such as but, however, on the other and so on. Finally, (5) **Claim (Conclusion)** is a conclusion established by the reader but in argumentative essays, it is usually called a thesis that reader wither agree or disagree with the writer (Toulmin, 1969, pp. 94-145; Toulmin, et al., 1984, p.86; Inch, and Warnick, 1998, pp.310-318). Nevertheless, Backer, Brizee and Angeli (2013) from Purdue University advise that it is necessary to avoid weak qualifiers like “I feel” or “I believe” or “I think”; strict moral or religious as support; assuming audience would agree and humiliating others. An argumentative writing needs both confirmation paragraph as agreeing and refutation paragraph as disagreeing, which will raise further spiral discussions. (see Appendix I)

B.2: Applying Appreciative Inquiry (AI)

AI is a pattern for analyses, decisionmaking and creating strategic-change. Cooperrider and Srivastva (1987) argue that with excessive uses of “problem solving” pattern, it halts analyses but centers on problems while restricting talks to explore new models (pp.129-169). AI, on the oth-

er hand, will empower organization to counter the world crisis, a radical exit to positive-based change initiatives, enhance the positive core of an organization while redesigning the systems within to reach out more sustainable and effective future and offers deeper, more vital, spiral and viral sustainable change at the organizational nucleus (Cooperrider and Associates, 2012). An applied AI-model paragraph begins with the question of “What is (crisis added by the writer)...?”, followed by “The best of what is...? (Discovery); “What might be...?” (Dream) What should be...?” (Design) and ends with “What will be...?” (Deploy). Though this model seems to be the troubleshooting, the troubleshooter has to be and expert. Therefore, the instructor needs to guide learners closely or even provide some clues for them as springboard for dream, design and deploy stages. AI-model should help develop a negative situation to capitalize crisis – gain maximization, which create differentiation for learners and that is the qualification beyond 21st Century Skills. (see Appendix II)

B.3: Message Appeals

Northey and McKibbin (2012) advocate a persuasive paragraph is structured with appeal to reason, appeal to emotion, appeal to authority and appeal to evidence (pp.92-96). The Appeal to Reason drives audience to reach decision-making to take action while Appeal to Emotion backs the reasons for those who are stubborn with strong opposition through exploiting fear, envy, pride, desire to be loved, respect and happy. Nevertheless, if one’s credibility is low, one needs to use Appeal to Authority by referring to someone the audience respects and trusts or even theoretical quotes. Finally, Appeal to Evidence helps shine support when personal accountability is low but updated evidences are more persuasive than the recent ones. (see Appendix III)

B.4: Necessary Figures of Speech

Figures of Speech help depart from common expression of ideas to generate greater impact. It is divided into four groups, i.e. 1) the resemblance-based, e.g. simile, metaphor, personification and apostrophe; 2) the contrast-based, e.g. antithesis and epigram; 3) the association-based, e.g. metonymy and synecdoche; and 4) the construction-based, e.g. climax and anticlimax. A constructivist classroom prioritizes Group I and Group IV to treasure power and wisdom to meet global challenges all the time (Wren &

Martin, 2014, pp.290-295). For example, “*Steve Jobs the Apple’s founder has been once removed from Apple but later returned with dire dedication. He became great after his body has been laid in a simple grave. Oh, it’s another world legend of the digital Mogul, graceful but disgraced.*” However, commonly used figures of speech are simile, metaphor, personification, apostrophe, climax and anticlimax. (see Appendix IV)

C. Oral Presentation and Listening Etiquettes

C.1: Technique of Oral Presentation

Northey and McKibbin (2012) maintain that oral presentation is restricted to convey details therefore; message must then be simple but not simple-minded in planning it. Planning presentation requires knowing the audience and their underlying reasons, the conditions of time and physical layout. Delivering techniques demand mastery posture, formal costume, eye contact with audiences, never haste but slow-down, clear and varied tone, natural gesture and movements. However, it is recommended for the speaker to revise and rehearse presentation often time to ease his/her nervousness in the real stage (pp.177-180). The presentation contents are thence suggested to divide into preview, develop and review with audiovisual aids and with extemporaneous speaking for spontaneity.

