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**TEACHER PERSPECTIVES ON THE DEVELOPMENT OF
BUSINESS ENGLISH PROGRAMMES IN
THE THAI TERTIARY CONTEXT**

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the requirements for the degree of

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ABSTRACT

Business English has emerged as an important aspect of English for Specific Purposes in Thailand and is currently provided as an undergraduate programme in about one third of all universities. However, to date we know relatively little about how the Business English programme has been developed in the Thai tertiary context. The current study aimed to explore the development of Business English programmes in the past, present, and future, through the perspectives of Thai tertiary teachers. Firstly, the development of Business English programmes in two university contexts was explored, based on retrospective interviews with five experienced teachers. In addition, a survey which included open-ended scenarios was completed by Business English teachers (N=84) from throughout Thailand (North, Northeast, Central, and South), regarding their contemporary perspectives on Business English in the Thai tertiary context and future prospects for the field. Finally, in-depth interviews were conducted with 13 Business English teachers, focusing particularly on their contemporary perspectives on Business English and the trajectory of Business English as a tertiary subject.

Overall, the findings revealed that the contemporary tertiary Business English programmes emerged from both bottom-up and top-down initiatives, and were shaped by local factors such as ongoing changes to curriculum and teaching practices. The development of the programmes was also influenced by a combination of external factors, including the government policy, English as a Lingua Franca in the Asia region and global pressures. The teachers who participated in this study thought that the future changes would be in line with these contemporary changes. It was also evident that future programmes might continue to face both internal and external challenges.

The thesis concluded by reflecting on future challenges which needed to be addressed and the resulting implications for research, professional development, and practice.

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LIST OF ABBREVIATIONS

AEC	ASEAN Economic Community
ASEAN	Association of Southeast Asian Nations
BE	Business English
BELF	Business English as a Lingua Franca
CAI	Computer Assisted Instruction
Cert. Higher Ed.	Certificate of Higher Education
Cert. Higher Voc.	Certificate in Higher Vocational Education
Cert. Voc.	Certificate in Vocational Education
CUAS	Central University Admission System
DU	Deelert University
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EOP	English for Occupational Purposes
EP	English Programme
ESP	English for Specific Purposes
EST	English for Science and Technology
GAT	the General Aptitude Test
IBE	International Business English
ICT	Information and Communication Technologies
MOE	the Ministry of Education
NES	Native English Speakers
NIETS	the National Institute of Educational Testing Service

NNES	Non-native English Speakers
OHEC	the Office of the Higher Education Commission
O-NET	the Ordinary National Education Test
PAT	the Professional Aptitude Test
PBRF	the Performance Based Research Funding
TESOL	Teaching English to Speakers of Other Languages
TQF	the Thai Qualifications Framework for Higher Education
TUOT	Thanat University of Technology
UBI	University Business Incubator

CHAPTER ONE

INTRODUCTION

1.1 Introduction to the Study

This thesis aimed to extend current knowledge of Business English in the Thai tertiary context through exploring the perspectives of past and present teachers in the Business English field. In particular, the study focused on the emergence of Business English programmes, the influences on current programmes, and the future trajectory of programmes together with their future challenges. The chapter begins with a description of the rationale and significance of the study. Next, background information on the research context is provided, and finally an outline of the thesis contents is presented.

1.2 Rationale and Significance of the Study

English is now a global language and is accepted as a major language for international communication, including within countries where the mother tongue is not English (Crystal, 2003). As a result, English is often taught as a compulsory course (either as a second language or as a foreign language) in Asia (Low & Ao, 2018; Nunan, 2003). In Thailand, English has been taught as a Foreign Language (EFL) at every level including tertiary (Sukamolson, 1998; Wongsothorn, Hiranburana, & Chinnawongs, 2002). At the university level, in addition to compulsory General English courses, there are also courses in English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Students are required to select between the latter two categories according to the requirements of their major (Wiriyachitra, 2002; Wongsothorn et al., 2002). With regard to ESP, some higher educational institutions provide a major

programme such as Business English, English for International Communication, and English for Careers (OHEC, 2015a).

Several tertiary institutions in Thailand have provided Business English programmes for more than ten years; however, in my experience, there is still little consensus about the focus of those programmes. People, especially those with no English Language Teaching (ELT) background, frequently confuse Business English with International Business programmes. My earlier informal conversations with some Business English alumni and current students indicated that they chose to study in a Business English programme so they would have a chance to study business content in English. Such a view is similar to my thinking when I was a first-year Business English student; I did not know the difference between these two programmes (Business English and International Business). Prior to the current research, throughout my career as a Business English teacher, I was constantly uncertain about whether I was conducting my teaching in “the right way” (I began teaching Business English in 2008), and I remained unsure about what that might be. For instance, I would ask myself whether I should weight my focus towards language use, or towards business content, or whether I should pay more attention to the correctness of linguistic forms or to the ability to communicate in the target language. Since that time, there have been few, if any, professional development opportunities to explore these questions, and initially my only way of addressing these issues was through discussions with colleagues and my experience with students. In my research, I found that I was not the only one with such questions. In fact, when I think back to the time while I was a Business English student, I wonder if some of my teachers were also sometimes uncertain about what to teach and how to teach us.

In addition, in my experience, teachers in the field of Business English in Thailand come from different backgrounds. For instance, some teachers graduate with a degree in Linguistics (English) while others graduate with a degree in Business. Also, I have found that higher education institutions in Thailand provide Business English programmes as part of two different degrees: Business Administration, and Arts (OHEC, 2015a).

Since Thailand took part in the ASEAN Economic Community or AEC in 2015, there has been an increasing demand for providing English related to the specific needs of the workforce, and this focus is particularly important for those working in the business sectors. The field of Business English, as a degree which provides the future workforce with both business knowledge and English competence, therefore deserves special attention. In particular, increasing understanding about how Business English has developed in the Thai tertiary context will be important for encouraging constructive growth of this programme in the near future.

In responding to the challenges mentioned above, the current study aims to shed new light on the Business English field by investigating the development of this programme in Thailand through the perspectives of programme teachers. As teachers play a key role in the development of the Business English programme, their points of view can be very useful in gaining insights into the current situation as well as its future trajectory. Specifically, the present study aims to explore how teachers' understandings of Business English have developed over time, how the programme has changed in response to current situations, and what they see in terms of the future of the programme. The views that are embedded in their stories will not only be useful for planning individual professional improvement but also for building the development of the Business English field as a whole. As yet, research into Business English teachers' ideas

about their field is an area that has remained unexplored in the Thai tertiary context. Therefore, the findings from the current study will provide an opportunity to identify and reflect on the nature of this subject area as well as to consider how to address future issues arising in this particular field.

1.3 Background to the Research Context

In this section, background on the research context will be provided. Firstly, a brief outline is presented of recent key changes that have affected education in the Thai context. This is followed by an overview of the structure of higher education in Thailand. Finally, in the last section, an overview of Business English programmes in Thailand is provided.

1.3.1 Recent changes affecting the Thai educational context

A major recent change which has had an impact on education in Thailand was the commencement of the ASEAN Economic Community (AEC) at the end of 2015. The AEC was formed with the aim of building economic integration among the ASEAN (Association of Southeast Asian Nations) countries. The ASEAN group includes ten countries: Indonesia, Thailand, Malaysia, Singapore, Philippines, Vietnam, Cambodia, Myanmar, Brunei, and Laos. The goal of this integration is “to transform ASEAN into a region with free movement of goods, services, investment, skilled labour, and free flow of capital” (Association of Southeast Asian Nations, 2008, p. 5). As a member of the ASEAN, Thailand was likely to be provided with both opportunities and challenges. As a result, the government planned to prepare its people for the changes that would result. These plans had significant educational implications, including building public awareness of ASEAN and the AEC, improving the quality of education, increasing workforce

proficiency, improving the English language skills of Thai people, boosting technology, and creating more networks with other ASEAN countries (Mala, 2016). These measures were initially planned to be implemented in education sectors and some participating business organisations. For example, in response to the intention of the government to develop public awareness and understanding about ASEAN, educational institutions at every level of their curriculum had to include knowledge about ASEAN and selected national languages of the member countries.

In the report of the Education First (EF) English Proficiency Index 2015, Thailand ranked 14th out of the 16 Asian nations (Mala, 2016). In particular, the issue of low English competence of Thai people became a key concern for the government. It considered the low English proficiency level created a weakness in the Thai workforce, especially in the light of the AEC. The government thus put a great deal of effort into enhancing the English skills of Thai people. For example, the government encouraged schools to develop either a full English Programme (EP) or a Mini EP (MGR Online, 2015). The EP would ideally provide teaching and learning in English language of all Thai curriculum subjects, except Thai language and some social sciences including Thai culture, tradition, and law. In the next section, the structure of Thai higher education, including how it changed following the creation of the AEC, is explained.

1.3.2 The structure of higher education in Thailand

Thai higher education institutions are under the supervision of the Office of the Higher Education Commission (OHEC), Ministry of Education. In 2015, when the current study was conducted, there were 156 higher education institutions in Thailand, including 81 public institutions and 73 private institutions (OHEC, 2015b). These higher education institutions offer various degree programmes in a wide variety of study fields.

In this section, the development of Thai higher education structure is firstly described, followed by an overview of the university admission process.

Developments in Thai higher education

Developments in Thai higher education have responded to both global and national situations. The history of Thai higher education can be traced back to the reign of King Chulalongkorn the Great (King Rama V), when a medical school was founded in 1888 (Crocco, 2018). At that time, higher education was used to “address the multifaceted and growing needs of Siamese people and society” (Wyatt, 1969, 1975, cited in Crocco, 2018, p. 225). After the Siamese coup d’état of 1932, which changed Thai governance from an absolute monarchy to a constitutional monarchy, a number of specialised universities, such as the University of Medical Sciences and the Agricultural University, were established in Bangkok, the capital of Thailand. These universities were founded with the aim of producing a professional workforce in fields which would help develop the country. These higher education institutions initially spread beyond Bangkok to three other regions, namely the North, the North-east, and the South, in the 1960s.

As the public sectors were unable to meet the growing needs and demands for higher education throughout the country, in 1969 the first private higher education institutions were accredited by the government (Crocco, 2018). Since the 1990s, the number of universities and enrolment of students has increased sharply as the demand for higher education within the labour market has continued to grow (Delgado, Ernesto, & Boncheva, 2012). This demand has also led to upgrading the status of some specialised higher institutions (i.e. teachers colleges, and Institutes of Technology) to that of a university (OHEC, 2013b; Saphnirat, 2001). As these new universities became fully fledged, they began to offer courses and degrees in a wider variety of fields. Moreover,

these universities made higher education accessible to local communities, especially in rural areas. In the findings of the current study (see Chapter Four), two universities are referred to by these pseudonyms: Deelert University (formerly a teachers' college), and Thanat University of Technology (formerly an Institute of Technology). Although access to tertiary study is now widespread in Thailand, there is still a disparity in the quality of universities. The most prestigious public universities, which are located in Bangkok and other bigger cities, are regarded as the high-quality universities. Most students, especially those who have higher academic performance and more means to afford their study costs, generally want to enter to these higher quality universities. The labour market also prefers graduates from the prestigious universities rather than from upgraded public universities (Posttodayonline, 2018).

In addition to an increase in the number of tertiary institutions since the Asian financial crisis of 1997, there has been rapid growth in international higher education in Thailand (Rhein, 2017). International programmes in higher education institutions in Thailand provide degrees in which all courses and materials are presented in English language. In response to internationalisation trends in global higher education and the Thai government policy, most of the Thai tertiary institutions have now established international programmes and initiated collaborations with foreign universities (Michael & Trines, 2018), such as those in China and Australia. However, the tuition fees for international programmes are more expensive than traditional programmes. Therefore, not every student can afford this, especially students from rural areas.

Another important occurrence following the education reforms in 1999 has been the implementation of a quality assurance system in Thai higher education institutions. Tertiary institutions became responsible for annual internal quality assurance reviews,

while the Office of the Higher Education Commission (OHEC) was responsible for external quality assurance inspections (Michael & Trines, 2018). To support the implementation of this quality assessment, the Ministry of Education also launched the Thai Qualifications Framework for Higher Education (TQF) in 2009 (MOE, 2006; OHEC, 2010). Quality indicators in this Framework include, for example, research outputs, the employability of graduates, and contributions to local communities (the full set of internal quality indicators are shown in Appendix A). However, there are many criticisms of the current quality assurance methods, especially regarding the related paperwork, which has imposed an excessive workload burden on teachers (Rattananuntapat, 2015).

Thailand's official entry to the AEC in 2015 was another important factor which brought about change in Thai tertiary education. Most universities then started teaching selected languages of the member ASEAN countries, such as Burmese and Vietnamese (Chongkittavorn, 2012). In addition, campaigns for ASEAN awareness were launched in many universities. Remarkably, in 2014, all Thai higher education institutions also changed their academic year, which previously started in June and ended in March, to coincide with the academic year in other ASEAN countries (Michael & Trines, 2018). The new academic calendar currently starts in August and ends in May. Nevertheless, this change has been strongly criticised as it has created a mismatch in the academic calendar between high schools and universities. Also, April is the hottest month in Thailand, so it is uncomfortable to teach and study at that time. Consequently, several universities have now reverted to the old academic calendar.

University admission process

At the time when the current study was conducted, there were two ways to select students for admission to universities. The first way was through a Central University Admission System (CUAS), which allocated students to universities based on a score from the final high school grade point average, and a series of three different exams (i.e. the Ordinary National Education Test or O-NET, the General Aptitude Test or GAT, and the Professional Aptitude Test or PAT) (Michael & Trines, 2018). Most highly-ranked public universities currently utilise this admission system. The second way to enter a university is through a direct admission system, which allocates students to universities based on each university's own criteria. Until 2019, some public universities, private universities, and international programmes have applied the direct admission system.

Due to disparity in the quality of universities, the students who fail selection for admission to highly-ranked universities, or have lower academic performance, are usually drawn to lower-ranked or private universities. Also, some universities, particularly in small cities, grant local students priority to enter their universities, by applying a flexible set of selection criteria. These criteria sometimes lead to an issue with low academic performance among new entry students, which subsequently poses a challenge to their teachers.

1.3.3 Business English in Thailand

In Thailand, Business English has been provided in the form of a degree subject, an elective course for undergraduates and postgraduates, or as a short course in private language schools. The current study focused only on Business English as a degree subject.

In 2015, when the study began, there were altogether 51 Business English programmes provided in 49 Thai tertiary institutions (OHEC, 2015a). According to OHEC (2015a), these programmes are offered through two different options: as a traditional programme (including courses other than English-related courses that are taught in Thai), and as an international programme (where every course is taught in English). About three-quarters of the entire Business English programme is provided by public universities in the form of a traditional programme. In the meantime, international programmes in Business English are mainly offered by private tertiary institutions.

It is also important to point out that, in Thailand, the perception of Business English programmes may be different, depending on the nature of each institution. Generally, these programmes are taught within three different faculties: Faculty of Arts, Faculty of Business Administration, and Faculty of Humanities and Social Sciences. Therefore, the various contexts and settings in which Business English is taught are likely to influence the teachers' understanding about the focus for such programmes.

1.4 Overview of the Thesis

This thesis comprises eight chapters, which are structured as explained below.

In Chapter One, the introductory chapter, I have presented the research aims, followed by the rationale and significance of the study. After that, the research context was described, before providing an overview of the thesis.

In Chapter Two, the literature on educational change, along with teacher cognition, and Business English is reviewed. The research questions for the current study are then presented at the end of that chapter.

In Chapter Three, the methodology framework used in the current study, including the selected research paradigms and research design, is described. This description is followed by an explanation of data collection procedures, and data analysis. Finally, ethical considerations relevant to this study are discussed at the end of this chapter.

In Chapter Four, the findings from the retrospective interviews with experienced teachers are presented. These findings depict how Business English programmes emerged and developed in two university settings.

In Chapter Five, the integrated findings from the survey questionnaire and semi-structured interviews regarding teachers' perspectives on Business English in the contemporary Thai tertiary context are presented.

In Chapter Six, further integrated findings from the survey questionnaire and semi-structured interviews are presented. The findings in this chapter focus on teachers' perspectives on the changes in and challenges for Business English programmes in the Thai tertiary context.

In Chapter Seven, the key findings of the current study are discussed in the light of the existing literature on educational change processes and on Business English.

In Chapter Eight, the final chapter, a summary is provided of the current study's key findings and its contributions to theory and methodology. The implications arising from the research, and the limitations of the study are then presented, along with suggestions for future research and practical recommendations. The chapter ends with some final reflections on my research journey.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the literature relevant to this study is reviewed. The chapter begins by providing an overview of literature on the nature and process of educational change. Following that, insights into the relationship between teacher cognition and educational change are described. Then, several areas of literature that provide insights into the development of Business English are explored in turn: the international development of Business English, the future trajectory of Business English internationally, the development of Thai English language education, and the emergence of Business English in the Thai tertiary education context. Lastly, the research questions for the current study are presented.

2.2 Background to Educational Change

As this study looks at how Business English has developed over time in the Thai tertiary context, a key theoretical concept that underpins this study is educational change. In this section, the literature on educational change is presented under two main sections: firstly, the nature of educational change is explored, and then the processes involved in educational change are examined.

2.2.1 The nature of educational change

In the educational sphere, change usually refers to the process of developing new teaching ideas, practices, or objects (Baldrige & Deal, 1975; Markee, 1997; Rogers,

1983). Fullan and Stiegelbauer (1991) explained that educational change involves three possibilities: “(1) the possible use of new or revised materials ..., (2) the possible use of new teaching approaches ..., and (3) the possible alteration of belief” (p. 29). Subsequently, the word change in educational literature has often been linked to the term innovation. While some scholars believe that these two words, *change* and *innovation*, represent different processes (Miles, 1964, as cited in Markee, 1997; Nicholls, 1983; Stoller, 2008), others argue that there is a special relationship between them (Kennedy, 1999; Lamie, 2005; Markee, 1997).

Even though change and innovation both include reference to concepts such as difference and novelty, they can also be distinguished. For example, Miles (1964, as cited in Markee, 1997, p. 47) and Nicholls (1983) note that change is a continuous, and at times unintended process that “involves reworking familiar elements into new relationships” (Markee, 1997, p. 47), whereas innovation is a deliberate intervention which results in “the development of ideas, practices, or beliefs that are fundamentally new”. Similarly, Stoller (2008) points out that change is foreseeable and unavoidable, bringing about a modification in the existing state but not necessarily improvements. In many cases, therefore, change can take place without planning or control. By contrast, innovation usually results from conscious attempts to make improvements.

Several scholars have differentiated change from conscious innovation. For instance, Rogers (1983) states that someone may have known about an innovation for some time, but not yet decided on whether to adopt or reject it. This view corresponds with Durkheim (1984 cited in Browne, 2015) and Freeman’s (1989) notion that change does not always mean doing something differently. In fact, it can be a modification or an affirmation of current practice, or simply a change in awareness.

In referring to the terms change and innovation, Markee (1997) points out that “change agents do not always know a priori whether adopters perceive a change to be fundamentally new or whether they see it as a less radical reworking of familiar elements into new relationships” (p. 47). Thus, the newness of any innovation depends on the adopters’ perceptions, and attitudes about how innovative an idea is can change over time. Moreover, Kennedy (1999) explains that it is actually difficult to differentiate what is planned from unplanned, and what is natural from deliberate. He therefore uses change as an umbrella term, which includes within it the meaning of innovation.

In line with Kennedy’s (1999) work, Lamie (2005) defines change in a broader sense. She notes that change can be both a planned and unplanned process, which includes innovation (in this sense, innovation is regarded as a specific instance, act, or action) as a part of the process. Similarly, Hyland and Wong (2013) emphasize that innovation is a main part of the process of change because it initiates and drives change in many different areas. In this case, innovations can “appear in a variety of guises and at various levels of performance” (p. 2). However, “most changes are not innovation” (Rich, 1981 cited in De Lano, Riley, & Crookes, 1994, p. 488) and “innovation ... does not always mean change” (Hyland & Wong, 2013, p. 2).

In this thesis, educational change is seen as a dynamic and complex phenomenon which requires considerable time and effort to achieve. English language educational innovations may thus be seen in classrooms, materials, and examinations, and can be introduced by teachers, policymakers, material developers and/or curriculum designers. This process can also bring about both positive and negative effects for teachers and people involved in it.

Impetus for change

Change in an educational organisation usually takes place under the influence of external and/or internal factors. Each of these factors are now examined.

Internal factors leading to change may come from a member(s) of the organisation who becomes aware of his/her potential and new possibilities (Bennis, 1966); dissatisfaction with the current situation; the need for more professionalism; acknowledgement of new students' needs; and faculty interest and suggestions (Stoller, 2008). Change that originates from internal change agents, such as teachers, has been called *immanent change*. This type of change promotes ownership and is likely to result in deeper levels of development than change which is initiated and controlled by outsiders (Markee, 1997; Waters, 2009).

Change arising from external factors may be introduced in response to the emergence of new ideas or knowledge in the wider environment where an organisation exists (Bennis, 1966). For example, due to the global development of communicative teaching approaches, traditional language teaching has changed to include more meaning-based communication and authentic interaction in classrooms (Van den Branden, 2009). In addition, top-down mandates from outside an organisation, such as higher administration and the government, may also provide an impetus for change (Stoller, 2008). However, external factors that have an impact on change in English language education are not limited to educational issues alone. These factors can be influenced by global social change, the development of new technologies, forces within the labour market, as well as current trends and fashions (Besterfield-Sacre, Cox, Borrego, Beddoes, & Zhu, 2014; Browne, 2015; Gillies, 2015; Waters, 2009).

As higher education may at times pursue multiple change initiatives simultaneously, there are many factors affecting change initiation. Although the purpose of these changes may seem unrelated, they are often connected and complementary to each other (Kezar, 2009). In addition to factors mentioned earlier, context is important since sociocultural contexts are significant factors in implementing potential change (Markee, 1997). Therefore, in the next section contexts of change will be looked at briefly.

Contexts of change

As mentioned earlier, educational change is a complex phenomenon. It may involve educational subsystems, including the goals, the environment, the formal system or structure, and the technology of the organization, as well as individuals and groups in an informal system of relationships. These subsystems are connected in systematic ways and form the intricate nature of educational organisations (Baldrige & Deal, 1975; Wedell, 2009). Therefore, “change in one [area] provokes change in the others” (Schon, 1971, p. 12), that is to say change in organisations has effects on its subsystems and the people involved. In educational organisations, for instance, change may have an impact on heads of departments, teachers, students, and designers of materials (Kennedy, 1988).

In describing its complexity, Kennedy (1988) refers to how educational change occurs in an environment that consists of many interrelated subsystems, including institutional, as well as social, political, and cultural. These various subsystems have a hierarchical relationship and higher-level subsystems influence those below. As shown in Figure 2.1, the outer rings are more powerful and influences the inner rings. Cultural subsystems thus can wield enormous influence on political and administrative subsystems, which later shape the character of educational subsystems, and then the

features of teaching institutions and classroom practices (Waters, 2009). Nonetheless, the influence, impact, and weight of the circles may vary according to each situation (Kennedy, 1988; Markee, 1997).

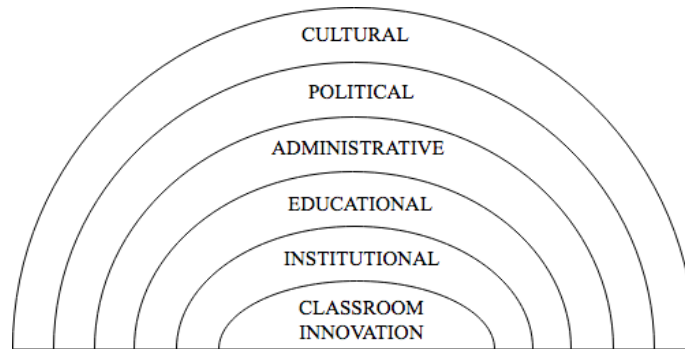


Figure 2.1 The hierarchy of interrelating subsystems in which an innovation has to operate (Kennedy, 1988, p. 332)

In reality, change contexts cannot be viewed not only from a top-down perspective, but should also be viewed from a bottom-up standpoint. As a result, Hargreaves (1994, 1997) points out that it is important to observe teacher cultures in two different dimensions: content and form. The content of teachers' culture involves shared attitudes, beliefs, values, and ways of life of individuals or a specific group within an organisation. On the other hand, the form of teacher cultures consists of the patterns of relationships and the associations among members of that culture. The form that teacher cultures can take may be: *individualized* when teachers work independently and/or alone; *collaborative* when teachers share ideas and materials and work together to solve problems; *balkanized* when teachers work in bounded sub-groups (such as grade-level or subject department); or *contrived collegiality* when teachers' "collaboration is mandated, imposed, and regulated by managerial decree in terms of measures like compulsory team-teaching or collaborative planning" rather than being initiated by the teachers themselves (Hargreaves, 1997, p. 1305). Hargreaves goes on to argue that teachers learn about what

kind of teacher they want to be, and what it means to teach, through their particular cultures of teaching.

In higher education, the contexts and structures of the systems in which teachers work are key factors affecting their decisions regarding change (Besterfield-Sacre et al., 2014). In order to understand how teachers might experience change, it is necessary to explore what the process of change involves and how it is conducted. These aspects will be addressed next.

2.2.2 The educational change processes

In the early stages of research into change, the process of change was described by Rogers (1983) as an innovation-decision process. According to Rogers, this process consists of five steps: *knowledge*, *persuasion*, *decision*, *implementation*, and *confirmation*. During the change process, potential adopters will need to: gain knowledge of innovation, be persuaded of its value, make an initial decision to adopt the innovation, implement their decision to adopt it, and lastly confirm their decision to continue using the innovation. However, what is a desirable innovation in one situation might become an undesirable intervention in another situation (Markee, 1997; Rogers, 1983). As a result, Markee (1993) later combined the *decision* and the *implementation* stages, adding that, in the decision phase, the adopters can choose whether to adopt or reject the innovation, and they can also select if they want to confirm or disconfirm their previous decision in the final stage.