C.2: Active Listeners and Listening Etiquette

Audiences have to be active but Brownell (1990) finds that higher positions are more attentive than the rest. A critical and analytical listener, on the contrary, reflects on the strength and the weakness and the imbalance or bias of the idea while thinking of alternative ideas, possibility of the short-term and long-term implication, practicality, barriers of the application and ways to overcome the barriers and possibility of modification, re-examination and further exploration. Finally, listening etiquettes are imperative during oral presentation, Northey and McKibbin advise that audiences need to halt talking, never distract, to be open-minded rather than judgmental and read the body-language (Northey and McKibbin, 2012, pp.11-13).

RESULTS AND DISCUSSIONS

Gambhir (2016) finds from her thesis on “Peer Feedback and Feedforward in EFL Argumentative Writing” conducted with 30 AU students of EN3240: Reading in Business English (Sections 471 and 472): during January – May 2016 (p.87), using Toulmin Model, AI-Model and Message Appeal Model that 73% students improved their BECS after two essay writings (pp.87-88). The Shortcut Techniques increase confidence to students to respond properly, creatively and initiatively to any business challenges and improve English competencies of business writing, speaking, reading and listening with the unexpected world affairs among 8 batches with 581 students since the third semester of 2013 until the first semester of 2016 from $\bar{X}= 2.56$ to $\bar{X}= 2.96$ (Chaibuntan, P. 2016). It is then recommended to redesign BEC studies for students to train them to meet global unexpected risks in their future work-career. Counter risks demands knowledge management, professional communication and judgment skills besides technical skills (Economist Intelligence Unit Survey, 2005, p.3). Asia during 2030s, it will be possible to have new Asian Cold Wars; Asian in actions; a New Middle Kingdom and a Sino-US G2 towers. In 2040s, maturing macro-economic frameworks will be founded in China, India, and possibly Brazil, Mexico, Turkey and Vietnam. Wealth-gap in 2040s would lead to violence and fading out trade-led power (Twining. 2012).

To treasure knowledge and wisdom to overcome future global mega-challenges, Sudham Rattanachote (2014) advises to employ all three constructionist styles: conventional advocating rationalism; critical advocating the identity issues and post-modernist advocating traditional socialization (pp.85-90). However, planners in Thailand should realize the learning outcomes enforced by OHEC (2006), which demands five domains for learning outcomes - ethics and morals, knowledge, cognitive skills, interpersonal and responsibility, and numerical analysis, communication and IT skills (pp.16-18). These might jam and perplex planners on overloaded demands while learners would have been victims to many business standardizations, qualities, English rules and regulation except they are familiar with the shortcut techniques.

“*Ipsa scientia potestas est*” (Knowledge itself is power) claims Sir Francis Bacon in *Meditationes Sacrae* (1597, cited in Hobbes, 1668, p.69). Knowledge is a powerful factor that empowers people achieves great results since it has staying power, traveling power and influential power. Samsak Kaewnuch (2016) finds that either reasons or opinion, detailed professional sentences, strategies of the writer, power words, and argument are vital in reaching out power, while the active involvement of learners lead to vitality of the communication and power-sharing but linguistic incapacity and informative written communication less help to construct agency and power (pp.260-276). However, G. B. Shaw claims that the mega-problem is the delusion having taken place and heeds about fake knowledge for communication, which is more deadly than ignorance (Caroselli, 2000 p. 71) and gossip is crime says Pope Francis (2013). Francis Thomson (1887) reminds, “*Thou canst not stir a flower without troubling of a star.*” It is true that poor decisionmaking and obsolete and repetitive strategies could collapse to a company. Had students, the promises of the nation, been enriched and equipped with critical and analytical reading habits, balanced argumentative perspective, risk capitalization through appreciative inquiries, persuasive message with arts of speech and appeal presentation; they would have been well prepared to meet their future rocky careers with differentiations.

CONCLUSION AND RECOMMENDATION

In this paper, I maintain that teachers can then help enrich and refine students their BECS faster with the shortcut techniques. It involves preview SQ4R for critical and analytical reading while summarizing the reading. To enhance English differentiate skills, it is recommended to apply Toulmin Model, AI-model, Message Appeal and Figures of Speech. After draft for oral presentation, students have to be prompt for extemporaneous presentation with confidence. 73% of the students admit their BECS have improved after practicing writing two essays using this shortcuts model and 581 students admit their English business communication skills improved from $\bar{X} = 2.56$ to $\bar{X} = 2.96$. NESTs and NNESTs may experiment these techniques to save time but enrich business communication skills for the Thai students.