Similarly to Rogers and Markee, Fullan (2001) proposes that three broad stages are involved in educational change processes: initiation, implementation, and institutionalization. As shown in Figure 2.2, the change process is not a linear process but

rather a continuous interactive process. Whatever happens at one phase has an impact on subsequent stages, and the “events at one phase can feed back to alter decisions made at the previous stage” (p. 33).

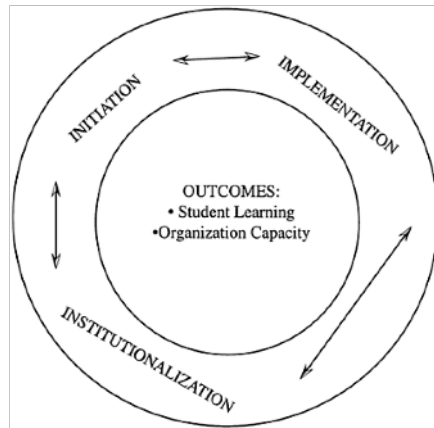


Figure 2.2 A simplified overview of the change process (Fullan, 2001, p. 33)

As the process of change proposed by Fullan has been accepted widely, particularly by scholars who work in the field of English Language Education (e.g. Stoller, 2008; Waters, 2009; Wedell, 2009), the following section provides a more detailed description of each of these three phases.

Initiation phase

The initiation phase (also called mobilization or adoption phase) is an initial part of a change process. It consists of processes which lead up to and include a decision to adopt and proceed with an educational change. This step can be compared to the first three stages of Rogers’ (1983) innovation-decision process. That is to say, it is a period when adopters think about and discuss the necessity, affordability and/or political desirability of the change, as well as the expected form of implementation (Wedell, 2009). As a result, Wedell suggests that matters like the reasons and need for change, ideas and/or practices that will be implemented, the availability and required resources, and the

support from people involved in the process should be considered. Moreover, the initiation of any change is said to require needs analyses, and plans for implementation (Stoller, 2008). A preliminary decision on whether to adopt or reject the proposed innovation occurs at the initiation stage (Van den Branden, 2009). Therefore, if it has been decided to proceed, the next stage, implementation, follows (Wedell, 2009).

Implementation phase

Implementation is the second stage of the change process. This stage involves change agents' attempts to put innovative ideas or reforms into practice (Fullan, 2001; Stoller, 2008). This phase usually takes place during the first two or three years of use. In educational contexts, this period is the time when teachers start implementing new ideas or practices in their classrooms. During this period, there will be adaptations and modifications in existing practice, and in the proposed innovation, in order to achieve particular (learning) outcomes. Teachers will also gain more experience about innovation while implementing it, so they may decide to confirm or disconfirm their previous evaluations. In the latter case, proposed innovations might be discarded before reaching the final part of the process (Fullan, 2001; Van den Branden, 2009; Wedell, 2009).

Institutionalization phase

The last part of the change process is termed institutionalization, continuation, routinization, or diffusion. As these terms imply, this phase takes place when the innovation, which is no longer seen as new and different, becomes an integral part of everyday teaching routines. However, innovations can also be rejected at this stage, because teachers tend to reinterpret them while considering their practices and

experiences during the implementation (Fullan, 2001; Stoller, 2008; Van den Branden, 2009; Wedell, 2009).

Overall, it can be said that the process of educational change does not always move in a linear direction. It sometimes moves back and forth as, during the process, there may be reinterpretation of the proposed innovations. The change process may therefore be discarded before the final stage has been conducted. In the next section, research into the relationship between teacher cognition and educational change is reviewed.

2.3 Teacher Cognition and Educational Change

Cognition relates to the brain processes involved in knowing, understanding, and learning something (Barsalou, 2010). Teacher cognition, therefore, relates to what teachers think and believe about their teaching, including students, classrooms, learning process, and their own practices (Kagan, 1992). The process of teachers' thinking is very complex so there are a variety of terms that have been used for teacher thinking such as, beliefs, attitudes and knowledge (Freeman, 2002; Woods, 1996). Moreover, Borg (2003b) has proposed more terms to clarify the term 'teacher cognition' in his framework by showing factors that influence teacher cognition i.e. 'images', 'metaphors', 'conceptions', and 'perspectives'. However, while these terms may clarify teacher cognition, they are all concerned with teachers' thoughts on their teaching as a whole. In this study, I focus particularly on teacher perspectives, which is one part of the broader theory of teacher cognition. In addition, teacher perspectives on educational change will be explained in detail in the later section.

From the aforementioned overview, it is obvious that teacher cognition encompasses individual practitioner insights about teaching and learning, and it influences teachers' classroom performances (Borg, 1999). Teacher cognition is also known to derive from teachers' previous experiences, firstly as students at school and later as trainee teachers. These two experiences will usually play an important role in forming their teaching practices (Borg, 2003b). Borg also emphasized that the ongoing teaching experiences, both as a pre-service and in-service teacher, not only influence but are also influenced by teacher cognition.

However, according to research findings related to language teacher cognition, teachers' previous language learning experience may play only a minor role in teacher instruction since, in reality, contextual factors can exert a stronger influence on teacher practices. The external contextual factors mentioned in this literature are: government and institute policies, educational systems, school and class characteristics, standardised tests, the availability of resources, society and parents' expectations, colleagues, and students (Borg, 2003b; Gerami & Noordin, 2013). It is therefore acknowledged that the teacher sometimes has to adapt their instruction according to these factors (Trinder & Herles, 2013).

In a change process teachers are key elements because they are affected by it (Mcgrail, 2005). Consequently, it is necessary to take into account the attitudes and understandings of teachers when conducting research into changes. As this study investigates the development of Business English programmes in the Thai tertiary context through the eyes of teachers, in the next section the personal perspective on educational change is scrutinised.

2.3.1 Teacher perspectives on educational change

In light of the contextual nature of teacher cognition mentioned above, educational change can be perceived differently by individual teachers. Educational change typically requires participation and effort from teachers involved in the event. At the individual level, externally influenced change may initially cause anxiety and insecurity, before leading to alterations in participants' behaviours, attitudes, beliefs, and understandings (Fullan, 1985). Nonetheless, change can also be initiated by teachers themselves, so teacher cognition is also likely to influence any change that teachers might make. As a result, exploring educational change through teachers' perspectives about this can provide interesting insights about this process.

Implementing change normally involves participation from various people who play different roles in the process. According to Lambright and Flynn (1980, cited in Kennedy, 1988) there are six categories of people involved in change: *adopters*; *implementers*; *clients*; *suppliers*; *entrepreneurs*; and *resisters*. In educational settings, teachers are generally referred to as implementers (Kennedy, 1988). Some teachers, however, may also hold the role of adopters or resisters at times. Each of the people in these categories is likely to have differing perspectives on the change.

The process when teachers are faced with significant change is explained by Waters (2005) as taking the form of a *Transition Curve* (see Figure 2.3), which represents the changes in individual perspectives while coping with new ideas. At the beginning of the process, there are some fluctuations and then a steep decline, which Fullan (2001) calls the *Implementation Dip*. After passing the stage of *acceptance*, however, the individual begins to acknowledge the unavoidability of the change and increases levels of their ability to cope with change through a series of steps such as *testing* and *searching*

for meaning. Finally, the process ends when the change has been successfully integrated into a restructured set of key meanings (Waters, 2009).

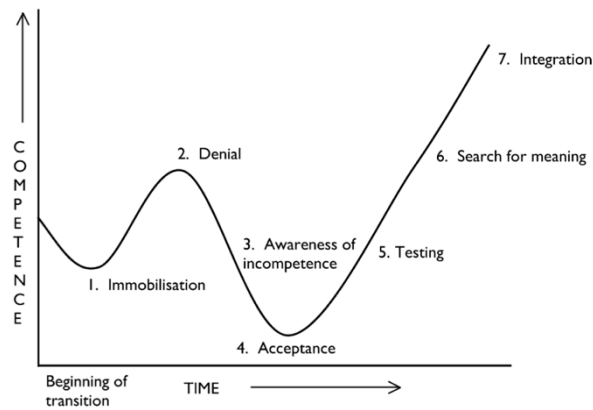


Figure 2.3 The Transition Curve (Waters, 2005, p. 221)

However, depending on the individual's perspectives, the degree to which someone adopts a new idea is different. Rogers (1983, 2003) categorises those who are adopters into five groups according to their personality traits and the speed of their adoption. These five groups are: *innovators* (those who are the first to try innovative ideas), *early adopters* (those who have high leadership qualities and are perceived as testers of the innovation), *early majority* (those who wait for outcomes before deciding to adopt the new ideas), *late majority* (those who think critically about the value of the innovation), and *laggards* (those who resist the change and tend to be the last to adopt the innovation).

In the university context, teachers, as members of the university and key participants (adopters and implementers) of the change process, undoubtedly experience the impact of what is happening in their workplace. As change “is a process of developing new *skills* and, above all, of finding *meaning* and *satisfaction* in new ways of doing things” (Fullan, 1985, p. 396), it is a time-consuming task which demands considerable

physical and mental effort. As a result, teachers may find it difficult to cope with the extra workload (Kennedy, 1988). The experience of implementing change also influences teachers' attitudes and responses towards changes, which may ultimately impact on the success of change.

Nevertheless, changes may not only be perceived to have drawbacks, but also benefits. According to Kennedy (1988), advantages that teachers may gain from changes are: job security, good relationships with their superiors (who usually act as innovation adopters), improved service to the students, increased knowledge and skills, intellectual/affective satisfaction, and economic and professional rewards. Kennedy also points out, however, that the types of benefit and their degree of influence may vary depending on the individual and the nature of the proposed project. Overall, educational change, for teachers, means altering the way they think about and act in their work.

It is important to note that the current study does not look at teachers' classroom practices, but focuses instead on teachers' perspectives about changes in Business English programmes in the Thai tertiary context, and on identifying how they respond to those changes. Consequently, the notion of teacher cognition has been drawn upon in investigating teachers' perspectives on changes. However, it is worth noting that teacher cognition is not the key theoretical framework of this study. It is used only as an underlying theory for investigating teachers' perspectives, which is associated with the wider theory of teacher cognition, but is only one part of it. Moreover, teacher cognition focuses on teachers' thinking about their classroom practices rather than their perspectives on the trajectory of their professional changes over time, which is the focus of this thesis.

2.4 International Developments in Business English

Since this study investigates the development of Business English programmes in the Thai tertiary context, initially it is necessary to understand how the Business English field has developed internationally. This section thus gives an overview of the emergence of Business English, which originated from the broader field of English for Specific Purposes (ESP). After that, early and contemporary international developments in Business English are outlined.

2.4.1 The emergence of Business English from ESP

According to Hutchinson and Waters (1987) Business English has been regarded as a sub-field of English for Specific Purposes (ESP). In order to have a clear understanding about the emergence of Business English, this section starts with a brief outline of the emergence of ESP, followed by an overview of the development of ESP. Finally, a review is provided of the emergence of Business English.

The emergence of ESP

English for Specific Purposes, or ESP, emerged as an innovation in English Language Teaching in the 1960s (Kennedy & Bolitho, 1984; Zhang, 2007). From the end of the Second World War in 1945, English increasingly became the accepted international language of commerce and technology (Hutchinson & Waters, 1987), and was used widely both in academic and daily life (Nelson, 2000). Thus, the field of ESP was developed to meet an increasing demand for the specialised English language needed for communicating in distinctive fields such as science and business.

ESP has widely been regarded as a separate activity within English Language Teaching or ELT (Dudley-Evans & St John, 1998). For example, Munby (1978) emphasized the difference between ESP and General English. According to his view, in ESP courses the syllabus and materials are decided by prior analysis of the learners' communication needs, rather than by an independent decision by teachers or institutions.

Munby's early definition of ESP was influential, and it has since been developed by Hutchinson and Waters (1987), Strevens (1988), Robinson (1991), and Dudley-Evans and St John (1998). For example, Dudley-Evans and St John (1998) developed their definition of ESP from two major characteristics of ESP proposed by Strevens (1988), namely *absolute characteristics* and *variable characteristics*. They indicated that the *absolute characteristic* of ESP is that it aims to satisfy learners' specific needs, thus it focuses on language forms, skills, and functions suitable for the underlying methodology and activities of the specific disciplines it serves. However, they also identified that ESP has a *variable characteristic*, in that it may be relevant to or created for specific fields. In specific teaching circumstances, therefore, the methodology used in an ESP class may differ from that used in a general English class. Dudley-Evans (1998) pointed out that the most effective methodology for an ESP class is to apply the approach that students are familiar with in their fields of study. For example, in Business English classes, a case study approach might be applied, as the students would be familiar with this method.

Moreover, ESP is typically designed for intermediate or advanced learners, who are either in a university or a workplace setting. However, in specific subject areas it can be used as an approach with secondary students, and in specific situations it can also be taught to lower level students including beginners (Dudley-Evans & St John, 1998). In particular, Basturkmen (2003) investigated different types of course designs in ESP and

found that some ESP courses, such as Business English, can be designed for students of any English proficiency level by focusing on a variety of English; however, a course like English for Legal Studies would require a higher level of English proficiency.

Dudley-Evans and St John (1998) suggested that ESP teachers take five different roles: teacher, course designer and materials designer, collaborator, researcher, and evaluator. Dudley-Evans (1998) also recommended that teachers should play a consultant role in the class, providing knowledge of the language system and of discourse. However, Anthony (2008) questions the practicability of such a multi-role profile of the ESP teacher, suggesting it might become too demanding.

The development of ESP

While the definition of ESP shows there are differences between ESP and General English, ESP is not completely separate from General English, given that it is impossible for one part of a language or a skill to be independent (Holme, 1996). For example, business students, in general, have to learn phrasal patterns used in each type of business correspondence, but without knowledge of other language functions (such as parts of speech) they would have no idea how to complete sentences or adapt language patterns for use in other contexts. Thus, the focus of an ESP course is more specific than the broader focus of general English Language Teaching courses (Basturkmen, 2010). The focus of ESP courses is said to be on language, skills, and genres suitable for specific situations learners need to deal with in English (Paltridge & Starfield, 2013). Basturkmen (2010) called this feature *situated language use*.

The literature indicates that a key feature of ESP teaching is learner needs analysis, because ESP courses are developed with the aim of fulfilling learners' specific needs.

These needs include both educational needs (knowledge and skills needed for higher education as well as future careers in certain discipline) and professional needs (knowledge and skills needed for handling the task at the workplace) (Dudley-Evans & St John, 1998; Paltridge & Starfield, 2013).

Initially, ESP was classified into two main areas, namely English for Academic Purposes (EAP), and English for Occupational Purposes (EOP), according to the objective of each course (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Kennedy & Bolitho, 1984; Munby, 1978; Robinson, 1991). EAP has generally been provided in academic institutes with the aim of preparing students with the necessary academic skills for their study, such as academic reading and academic writing. On the other hand, EOP takes place in either classroom-based settings (English for Vocational Purposes) or in on-site workplace-based settings (also referred to as English for Professional Purposes), with the goal of preparing learners for the professional skills required by their future careers or current job situations. As it emerged, ESP was sometimes categorised under three main groups, according to the nature of students' specialism: English for Science and Technology (EST), English for Business and Economics, and English for Social Sciences (Hutchinson & Waters, 1987).

In addition to the three large categories of ESP mentioned above, the literature also identifies that both EAP and EOP can be divided into sub-categories according to the relevant study or professional field. Examples of these sub-categories include English for Management, Finance and Economics for business students, and English for Business Purposes for business professionals (Basturkmen, 2010; Brown, 2016; Dudley-Evans & St John, 1998; Robinson, 1991).

It has been noted that it can be quite difficult to make a distinction between EAP and EOP, because EAP courses, like English for Management, Finance and Economics, aim to prepare students for not only academic skills but also for future professional skills (Flowerdew & Peacock, 2001). As time went on, however, the variety of sub-fields under ESP became broader than was envisaged in the earlier phases, giving rise to the emergence of new professional areas, such as Business English. The emergence of Business English will be discussed next.

The emergence of Business English

Currently, English for Business Purposes, or Business English (BE), has been receiving increased attention from researchers (Belcher, 2013; Sa-ngiamwibool, 2014). The emphasis on Business English is said to be due to the globalization of trade and commerce (Bhatia & Bhatia, 2011). However, since Business English started as a *material-led* movement rather than a research-led movement (Bargiela-Chiappini & Zhang, 2013), little attention has been paid to defining what Business English is. In particular, Dudley-Evans and St John (1998) have noted that “it is difficult to define and limit Business English in linguistic terms” (p. 54), because Business English is a multifaceted term (Boyd, 2002).

The initial focus of the Business English field was primarily on the nature of Business English as a specialised language, especially in terms of the lexicon. Pickett (1986) explained that Business English focuses on language used in both the general public area and in certain types of business. In the public sphere, the focus is on commonly used expressions, while the business sphere requires specialised language which is sometimes difficult for outsiders to understand. He therefore pointed out that Business English teaching should consider constructing and analysing *a corpus of oral*

business language (Pickett, 1986). At present, there are a number of Business English corpora available online such as Wolverhampton Business English Corpus.

Understanding Business English has more recently moved from looking at what Business English is, in terms of a specialised language, to viewing Business English as a branch of ESP. In particular, the design of Business English courses is based on learners' professional needs (Donna, 2000; Ellis & Johnson, 1994). The goal of such courses is to meet learners' expectations and needs in terms of their ability to use English effectively while they are in real-world business settings (Burns & Richards, 2012; Donna, 2000; Ellis & Johnson, 1994; Strevens, 1988). This specific focus is because success in language use is seen as relating to success in the learner's chosen career or that of their company.

However, Johnson (1993) has claimed that "Business English does not fit neatly into the generally accepted categorisation of ESP" (p. 201). This view recognizes that Business English is much wider than many other classes of ESP, since Business English can be taught to different types of learners (and each group has a distinctive purpose) (Johnson, 1993). As an illustration, Ellis and Johnson (1994) suggested there are three groups of Business English learners: pre-experience learners (university students), low-experience learners (junior staff or learners who are changing jobs), and job-experienced learners (those in work). The students at universities therefore need wider skills for their study and future working life, while low-experience and experienced learners might need more specific skills relating to their current job (Ellis & Johnson, 1994). The current research focuses on Business English which is taught in university contexts in Thailand.

In some literature, Business English is seen as diverging from other categories of ESP in terms of course content. According to Ellis and Johnson (1994), Business English "is often a mix of specific content (relating to a particular job area/industry), and general

content (relating to general ability to communicate more effectively, albeit in business situations)” (p. 3). In other words, Business English students learn how to communicate effectively in English within business contexts. For instance, when Business English learners learn how to give oral presentations in English, they not only learn correct language forms but also relevant language functions to make their oral presentations successful (Pholsward, 2003). Both Ellis and Johnson (1994) and Boyd (2002) comment on the contrast between Business English and English for Occupational Purposes (EOP). Boyd explains that although Business English has some overlapping areas with EOP, Business English has broader concerns with the goal of communicative competency used in a range of business settings, while EOP *focuses more narrowly on a specific job category or industry*.

Building on the work of scholars mentioned above, Zhang (2007) proposed a broader conceptualisation of Business English:

Business English involves the teaching of the system of strategic communication in the social and economic domain of international business in which participants, adopting/adapting business conventions and procedures, make selective use of lexico-grammatical resources of English as well as visual and audio semiotic resources to achieve their communicative goals via the writing modality, speaking modality, and/or multi-modality. (p. 406)

Zhang’s definition represents a broader view of Business English, that is Business English in the international communication context. Interestingly, this view shows how the concept of Business English has developed from the narrow perspective of teaching

special language used in specific business contexts, to encompass a wider perspective, that is the teaching of communicative language in a complex international environment.

In the next section, Business English development is described chronologically, beginning with the early phases, and then moving on to the contemporary phase. In each phase, the development is presented firstly by looking at teaching materials and approaches, and then moves on to discuss the influence of research on the development.

2.4.2 Early phases of Business English development

This section reviews the development of Business English from the 1960s to early 1990s. The focus of teaching in these early phases is described first, before addressing the influence of research during this period.

Early teaching materials and approaches

Business English first emerged as a variety of ESP in the late 1960s. Initially, its focus was on business-related words and terminology. Early textbooks, such as *British Banking* by J. Firth (1971), reflected a lexical/structural approach, that was mainly aimed at introducing specialist vocabulary through written texts used in specific business fields. Exercises generally involved randomly selected structures and vocabulary drills (Ellis & Johnson, 1994; Johnson, 1993). During this period, the Business English approach seemed to be centred on the rote learning of formal written business language, especially that produced by native English speakers. There was no identification of concerns about the context and underpinning subject knowledge, or the application of language in real life (Dudley-Evans & St John, 1996; Ellis & Johnson, 1994; Johnson, 1993; Pickett, 1988) Also, as Pickett (1988) indicates, Business English teaching in this period

overlooked informal and interpersonal language, as well as neglecting the development of listening and speaking skills.

In the mid-1970s and 1980s, the focus of Business English instruction moved to more purposeful use of language, which was also a current trend in English Language Teaching at that time. Moreover, the audio-lingual approach began to be introduced into Business English teaching. For example, the series, *The Bellcrest File: English for Business* (BBC, 1972), initiated the development of listening and speaking skills through video activities which included structural drills, gambit drills, dialogue practice, and role simulation (Dudley-Evans & St John, 1996; Ellis & Johnson, 1994; Johnson, 1993). This early text was seen as a “flagship” in the field (Ellis & Johnson, 1994, p. 4). As a result, this approach was used widely in later Business English textbooks, although many scholars pointed out that there was a mismatch between expressions presented in Business English textbooks and in real-world situations (see Nickerson, 2005; St John, 1996; Williams, 1988). For example, Williams (1988), who compared the language taught in English course books for use in meetings with the authentic language used by English native speakers in business meetings, found that there was a disconnect between the two. Williams also pointed out that the language used in the real meetings was often “ungrammatical and containing unfinished sentences ... It also lacked the overtly polite forms” (p. 51).

The communicative approach started to take a leading role in Business English teaching in the late 1980s. This move reflected an increasing concern about the need for learners to be proficient in practical business communication skills. At this time there were many textbooks which placed an emphasis on the language used in the context of common business practices, such as giving presentations, participating in meetings, and

writing reports (Ellis & Johnson, 1994; Johnson, 1993). As discussed above, the spotlight at this time was not only on the written text but also on the spoken text. Therefore, most of these course books included a focus on promoting spoken skills and each book was typically accompanied by audio or video materials (Dudley-Evans & St John, 1996). Examples of texts from this period include: Howe (1988) on meetings and negotiations; Bruce (1987) on telephoning; Ellis and O'Driscoll (1987) on socialising; and Utley (1992) on presentations. At the same time, other texts continued to emphasise written skills. For example: Wilson (1987) on business correspondence; and Doherty, Knapp, and Swift (1987) on report writing. In contrast to the singular focus of these texts, however, *Business Objectives* by Vicki Hollett (1992) included a wide range of business communication skills. Although this text mainly emphasised oral communication, it also included written reports. Furthermore, each skill was presented within a single unit and highlighted in the title of that unit.

In addition to utilising the communicative approach to language teaching, specific business management approaches (e.g. case study) were introduced into Business English instruction (Boyd, 1991; Dudley-Evans & St John, 1996; Esteban & Canado, 2004; Frendo, 2005; Jackson, 2004; Johnson, 1993). With this approach, language was taught through business content rather than through grammar and exercises. This approach also involved the integration of both language skills and life skills such as problem-solving (Johnson, 1993). One example of these texts was *Business Assignments* (Casler & Palmer, 1989), which provided eight case studies, each supplemented with video, audio cassettes, and a variety of business documents. In particular, it is notable that these supplementary materials were identified as *authentic materials*.

In brief, in the initial phase, the focus of Business English moved from specialist terminology to the use of language in authentic business contexts. As a result, by the end of this phase, business communicative competence became a major concern in Business English teaching. Moreover, integration of business content into language learning was now evident.

Early Business English research

As Business English was regarded as a sub-field of ESP, the approaches used in Business English research during the early phase of Business English development were associated with ESP research. In particular, the development of Business English research in this period focused mainly on needs analysis and linguistic analysis. Each of these two types of research is examined next.

(i) Needs Analysis

Since the late 1970s, the main concern of ESP became teaching what learners require, and so research on needs analysis played a vital role in the Business English field. Initially, Business English courses seemed to be targeted at work-experienced learners, thus surveys were conducted to scrutinise the English language needs within an organisation and to examine existing levels of competence (Dudley-Evans & St John, 1996; Johnson, 1993; St John, 1996). A good deal of these needs assessment surveys were linked to corporate training, for instance in the work of Pilbeam (1979, cited in Johnson, 1993), Thomas (1983), and Rasanen (1991).

Although less dominant, some needs analysis was also conducted on pre-work experience students. For instance, Alexander (1988) investigated students' needs in a

course on Business Studies at a German polytechnic, finding that the students required English for both academic and occupational purposes.

(ii) *Linguistic Analysis*

Although the practice of Business English teaching commenced in the 1960s, research on Business English did not start until twenty years later, in the 1980s. Early research in Business English initially focused particularly on lexical and grammatical features of written business texts (Bargiela-Chiappini & Zhang, 2013; Johnson, 1993; Nickerson & Planken, 2015). For example, in the publication, *Cohesion in Written Business Discourse: Some Contrasts*, Johns (1980), investigated “constellations of cohesive items” (p. 35) which appeared in letters, reports and textbooks. Other examples of research at this time include: Zak and Dudley-Evans (1986), who explored *Features of word omission and abbreviation in telexes*; and Morrow (1989), who conducted a comparative study on *Conjunct use in business news stories and academic journal articles*.

A further interest cited by researchers in Business English was comparing teaching materials with real-world resources (Bargiela-Chiappini & Zhang, 2013; Johnson, 1993; Nickerson & Planken, 2015). An example given of the researchers in this area was the study of Williams (1988) which was mentioned in the previous section (Early teaching materials and approaches).