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APPENDIX I : an example of the Toulmin Argument Paragraph

Data/Fact A study published in 2014 by the Turnaround Management Society reveals that most crises are caused by the mistakes of top management since 54.6% of the management continued with a strategy that was no longer working for the company. *Warrant*. Peter Drucker claims the most important reason that businesses fail is because management didn't ask “what is our business?” in a “clear and sharp form, which comes from the lack of knowledge creation. *Backing* 51.6% of the management lost touch with the market and their customers and do not want to adapt to changes occurring around them (51.6%). *Rebuttal* However, businesses can fail because of wars, recessions, high taxation, high interest rates, excessive regulations, poor management decisions, insufficient marketing, inability to compete with other similar businesses, or a lack of interest from the public in the business's offerings. *Claim* Sill, business would fail if the management and the employees do not realize that knowledge creation can help prevent the company collapse.

APPENDIX II: an example of the AI Paragraph

What is A company must become a Knowledge Creating Company otherwise; it cannot survive the coming global crises and conflicts. *The best what is* The best is to epistemologically and ontologically allow knowledge conversation takes place between tacit knowledge and explicit knowledge. *What might be* Then four modes of conversation might appear in the forms of socialization, externalization, combination and internationalization. *What should be* The company leader should introduce five organizational conditions: intention, fluctuation/chaos, autonomy, redundancy and requisite variety, which would enable the four modes to be transformed into a knowledge spiral. *What will be* As such, not far and long, the company will become a spiral knowledge creating company, which can counter and survive future global crises and conflicts.

Notes: Sentences 2, 3 and 4 are brief from Nonaka and Takeuchi, 1995, p. 89.

APPENDIX III: an example of the Message Appeal Paragraph

Appeal to reason Knowledge Creating Company is required in order to cope with the globalization issues conflicts and terrorist moods and to survive, sustain and secure business in the world marketing arenas. *Appeal to emotion* Knowledge is power and when communicated it exercise traveling power, influential power and staying power over audiences. *Appeal to authority* With the knowledge of know-how and innovation, Steve Job leads Apple to the world- front successful company and influences young breed to ape and appeal him. *Appeal to evidence* look at BECHEL, the master of megaprojects, it has invested in knowledge creating teams, with which leading to its seven megaprojects have changed the world, e.g. Hoover Dam: Nevada & Arizona (1936); Trans- Arabian Pipeline: Saudi Arabia (1950); Space Launch Complex 40: Florida(1992); Chunnel: UK & France (1994); Big Dig: Boston (2007); Ivanpah Solar Power Facility: California (2013); and Jubail Petrochemical Complex in Saudi Arabia (since 1976-present).

Notes: Sentence 4 (Shawn Tully, 2016, pp.40-49)

APPENDIX IV: examples of the necessary Figures of Speech

Figures	Meaning	Examples
Simile:	Comparison made between two different objects	<i>Business data are like leaves and where they most abound; much fruit of sense beneath is rarely found.</i>
Metaphor:	Comparison made between the quality of two different objects	<i>Merger and acquisition are kinds of wild business justice.</i>
Personification:	Inanimate objects	<i>Pride over business achievement glows grand and gay but usually returns underachieved if the management gains but employees frustrate and dismay.</i>
Apostrophe:	Addressing the dead, the absent and the personified	<i>O Free Trade, what crimes have been committed to the underdeveloped and developing nations.</i>
Climax:	Series of idea leading to importance	<i>Steve Jobs was disgraced once but graceful after his death.</i>
Anticlimax:	Sudden descent of idea	<i>The more haste, the less speed, when trade treaties are concerned.</i>

APPENDIX V: English Improvement by average since first launch of the shortcuts techniques

Semesters	Stdnt/(Fq)	Anterior	Posterior	SD	Subm.Date
2013/3	72/72	2.51	2.81	4.66	23/7/2014
2014/1	95/208	2.52	3.11	4.18	8/1/2015
2014/2	65/228	2.55	2.98	3.28	9/6/2015
2014/3	68/68	2.63	2.93	3.51	10/8/2015
2015/1	66/237	2.53	2.84	3.98	7/1/2016
2015/2	75/281	2.46	2.83	4.13	2/8/2016
2015/3	80/80	2.36	2.89	3.96	29/7/2016
2016/1	60/202	2.62	3.25	3.52	4/1/2017
	581/1376	2.52	2.96		

42.22%

collected by Dr. Prakob Chaibuntan, Ph.D. 1/4/2017