In the late 1980s, the focus of Business English research gradually moved towards looking at the relationship between English and business contexts. In this period, approaches such as discourse analysis were applied to investigate topic shift and turn-taking in spoken discourse (Bargiela-Chiappini & Zhang, 2013; Dudley-Evans & St John,

1996; Johnson, 1993). An example of research at this time was Lenz (1987), who analysed business meetings held in English companies and compared this data with the classroom discourse model (Sinclair & Coulthard, 1975). Another investigation was carried out by Micheau and Billmyer (1987) who conducted a case study comparing turn-taking strategies used by native speakers with strategies used by non-native speakers. Nevertheless, Dudley-Evans and St John (1996) commented that research on applied linguistics and discourse analysis offered limited contributions to the Business English field, as it was concerned with generalised rather than specific features of text and their specific communicative purposes.

Following the research studies described above, genre analysis of Business English in cross-cultural contexts began to seep into the Business English field towards the end of the early period. This new research focused mainly on the genre of business letters and related oral genres (Bhatia & Bhatia, 2011; Dudley-Evans & St John, 1996; Johnson, 1993). Research on the genres of business letters included: Jenkins and Hinds (1987) on differences among English, French, and Japanese business letters; and Nickerson (1993) on business letters written by native and non-native speakers. There were also some comparative analyses of oral genres by Lampi (1986), and Charles (1994) on business negotiations by English native speakers in Britain and Finnish native-speakers in Finland. In addition, Ross (1987) analysed oral genres used in a company board meeting which included both native and non-native speaker participants.

Overall, in the early phase, many research endeavours focused on bridging the gap between authentic Business English and classroom Business English. As a result of this focus, different research approaches were gradually brought into the field, beginning with linguistic feature analysis, then discourse analysis, and finally genre analysis. Another

key point related to research in this period is that the context of Business English research slowly moved from native English-speaking settings to include non-native English-speaking and multinational perspectives.

In brief, in the early phase, the development of Business English research tended to follow changes in practice. However, both seemed to develop in the same direction, moving from separate business texts to more integrated and contextualized communication. Furthermore, the focus of Business English shifted to emphasize the use of relevant language in real-world situations, especially in international contexts.

2.4.3 Contemporary developments in Business English internationally

In this section, an overview of contemporary Business English development is provided, from the mid-1990s to the present stage (the time when this research took place). As in the last section, teaching developments will be outlined first, before describing the changes in the focus of research during this period.

Contemporary teaching materials and approaches

At the beginning of the contemporary period (mid 1990s), communicative teaching approaches still had an influence on Business English teaching. As a result, the scope of Business English teaching broadened to include English communication skills in international business contexts. At this time, published materials presented business communication skills together with related grammar explanations. Moreover, not only communication examples produced by native speakers but also by non-native speakers with different accents were included in audio and video materials (Brieger, 1997; Dudley-Evans & St John, 1996; Reed & Nolan, 1997; St John, 1996). For example, a course entitled *Video Conference: Communication Skills for Work and Travel* (Falla, 1996)

demonstrated the use of English in business contexts through providing a video which followed a group of business people through their sales conference. In the video, speakers were both native and non-native English speakers, with a mix of nationalities and accents.

According to a review of Business English teaching materials from 1995 to 1996 (Reed & Nolan, 1997), teaching publications seemed to pay more attention to spoken than to written communications. Most course books were usually accompanied by audio and/or video materials, and activities such as role-plays, simulations, and discussions were used to promote learners' verbal communication skills. Furthermore, during the contemporary period, computer-assisted language learning approaches gradually seeped into Business English teaching. For example, some textbooks at this time were supplemented with CD-ROMs which were seen as convenient for self-study (Dudley-Evans & St John, 1996; Reed & Nolan, 1997). In addition, due to the development in communication technology, new forms of business communication, such as fax and e-mail, were included in publications instead of telex (see Jones & Alexander, 1996). As a result, the features of business writing began to change. For example, it was noted that a memo style was adopted for the writing of fax messages, while less formal language (similar to the features of spoken interaction) was used in e-mail messages (Dudley-Evans & St John, 1996).

In the 21st century, the revolution of digital technologies has increasingly influenced Business English teaching. In terms of teaching materials, there has been a rise in the quantity and quality of web-based materials. Consequently, blended learning was brought into Business English classrooms (Flinders, 2001; McDonough, 2010; Reed, 2006). For instance, Brett (2000) reported considerable success in the integration of multimedia into his Business English course, and found that his students had positive

reactions to this method. New telecommunication technology also led to new ways of conducting meetings, such as by videoconference which became a new business communication skill included in many textbooks, such as *Meetings* (King, 2008), and *Meetings in English* (Stephens, 2011).

In addition, the concept of Business English was broadened to include International Business English (IBE) and Business English as a Lingua Franca (BELF). With the increasing internationalisation of the business field, English has become a medium of communication among people who have different native languages and cultures (Kankaanranta & Louhiala-Salminen, 2010; Reed, 2011; Zhang, 2007). Therefore, the ability to cope with cultural differences in business communication became an issue that was increasingly focused on; for example, many publications included sections with cultural notes (Reed, 2006, 2011).

Despite contemporary changes in teaching Business English, concerns continued to be raised, as in the early phase, about the mismatch between Business English in the classroom and Business English in the real-world (Belcher, 2004; Nelson, 2000; Planken & Nickerson, 2009). This concern was confirmed by others, such as Nickerson (2005), who reviewed published Business English materials issued during the early 2000s and found that most of these had updated their content by including more recent technological developments in the business sphere, such as telecommunications. However, she also pointed out that there was still no specific information on how to deal with authentic business situations.

In short, there were considerable changes in Business English training during this period. Business English teaching materials and approaches were adapted to address the many technological changes occurring in the business sphere. Moreover, Business

English no longer focused on the teaching of English used in business contexts, but also on the competencies needed to accomplish business communication goals through English. Nonetheless, this journey was not yet complete.

Recent Business English research

Since the 1990s, Business English has moved to become an independent area of study and it has begun to develop through interdisciplinary approaches. Parallel to this development, research techniques from fields such as applied linguistics, business communication, and social sciences were brought into Business English. Furthermore, as the focus of Business English gradually shifted from the analysis of language systems at the surface-level, more extensive investigation was undertaken into communication systems. Current Business English research has been looking not only at language proficiency but also at strategies to communicate effectively within a given business context (Bargiela-Chiappini & Zhang, 2013; Bhatia & Bhatia, 2011; Bhatia & Bremner, 2012; Nickerson, 2015; Planken & Nickerson, 2009; St John, 1996). Examples of research from this period include an international focus. While Vuorela (2005) focused on business negotiations, Planken (2005) looked at international negotiations, and Rogerson-Revell (2008) looked at multicultural business meetings.

In particular, research on Business English began to expand its domain to Asian contexts and the number of Asian scholars and studies gradually increased after the year 2000. Before that time, most Business English research was conducted on reasons for the expansion into Asia and was related to the economic growth and the spread of English use in this region. The development of research on Business English in Asia, in fact, occurred mainly in China, Hong Kong, and Japan. Interestingly, researchers in each country developed their own area of interest; for instance, several sources (Bargiela-

Chiappini & Zhang, 2013; Nickerson & Planken, 2015) have recently indicated that in China the focus tends to be on Business English practices and needs, while in Hong Kong the focus is on the Business English used by the professions, and in Japan the focus is on business communication in general. Although the quantity of Asian Business English research continues to rise, it appears that there is still relatively little Business English research being conducted in Southeast Asia.

From 2005, there has been increasing attention placed on the use of Business English as either an international language (IBE) or as a lingua franca (BELF). IBE focused on interactions that include English native speakers while BELF involves speakers of different first languages (Nickerson, 2015). The research in these two areas has aimed at finding out why, when, and how business people communicate in intercultural settings, and how factors such as culture, organisational policy, and language proficiency affect or shape their communication. The findings from such research initiatives were initially expected to have considerable implications for the design of Business English curricula and teaching materials (Nickerson, 2005, 2015; Nickerson & Planken, 2015; Planken & Nickerson, 2009). For example, based on her BELF research findings, Pullin (2015) suggested possible approaches for the teaching of intercultural communication in Business English courses. However, Nickerson (2015) has also commented that the development of research on either IBE or BELF has been far too slow in influencing Business English teaching materials.

Overall, during the contemporary phase, Business English has become more interdisciplinary and international. Thus, the scope of Business English research is now deeper in terms of research findings and broader in terms of research settings.

2.5 The Future Trajectory of the Business English Field Internationally

With regards to the future, it seems that the field of Business English is moving beyond being simply ‘materials-led’ to being more ‘research-led’. Increasing attention in Business English as the lingua franca of international business seems to be stimulating researchers to conduct studies which practically connect classrooms to business. As a result, an interdisciplinary approach seems to be used more widely in research on Business English. Moreover, the influence of globalisation on the business sphere, including issues concerning multicultural and multilingual communication, seems set to continue affecting the field of Business English (Bargiela-Chiappini & Zhang, 2013; Nickerson, 2015; Nickerson & Planken, 2015). In order to provide a better insight into the use of English in intercultural business communication, the following section gives a short overview on changing views of English as a Lingua Franca within the field of Business English.

2.5.1 Changing views of ELF in Business English

English is increasingly being used as a global lingua franca in intercultural contexts (Baker, 2012b; Kirkpatrick, 2007). The view that there is increased use of English as a Lingua Franca (ELF) is reflected in the fact that English is used as a medium of international communication not only among native English speakers (NES) or between NES and non-native English speakers (NNES), but also among NNES who speak different first languages (Baker, 2009; Seidlhofer, 2005). As English is used in a diverse range of cultural contexts, many scholars question the appropriateness of native speaker-based conceptions of English language teaching, especially in contexts where English is used as ELF such as Europe and Asia (Baker, 2012b; Kirkpatrick, 2007; Seidlhofer, 2005). For instance, Kirkpatrick (2007) recommends “the curriculum should

comprise cultures of people using language for cross-cultural communication rather than Anglo-American cultures” (p. 3). Furthermore, Baker (2012a) suggests that assessment of the English proficiency of ELF learners should “move away from NES baseline” (p. 5) and evaluate these learners in accordance with their needs and the communicative situations that are of relevance to them.

Due to growing awareness of the use of English as a lingua franca, the focus of the Business English field has also been shifting to seeing Business English as a lingua franca (BELF). This is because, in the business sphere, there is an increasing use of Business English by multilingual people from a wide range of cultural contexts (Sing, 2017). Similar to English teaching in the context of ELF, it has been suggested that the teaching of Business English should now include knowledge of intercultural communication in its curriculum (Pullin, 2015). As a result, it appears that native-like fluency is no longer considered as a criterion for success in business communication (Nickerson & Planken, 2015).

2.6 Development of Thai English Language Education

As the development of Business English teaching in the Thai tertiary context is embedded in the evolution of English teaching in Thailand, in this section a brief historical overview of English language education in Thailand is presented.

Even though English is regarded as a foreign language, it has played an important role in Thai society, especially in the education sector, for more than a century. The teaching of English language in Thailand has been carried out both formally and informally since the beginning of the 19th century, when it was first taught to specific groups such as royal families and government officers (Sukamolson, 1998; Wongsothorn

et al., 2002). At that time, English was considered as a tool for coping with the threat posed by Western colonization in surrounding countries. Later, during the reign of King Rama V (1868-1910), English was more widely taught to commoners, because it was believed to be a key to the modernisation and progress of the country (Darasawang, 2007). As a result, in 1921, an official educational plan was issued with the effect that English became a compulsory subject for almost all students after grade 4 (Wongsothorn et al., 2002).

English education for the tertiary level was firstly mentioned in the education plan in 1948 (Baker & Jarunthawatchai, 2017). At that time, higher education was divided into two programmes, namely the Arts Programme and the Science Programme, but English was compulsory for only students in the Arts programme. From 1955, English also became a compulsory subject for all university students. However, after the 1978 national education curriculum was issued, English was downgraded to an elective subject at school and university.

Although there have been some changes in English language teaching policy, English is still the primary foreign language that most schools and universities provide for their students (Baker & Jarunthawatchai, 2017; Darasawang, 2007; Hengsadeekul, Hengsadeekul, Koul, & Kaewkuekool, 2010; Sukamolson, 1998). In fact, nowadays, “a good knowledge of English is no longer a luxury but a necessity in Thai society” (Wongsothorn et al., 2002, p. 115). English is thus central to the curriculum, especially at the tertiary level where it is required as both a foundational and a major subject for university students (Wiriyachitra, 2002; Wongsothorn, 1999). This indicates that English is acknowledged to be key for success in academic and professional careers (Hengsadeekul et al., 2010). In addition, English has increasingly been used as a *working*

language in the Thai community, particularly since the entry of Thailand to the ASEAN Economic Community (AEC) in 2015 (Hiranburana, 2016; Pratoomrat & Rajprasit, 2014a; Tongaht, 2012). As a result of this regional influence, it was predicted that there would be an increase in the demand for English medium programmes, especially in relation to the business area, as the intention is to produce skilled workers who are proficient in English for the international business sector (Darasawang, 2007; Llego, 2014).

However, there have been challenges for English language education in Thailand in terms of the English competency of Thai students. The results of English standardized tests, both international and national, show that Thai students generally have low English proficiency (EF EPI, 2018; Online reporters, 2018; The Nation, 2018). This result is evidenced in the report of the National Institute of Educational Testing Service (NIETS), a public organisation in charge of preparing the national tests, which showed that the average scores for English language in the Ordinary National Education Test (O-NET) of upper-secondary (Grade 12) students were below 50 percent, that is 28.31 percent (Online reporters, 2018; The Nation, 2018). The reports from both national and international press agency sources suggest that low scores cause public concern about the potential disadvantage for the Thai workforce in the ASEAN labour market (Khidhir, 2018; Mala, 2016).

As they provide the gateway to future careers, universities have been required to improve students' English proficiency (Baker & Jarunthawatchai, 2017). For example, each university has to set the benchmark for English proficiency that students are expected to achieve, and every university student is required to take an English language proficiency test (Commission of Higher Education, 2016). At the time of the current study

each university has the authority to decide whether to select the international standardized tests available or to develop its own testing system. This policy reflects the increasing importance of English in Thai education, especially at the tertiary level. We will now consider approaches to teaching English language, particularly in higher education in Thailand.

Initially, during the period of 1824-1931, English language teaching in Thailand focused on grammar-translation and rote memorization in teaching reading and writing to Thai learners (Darasawang, 2007; Sukamolson, 1998). While the same teaching methods were applied in later times (1932-1949), the focus then shifted more towards “reading aloud with correct pronunciation and comprehension of the text” (Darasawang, 2007, p. 188). After that, however, methods of teaching changed due to the development of global language teaching paradigms. In particular, since 1977, more communicative approaches have been adopted and Thai teachers of English have been required to develop more student-centred instruction (Darasawang, 2007; Hengsadeeikul et al., 2010; Senisrisant, 1996; Sukamolson, 1998; Wongsothorn et al., 2002).

Currently, in addition to the focus on communicative competence, English language teaching at the tertiary level emphasizes “the development of learning strategies and how learning is regarded as a personal construct” (Darasawang, 2007, p. 194). Thus, at the university level, English courses, focusing on integrated language skills and study skills, are required as foundation subjects for freshmen.

By the 1990s, English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses had also become elective subjects for second-year university students and higher, in each major (Darasawang, 2007; Sukamolson, 1998; Wiriyaichitra, 2002; Wongsothorn, 1999; Wongsothorn et al., 2002). Moreover, in accordance with the

National Education Reform Act in 1999, not only English language skills but also an understanding of the cultures of other countries has been emphasized in the national curriculum (Hengsadeeikul et al., 2010; Office of the National Education Commission, 1999). This focus reflects a growing awareness of the use of English for intercultural communication in multilingual and multicultural contexts, such as in the ASEAN context. Consequently, Baker (2012b) and Nomnian (2014) suggest that intercultural awareness should be considered in the teaching of English communication. Baker and Jarunthawatchai (2017) also emphasize that teaching and assessment should focus on “effective communication of English from various cultural backgrounds in ASEAN contexts, rather than solely focusing on communication with native English speakers” (pp. 37-38).

Although there has been a growing awareness of intercultural communication in English language education in Thailand, this subject has not yet received much attention in the field of Business English in Thailand. Evidence of this gap will be seen in the overview of the emergence of Business English in Thai tertiary contexts in the next section.

2.7 Emergence of Business English in the Thai Tertiary Education Context

In this section, the development of Business English in Thai tertiary contexts is reviewed chronologically, starting with its emergence, and concluding with what can be considered a new era of Business English in Thai tertiary contexts. In each phase, the discussion illustrates the link between research and specific developments. The literature review in this section focuses on research relating to Business English that has been conducted by Thai educators.

2.7.1 The emergence of Business English in Thai tertiary contexts

According to a 1982 report on a seminar, which was held at King Mongkut's Institute of Technology in Bangkok, Thailand (The Seminar on Teaching English for Science and Technology, 1982), ESP teaching in Thailand appears to have begun in the early 1980s. While notes from this seminar imply that the main concern of EST teaching was teaching management strategies, initial concerns about Business English instruction appear to be related to corporate needs for English language use in the business sphere. Evidence of this contrasting focus can be seen from a survey by Sawangvaroros and Rongsa-ard (1988; also cited in Sinhaneti, 1994), exploring Business English use in Thailand's 80 largest companies. The findings from this survey showed that the quantity of English skills used depended on the type of business; for example, manufacturing was found to use a lot of writing skills, whereas hotels only made moderate use of these skills. Overall, at that time, writing skills were found to be the most used in business sectors, but there was also evidence that business people needed to enhance their speaking skills. In addition, in a further study, Sawangvaroros (1994) it was found that, in accordance with economic development of the country, the demand by Thai business professionals for Business English use had increased significantly in every skill, including translation.

As a result of the increased demand for Business English, this subject has received a lot of attention from Thai universities. However, Business English was not initially part of a degree, but was taught as an individual ESP course for tertiary students. According to Sinhaneti (1994), both public and private universities in Bangkok have provided four different English courses: general English skill courses, specific English skill courses, general business English courses, and English for occupational purposes courses. As international business is important to the Thai economy, general business English has

taken priority over other courses. However, universities have more recently provided a wide variety of Business English courses. Sinhaneti (1994) grouped these courses into four categories, namely: general business English communication; writing; reading and technical English vocabulary; and business translation. Among these courses, general business communication was found to be the main focus, which corresponds with the findings from other studies showing that communicative competence and writing skills are the most needed in the workplace (Pratoomrat & Rajprasit, 2014a; Sinhaneti, 1994; Soontornnaruerangsee, 2006; Sriussadaporn, 2006).

During the late 1990s, the orientation of Business English research shifted to a focus on language used in workplace contexts, particularly writing skills. An example is the work of Hiranburana (1998), which explored the use of written English in international business correspondence by native and non-native English business communicators including Thai people. It is interesting that this study went beyond *surface-level textual analysis* (Bhatia & Bremner, 2012) to look at broader communication systems, such as strategies and techniques that business people used to achieve effective business communication, as also suggested by St John (1996).

Towards the end of 1990, as Thai professionals were increasingly conducting business with people from culturally diverse backgrounds, intercultural issues were emphasized in research on Business English of Thai researchers as well as linguistic and grammatical features. Research contributed to the development of in-depth understanding about intercultural communication in international business correspondence. For example, Hiranburana (1998) found that business communicators “had a common language culture as part of the secondary culture of business dealings” (Hiranburana, 1998, p. 84). Therefore, differences in the use of English were not seen as posing many

obstacles to their interactions, as certain conventions which were culture-specific “did not differ from business conventions in kind but in degree” (Hiranburana, 1998, p. 84). This finding contrasted with the results from earlier studies that showed how misunderstanding and miscommunication may arise from differences in the use of the same language by communicators from different cultural backgrounds (Pride, 1985; Sukwiwat, 1983). In spite of these divergent findings, intercultural understanding is still suggested as an additional skill which Business English students should have (Hiranburana, 2001; Kankaanranta & Louhiala-Salminen, 2013; Sriussadaporn, 2006; Wongsothorn et al., 2002). Hiranburana (1998) has also pointed out that the key to success in international business communication is adaptability and flexibility in meeting communicative objectives and the needs of communicators. This finding has been expanded in more recent comments from many educators, which emphasize that Business English graduates require skills other than language and business practice; for instance, they suggest that problem solving skills, and critical thinking skills may also be needed (Hiranburana, 2001; Kongkeo, 2016; Robrue & Bamrungratanakul, 2015).

In summary, Business English in Thai tertiary contexts emerged slightly later than the development of global language teaching paradigms. However, interest in conducting research in this area is still limited. There were, nonetheless, a small number of studies on Business English at the early stages, most of which were based mainly on the use of English in authentic workplace contexts, such as international companies, transnational corporations, finance institutions, and hotels (Hiranburana, 1998; Sawangvaroros & Rongsa-ard, 1988).

2.7.2 A new era of Business English in Thai tertiary contexts

Since the year 2000, the amount of research on Business English in Thailand has increased dramatically. Most of these studies involve classroom-based research, and are focused on finding the most appropriate teaching method and/or material to enhance students' English skills. These research findings are generally published within researchers' own institutions for local and sometimes national audiences. In addition, Business English is now viewed as both an individual course and a major field of study. The first Thai research that focused on Business English as a university major was the study of Poomkhokrak (2000). He assessed reading and writing performance of the students majoring in Business English after they had been learning through his self-developed *Business English Reading* learning package, based on Concentrated Language Encounter instruction. In this case, Poomkhokrak's research reflects the remarks by some Thai educators, that the emphases of Business English education in Thailand are principally on writing and reading (Pholsward, 1993; Sinhaneti & Fu, 2015; Soontornnaruerangsee, 2006; Wiriyaichitra, 2002). Further proof of this emphasis can be seen from examining classroom-based Business English research provided on the Thai Library Integrated System website (the website which was created by the Office of the Higher Education Commission), which indicates that Business English focuses mainly on promoting reading and writing skills. In reality, however, not only reading and writing skills, but also listening and speaking skills, are the English skills most used in real workplaces, especially in the service and hospitality sectors (Pholsward, 1993; Soontornnaruerangsee, 2006).

Although the scope of Poomkhokrak's (2000) research was limited to only one classroom context, it helps broaden general perceptions of Business English. There is also

an increasing amount of research which includes Business English students as participants (e.g. Hassarangsee, 2010; Kannarik & Otnasap, 2012; Liangpanit & Tajaroensuk, 2010; Sunthornwatanasiri, 2010; U-tantada, 2007). Nonetheless, these studies have still centred on Business English teaching practices and its effectiveness, rather than on the field as a whole.

In the first decade of the new millennium, advances in new technologies started to be included in Business English teaching. The combination of modern technology and traditional classroom methods received a lot of attention from Business English practitioners. Initial research on this integrated teaching approach was conducted by Sunthornwatanasiri (2008), who developed a Computer Assisted Instruction (CAI) program to supplement her teaching of *Business English Usage 1*. This supplementary program was aimed at enhancing students' English grammar knowledge. After research into the program was carried out with Business Administration students, Sunthornwatanasiri found that a CAI program also helped promote the autonomous learning skills of students. According to Johnson (1993), Business English teachers should have the ability to develop learner autonomy, so the ideal Business English teaching activities should provide both classroom teaching and autonomous learning opportunities (Ellis & Johnson, 1994). Learner autonomy has been particularly seen as a door to lifelong learning (Borg & Al-Busaidi, 2012) and has also been identified as one of the qualities that tertiary students and business professionals should have (Pholsward, 2003). Consequently, tertiary education has been expected to provide learning activities which help develop students' autonomous learning abilities (Darasawang, 2007; Ministry of University Affairs, 1992; Wongsothorn et al., 2002).

A further finding from Sunthornwatanasiri's (2008) research, on Business Administration students, was its insights into the contemporary role of Thai teachers of Business English, including how they have adapted themselves to changes in education. Since teachers are key to the language learning success of the learners (Phothongsunan, 2014), it is believed to be necessary for them to be responsible for course development, materials development, classroom teaching and learning assessment (Burton, 2000 cited in Raimaturapong, 2006). In terms of Business English, Johnson (1993) pointed out that, besides being proficient in course design, "teachers are required to be well informed about business" (p. 207). As a result, it has been recommended that Business English teachers need to keep broadening and updating their knowledge in areas which will be practically relevant to the actual workplaces of their students in the future (Pratoomrat & Rajprasit, 2014b; Raimaturapong, 2006). In order to do that, Darasawang (2007) has pointed out that "English language teachers are required to develop research skills in addition to teaching skills" (p. 202). However, due to heavy workloads, it has been found that Thai teachers of English generally do not have enough time to devote to research, and thus are unable to produce international quality research (Kiatkheeree, 2014). This is also likely to be a reason why research on Business English in Thai contexts is overwhelmingly based on classroom research, and is made available largely to local audiences.

Since the late 2000s, in addition to innovations in teaching practices, the ESP concept of needs analysis has been introduced to improve the efficiency of the development of Business English courses. The reason for adding needs analysis was that it had been found that the English curriculum in Thai tertiary institutions was unable to satisfy the demands for English in the labour market (Phothongsunan, 2014; Wiriyachitra, 2002), and that there was a mismatch between the English taught in class and the English used in workplaces (Pratoomrat & Rajprasit, 2014a). Therefore, before designing specific

Business English courses, some teachers have investigated the needs of stakeholders, such as business professionals, Business English instructors, and students. An example of research in this area is a study by Bosuwon and Woodrow (2009), who surveyed the needs of graduates in an English for Business Communication major in terms of the reading skills required. These researchers also surveyed English for Business Communication teachers and business professionals in the airline, hotel, and tourism fields in Bangkok. Their results revealed that the Business English course content should include five topics relating to business communication: customer satisfaction, communication technology, business etiquette, business ethics, and intercultural communication. This finding is in marked contrast to earlier comments by Robinson (1991) in the preface to her book *ESP Today*: “An ESP course need not include specialist language and content. What is more important is the activities that students engage in” (p. 4). Many scholars have later pointed out that business knowledge and awareness of business communication contexts should be integrated into Business English courses as much as possible (Brieger, 1997; Donna, 2000; Ellis & Johnson, 1994; Louhiala-Salminen & Kankaanranta, 2011; Raimaturapong, 2006).

In Thailand, after the initial recognition of Business English as a field of undergraduate study, research conducted by Poomkhokrak (2000) indicated that interest in exploring Business English in terms of specific study programmes appeared to have been waning for about a decade. After that study, in 2014, there was a small study, by Pratoomrat and Rajprasit (2014b), that investigated how Business English programmes were conducted in four universities located in Bangkok, Thailand. Three areas were examined: the course content, the degree of focus on learner development, and the teaching materials. The findings showed that there were both major and minor differences in these three areas. Firstly, each university designed their individual course syllabus,

which seemed to be based on the teachers' professional backgrounds. Secondly, while the learning focus was mainly on language skills, one university integrated thinking skills into its course, thus promoting student autonomy. Finally, it was found that both published and authentic teaching materials were used in these four universities, but the selection of instructional materials depended on teachers' preferences. Overall, the research of Pratoomrat and Rajprasit portrayed some interesting new angles in Business English programmes in Thai tertiary contexts in terms of who might be driving developments.

In conclusion, Business English in Thai tertiary contexts has now been recognized as a specific field of research, not just as an independent teaching subject. Interest in research on Business English has also continued to grow significantly, particularly through local, in-house and classroom-based research. Interestingly, while the focus of most Business English research is on finding ways to improve students' language learning competence in this field, there are few studies looking at how Business English is being conducted in Thai tertiary contexts. That context is the focus for the current study.

Until now, relatively little has been known about the compatibility between Business English programmes at different universities, nor about the range of the programmes. This study does not aim to critique these programmes, but to shed useful light on Business English in Thai tertiary contexts through the lens of programme teachers. In particular, this study focuses on their perspectives of the past, contemporary and future trajectory of Business programmes. These insights will ultimately contribute to the further development of this field in the Thai tertiary context.

2.8 Research Questions

As discussed in Chapter One, the objective of this research was to investigate the development of Business English in the Thai tertiary context. This study aimed to explore how Business English has emerged and developed over time. Furthermore, the research focused on teacher perspectives, in particular with regard to the past and present situations and the future trajectory of Business English.

In order to meet these aims, in this study the researcher enquired into how Business English teachers saw their field of teaching, through the following research questions:

- 1) How do teachers perceive the emergence and development of Business English programmes in the Thai tertiary context?
- 2) How do teachers respond to contemporary changes in Business English in the Thai tertiary context?
- 3) What do teachers perceive to be the current and future challenges for the Business English field in the Thai tertiary context?

2.9 Summary

Since the current study aimed at investigating the development of Business English through the perspectives of programme teachers, theories on educational change have been utilised to gain in-depth insights into these perspectives about Business English programmes in the Thai tertiary context. Literature on teacher cognition has also been examined, particularly in light of its relevance to teacher perspectives which are at the heart of this study.

In the literature, educational change is viewed as a dynamic process of developing educational innovations. This process can be introduced by internal change agents, such as teachers, and/or in response to external factors, such as the government policy. Educational change also involves different levels of interrelating subsystems, for example classroom, institutional, and political. As a result, change in one area may have effects on another area. As key participants in the educational change process, teachers may be influenced positively and/or negatively by particular changes.

Although Business English has previously been regarded as a sub-field of English for Specific Purposes (ESP), Business English is increasingly seen as diverging from other categories of ESP. Literature shows that the Business English field has developed from initially taking a narrow perspective to more recently encompassing a wider perspective. In particular, its focus has developed from concentrating on teaching specialised language used in specific business contexts to emphasizing the teaching of communicative language in a complex international environment.

Internationally, the movement of Business English initially tended to be materials-led rather than research-led (St John, 1996). Therefore, at the beginning there were abundant teaching materials but only a small number of research studies in this area. However, later, the number of research studies increased and its scope became wider and deeper than before. Business English research at the international level now focuses more on the use of English in intercultural business contexts. This recent Business English research also aimed to enhance the development of the Business English field, including teaching, as much as possible.

In the Thai tertiary context, the emergence of Business English has followed the development of global language teaching paradigms. In contrast to Business English

research internationally, it appears that the past focus of research on Business English in Thailand has been mainly on finding ways to improve students' language learning competence, rather than on the use of English in authentic business contexts. Importantly, the review of the literature shows there has been no investigation into the development of Business English programmes in the Thai tertiary context, which is the focus of the current study. In particular, so far research has not looked at teachers' perspectives on contemporary changes and the future trajectory of these Business English programmes. Consequently, this study will fill an existing gap in the literature and will subsequently be able to provide recommendations for the future development of Business English programmes. The way in which the research went about investigating the questions that are central to this thesis will be described in the next chapter.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodology for this research was chosen for its relevance to the objective of this research, which was to explore teachers' perspectives on the development of Business English programmes in the Thai tertiary context. In particular, the research gathered data on teachers' views on the emergence, contemporary development and the future trajectory of Business English. In order to meet this aim, the researcher focused on exploring how teachers perceived the emergence and development of Business English programmes in the Thai tertiary context; how they responded to contemporary changes in this field; and the future challenges they identified for the field (see Section 2.8).

This chapter provides a detailed description of the methodological approach and procedures used in the study. It begins with an overview of the research paradigms and research design, before moving on to describe the research processes and tools. Following this, an overview of the research settings and schedule is provided. Finally, ethical considerations are discussed and a brief summary is presented.

3.2 Research Paradigms and Research Design

In this section, the methodological framework underpinning this study is described and justified in detail. The research paradigms are discussed first, and then the specific research design that was chosen and the research tools that were used are explained.

3.2.1 The research paradigms

According to Creswell (2009), research practices are typically influenced by a set of philosophical ideas which have been termed as *epistemology* and *ontology* (Crotty, 1998), *paradigm* (Lincoln & Guba, 2000), or *worldview* (Creswell, 2009, 2014). The specific paradigms underpinning the investigation of teacher perceptions and experiences in relation to the development of Business English in the Thai tertiary context are constructivism and pragmatism.

Constructivists believe that “each individual creates his or her own unique understandings of the world, so there are multiple constructions and multiple interpretations of reality which change depending upon time and circumstances” (Croker, 2009, p. 6). This view aligns with the objectives of this study as it aimed to discover a range of teachers’ views on the development of Business English in the Thai tertiary context. Furthermore, this study did not intend to judge whether what is reported to happen in the Business English field in Thailand is true, correct, or right. Instead, it intended to reveal the past, present, and future situation in this field through the eyes of Business English teachers. This intention is in line with constructivist practices, where no particular perspective is seen as more real, true or meaningful (Patton, 2002).

The idea of multiple realities which underlies the current study also fits with the notion of pragmatism, which focuses mainly on *real-world practice* and views the world as a multi-layered society rather than an *absolute unity* (Creswell, 2009). These two assumptions fit well with this study as the data is not regarded as *universal* but *person-, context-, and time-bound* reality (Croker, 2009). In addition, pragmatism is flexible. It allows researchers the freedom to apply more than one approach (including research methods, techniques, and procedures), based on what best meets the research objectives

which aim to derive knowledge about the phenomenon (Creswell, 2009). In order to answer the three key research questions in this study (see Section 2.8), it was necessary to examine insights into teachers' thinking from multiple angles, including past, present and future views.

3.2.2 The research approach

In exploring the development of Business English in the Thai tertiary context through the perspectives of teachers, both quantitative and qualitative methods were adopted to gain a better understanding of teachers' ideas.

According to Johnson, Onwuegbuzie, and Turner (2007, p. 113) utilizing both qualitative and quantitative methods is “an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints”. This approach suited the current research well in that it was able to provide both breadth and depth in terms of data (Ivankova & Creswell, 2009). Combining quantitative and qualitative approaches is also said to strengthen the reliability of the data gathered. Since each method has its own weaknesses or gaps, gathering information by using different kinds of instruments provides multidimensional data (Creswell, 2014).

Three main considerations were taken into account in gathering, analysing, and mixing quantitative and qualitative data in research: “(a) timing, or the sequence or order of collecting and analysing quantitative and qualitative data in a study; (b) weighting, or the priority given to one type of data in the study; and (c) mixing, or the way quantitative and qualitative data and results are integrated during the research process” as recommended by Ivankova and Creswell (2009, p. 138). In this study, due to the restricted time available for data collection, the first two phases, involving qualitative (retrospective

interview and questionnaire) and quantitative (questionnaire) approaches, were conducted concurrently. The findings from these two phases provided background knowledge about the Business English field in the Thai tertiary context, which provided useful information for the final stage described below. Moreover, the findings from the retrospective interviews enhanced the researcher’s background understanding about this field. In the final phase, qualitative methods (semi-structured interview and informal context observation) were carried out to add new insights to the data. Therefore, the quantitative and qualitative data obtained over the three phases worked together to provide rich and thick descriptions of Business English in the Thai tertiary context. Figure 3.1 shows the sequence in which these research approaches were implemented. Detailed information on the development of each research tool is provided in the following section.

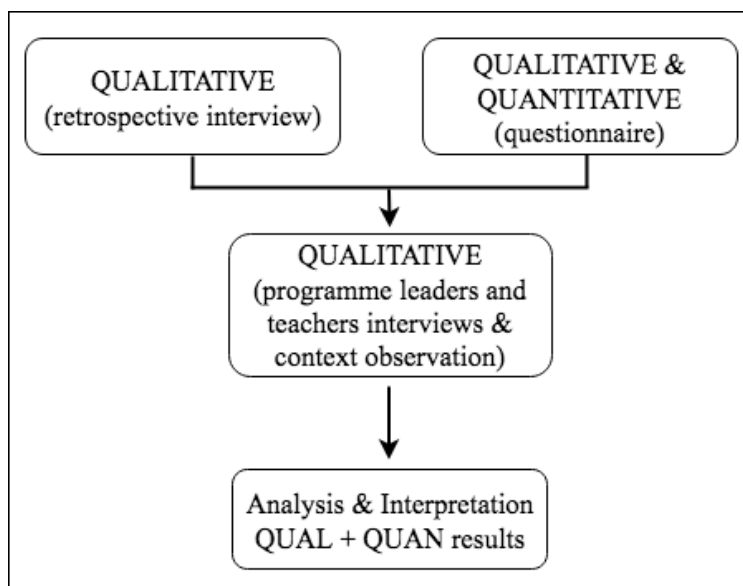


Figure 3.1 Sequence for implementing the research approaches

As Greener (2011) claims, research that utilises different kinds of methods is a means of gaining greater validity for research. In that way, this study used four kinds of methods: retrospective interview, questionnaire and scenario tasks, programme leaders’

and teachers' interview, and informal context observation. This study is predominantly qualitative: even though there is the use of questionnaire, the data collected are mainly qualitative. With regard to mixing, quantitative and qualitative data in this study were connected during data collection procedures (Creswell, 2009); earlier data from phase one and phase two supported the data gathering of the final stage (see Section 3.3.3). Finally, mixing occurred again when the findings from each phase were brought together (Ivankova & Creswell, 2009).

3.3 Research Processes and Tools

In this chapter, the process of developing and implementing each of the research tools is described, according to the three data gathering phases: Phase 1 retrospective interviews, Phase 2 questionnaire and scenario tasks, and Phase 3 programme leaders' and teachers' interviews and context observations. Table 3.1 illustrates the connection between research instruments and research questions together with the objectives of the instruments.

This study used both quantitative and qualitative data gathering tools (see Figure 3.1). The questionnaire included both closed questions and open-ended activities (e.g. scenario tasks). Additional qualitative data was collected through two semi-structured interviews, namely the initial retrospective interviews and the later programme leaders' and teachers' interviews. Further qualitative data was gathered through informal context observations that were carried out in several contexts to supplement the semi-structured interviews.

Table 3.1 Research questions, instruments, participants and objectives

Research questions	Research instruments	Participants	Objectives
1. How do teachers perceive the emergence and development of Business English programmes in the Thai tertiary context?	Retrospective interviews	Experienced BE teachers	To collect qualitative data about teachers' experiences and perspectives on the development of Business English from the past.
2. How do teachers respond to contemporary changes in Business English in the Thai tertiary context?	Questionnaire (section 1) Programme leaders' and teachers' interviews	BE teachers BE teachers	To collect quantitative and qualitative data about current situations of Business English teaching in the Thai tertiary context, and teachers' views on these situations. To collect qualitative data about teachers' perspectives on current situations of and changes in Business English teaching in the Thai tertiary context.
	The context observations	-	To deepen understanding of the context for participants in semi-structured interviews.
3. What do teachers perceive to be the current and future challenges for the Business English field in the Thai tertiary context?	Questionnaire (section 2) Retrospective interviews Programme leaders' and teachers' interviews	BE teachers Experienced BE teachers BE teachers	To collect quantitative and qualitative data about teachers' opinions on future changes and challenges for the Business English in the Thai tertiary context. To obtain deeper insights into the data gathered from the questionnaire.

Note: BE stands for Business English

In this section, the process of developing and implementing these research tools in each of the two research phrases is explained. Following that, a description of how the research instruments were piloted is provided. Finally, the methods used to analyse the data, as well as data quality assessment are described.

3.3.1 Phase 1: Retrospective interviews

In the present research, two semi-structured qualitative interviews were conducted: a retrospective interview with experienced teachers in phase one, and an interview with programme leaders and teachers in phase three. As Edwards and Holland (2013) observe, semi-structured interviews allow the researcher to elaborate on unclear points while collecting specific data from each participant. In the current study, these interviews assisted the researcher to gain insights into Business English teachers' perspectives on changes in this field. Recently, qualitative interviews have become one of the instruments used in Business English studies, in particular studies which aim to investigate participants' views (Hiranburana, 2001; Kankaanranta & Louhiala-Salminen, 2010, 2013), as they provide deeper and broader information (Krathwohl, 2009). Furthermore, qualitative interviews "allow participants' own 'voices' to be 'heard' rather than obscured" (Talmy, 2010, p. 138). Consequently, the interviews provided an opportunity for Thai Business English teachers to share their perspectives on the development of this field.

Some interview questions, which asked teachers about their teaching experiences, were adapted from those used in studies relating to language teachers' mind-set (i.e. Childs, 2011; Suwannasom, 2010). In particular, these studies provided guidance for developing general questions on career development; for example, how the teacher started their teaching career. Other questions were drawn from my own experiences, both

as a former Business English student and later as a teacher; for instance, what changes the teacher had made so far. In order to create a relaxed atmosphere and gain in-depth insights (without misinterpretation) into the participants' thinking, the interviews were conducted in Thai, as recommended by Dörnyei (2007), Gass and Mackey (2000), and Mackay and Gass (2005).

As research question one was related to the *past* Business English field, a retrospective interview technique was used to gather stories from experienced teachers. In applied linguistics studies (for example, Izumi & Bigelow, 2000; Wharton, 2010), retrospective interview techniques have been commonly used to elicit reflections from participants on their past ideas, decisions, or actions (Dörnyei, 2007; Riazi, 2016). Since the retrospective interview is a process of retrieving information from long-term memory, however, there is a possibility of information loss owing to the time lapse between the happening and the retrospective interview (Ericsson, 2002). Nevertheless, Dörnyei (2007) argues that retrospective interviews help researchers “gain access to mental processes ... which are inaccessible by any other means” (p. 151).

Prior to my meeting with the participating experienced teachers, I prepared a list of the retrospective interview questions in a guide (see Appendix B) as suggested by Dörnyei (2007). As noted by Mackay and Gass (2005), in the beginning of the interview the interviewee may be nervous about what kind of questions he/she will be asked. I therefore constructed just ten main questions, beginning with simple questions to make the interviewees feel comfortable and to encourage them to start to recall their past experiences. The first few questions related to the beginning of their past teaching career. After that there were questions about their experiences in Business English programmes, what changes they have faced, and what they think about this field. Finally, the

interviewees were asked to provide their perspective on the future of Business English programmes. The participants were also allowed to freely share any other thoughts or experiences they would like to at the end of the interview. The process for recruiting retrospective interviewees and conducting the interviews is described below.

Recruiting retrospective interviewees

To explore what happened in Business English in the past, participants were sought who could reveal previous phenomena through their stories. Therefore, two different kinds of *non-probability sampling* techniques, purposive sampling and snowball sampling (Dörnyei, 2007, p. 98), were employed to select the participants. Since purposive sampling technique is claimed to be “extremely useful when you want to ... describe a phenomenon ... about which only a little is known” (Kumar, 2011, p. 189), this technique is seen as “appropriate to select unique cases that are especially informative” (Neuman, 2014, p. 274). The addition of a snowball sampling technique was also beneficial because this technique allows a researcher, who knows little about the group of participants he/she wants to study, the opportunity to reach more prospective participants (Kumar, 2011).

At the beginning of the recruitment process, a purposive sampling technique was initially implemented. The key selection criterion for participating in the retrospective interviews was having more than 15 years’ experience in Business English teaching. Therefore, I first contacted and made appointments with two of my former Business English teachers who were retired and they subsequently volunteered to help in this project. After that I applied a snowball sampling technique by asking the first two interviewees to introduce other participants. The initial participants suggested three senior Business English teachers from another institution. Unfortunately, all three of these

contacts were unable to participate in my study. However, one of them recommended another senior teacher who was willing to participate in an interview.

At the same time as I was organizing the retrospective interviews, some questionnaires were being returned, and from these I found some additional respondents, who had indicated they were interested in taking part in the interviews, and who had a background comparable to the selection criterion for retrospective interviewees. I therefore contacted them to invite them to be retrospective interviewees.

Finally, five Business English teachers with more than 15 years' experience, who had worked from the start of these programmes, agreed to participate in the interviews. Due to their long working experience in this area each of these participants had witnessed the changes in this field over time. The interviewees in this phase included four females and one male. In terms of the participants' educational background, four of them had majored in English while one had majored in Accountancy and Finance. The average teaching experience of these participants was 39 years. During this period, each of them had spent approximately 19 years in the Business English field. Two of the five participants had now retired from their Business English teaching career.

Conducting retrospective interviews

Retrospective interviews with the five participants who were experienced Business English teachers took place from the end of September to the end of November 2015. I began the retrospective interviews with my two former Business English teachers. Before the interview, I called and made an appointment with them. As they were both retired, I requested to meet with them at a place that was convenient to them. While one of them allowed me to meet at her house, another one asked me to conduct the interview

through an online call as he had a new job in China. I initiated contact with regard to the other three participants, who I was not familiar with, by phone. I introduced myself and my research project, and invited them to participate in my study. After they indicated that they were happy to participate I then requested to meet with them at their institutions at a time convenient to them.

At the beginning of each interview, the participants were informed about the research objectives, data gathering procedure, and their rights during the interview. I also requested their permission to audio-record the interview. The participants were questioned about how they began their teaching career, especially how they became Business English teachers. Then, they were asked to share their experiences and views about Business English programmes where they had worked in the past, for example challenges they had encountered and changes they had noted over this time. Finally, they were asked to provide their perspective on the future of Business English programmes (the full list of retrospective interview questions is shown in Appendix B).

During the retrospective interview, the participants were encouraged to talk freely and clarify their thinking on certain topics. The average time for each interview was approximately one hour and twenty minutes. With the permission of the participants, I audio-recorded and took notes in each interview. These recordings were later transcribed, and a summary of the transcript was presented to each participant to review and comment on. After each interview, I also wrote a research journal to record participants' perceived nonverbal cues and any other noticeable contextual features. These details were an important part of the Thai context that helped me to interpret individual participants' views and their stance towards particular topics.

In the next section, I will move on to look at the questionnaire survey that was conducted during phase two of the study, and the scenario tasks which were included in the design of that tool.

3.3.2 Phase 2: Questionnaire and scenario tasks

In phase two of the study, the questionnaire was distributed to 231 Business English teachers in four different regions of Thailand. As Gall, Gall, and Borg (2005) and Krathwohl (2009) point out, questionnaires can be used with a large number of subjects, especially when individual contact with a large number of subjects is impractical. The questionnaire was anonymous. It was also translated into Thai in order to make the respondents comfortable and help them to answer the questions in a straightforward manner.

Developing questionnaire and scenario tasks

The development of the questionnaire was informed by the earlier review of literature related to ESP teaching publications, especially Business English or English for Business Purposes (see Chapter 2, Section 2.4), English and Business English teaching in Thailand (see Chapter 2, Section 2.6 and Section 2.7), and my own Business English experiences. For example, I drew on my own experiences both as a student and a teacher to develop a different set of Business English teaching practices which are represented in the Scenario task 1. Since the questionnaire was created to gain insights into Business English teachers' thinking, in designing the survey questions, the studies of Borg (2006) and Suwannasom (2010) were consulted to identify an appropriate style for the questionnaire. For example, these studies suggested the use of rating scale questions to seek teachers' opinions. To investigate the current situation and future trajectories of

Business English in the Thai tertiary context through Business English teachers' perspectives, both closed questions as well as open-ended questions including scenario tasks were used. Altogether, there were 27 items. The questionnaire was comprised of three main sections: (1) Business English in the Thai tertiary context; (2) the future of the field of Business English; and (3) background information on participants. Each of these sections is described below. The full version of the questionnaire is shown in Appendix C.

Section 1: Business English in the Thai tertiary context

The first section of the questionnaire included eight items, with the initial part made up of seven closed questions. The questions in this initial section aimed to examine the current situation of Business English teaching in Thai universities. Respondents were asked about Business English teaching in terms of their teaching practices, students' expectations and important professional qualities of Business English teachers. The respondents were also asked to choose one current challenge that most affected their teaching and explain why they had chosen it. Also included was the first scenario task, which is described below.

Scenario task 1: Business English teaching practices

To enquire further into teachers' ideas about the kinds of Business English teachers whose practices would fit in the Thai tertiary context, a scenario task was developed following the approach of White (1999) and Suwannasom (2010). This task presented profiles of five hypothetical teachers (Wichai, Chujai, Manee, Weera, and Mana), each with quite a different set of practices as Thai Business English teachers (see Figure 3.2). The respondents were asked to rate how well each teacher suited current

Here are five scenarios showing different teaching approaches of several teachers of Business English. Please check ✓ in the box to identify

how well these teaching approaches suit today's Business English courses in Thailand.

Business English Instruction Scenarios	Definitely not suit	Probably not suit	Probably suit	Definitely suit
<p>Wichai uses Thai written Business English textbooks for his class. He teaches the whole course in Thai and does not use any multimedia equipment in his class. He spends most time teaching vocabulary and English structures. He emphasizes students need to practice the patterns they have learned repeatedly and corrects students' mistakes immediately. His main focus is on correct language patterns.</p>				
<p>Chujai compiles her own course book in order to make it more understandable for Thai students. She uses a bilingual approach together with PowerPoint presentations in her class. She usually pairs or groups students to practice according to topics they have learned together. She does not correct students' mistakes as long as their meaning is understandable and she usually gives feedback to her students at the end of each activity. She centres on students' ability to communicate in English.</p>				
<p>Manee chooses English for business textbooks published by internationally famous publishers for her class. These textbooks come with complete audio materials, focus on the four skills of English and are well organized. Her teaching plan follows the order of textbook content. She pays attention to the correctness of the use of English structures so she teaches grammar explicitly and asks her students to do exercises in the course books after that.</p>				
<p>Weera uses a range of textbooks to guide his teaching and adapts some authentic materials such as business articles to use as a supplement to his teaching. He focuses on students' ability to use English in a business context. So, he starts his lesson with the content in the textbook then he asks his students to practice using what they have learned through exercises created with simplified authentic materials. He sometimes uses PowerPoint presentations to make his lesson more interesting.</p>				
<p>Instead of using textbooks, Mana uses different kinds of authentic materials such as business newspapers and video clips in his class. He aims to encourage his students to use English in class as well as expose them to real world business practices as much as possible. He thus creates group activities and assigns them to summarise what they have learned from each activity through PowerPoint presentation. He also communicates with his students through social media and e-mail.</p>				

Figure 3.2 Example of scenario task in questionnaire Section 1

practices in Business English course in Thailand, using a four-point Likert scale ranging from (1) the least suitable to (4) the most suitable. From these teachers, the respondents were asked to choose one as a new colleague who they would want to work with. They were also asked to select which hypothetical teacher was the least suitable for this position. Finally, they were asked to give explanations for their selection.

Section 2: The future of the field of Business English

In Section 2 of the questionnaire, the participants were invited to respond to five open-ended questions relating to the field of Business English in the future. Firstly, they were asked to describe past changes that had taken place in Business English teaching in Thailand, and then to identify possible future changes that they thought might happen. After that, the respondents were asked to share their opinions about the effects on Business English of the commencement of the ASEAN Economic Community (AEC) in Southeast Asian countries. There were also questions regarding the respondents' ideas about the main implications of the future changes they identified, and what they thought their students would expect from future Business English programmes. Furthermore, this section included two further scenario tasks which are described below.

Scenario task 2: Future Business English scenario

To gain insight into Thai Business English teachers' perspectives on the future trajectory of Business English, both as a tertiary programme and as a professional career, a further scenario task was developed, providing an illustration of what a Business English programme might possibly be like in the future (see Figure 3.3). This scenario involved Business English programme management, teaching practices (teaching approaches and materials), and professional development. The respondents were

requested to share their opinions about this future scenario, and were free to choose which area they wanted to comment on.

The following is a possible scenario of what Business English programmes might be like in the future.

Please **write any comments** you would like to share. For example, someone has commented on the first sentence.

<p>After Thailand became a part of AEC, most of the Business English courses were changed to <u>international courses</u>. Each curriculum involved collaboration between the higher education institutions and business organizations. The students have to accomplish a specific English proficiency standard before entering and completing the programme.</p> <p>As a Business English teacher, Sandee uses English together with various kinds of authentic materials especially virtual resources in her class such as video and podcasts. Her class is student-centered and she acts as a facilitator who aims to extend students meaningful learning experiences. Her practice is influenced by the high demand from the labour market for graduates who have relevant English competency. Moreover, in order to be a qualified teacher for this course, she is required to develop her professional skills such as conducting and publishing research related to Business English, and attending an internship program with business organizations.</p>	<p><i>This is interesting but some students might not be able to afford the tuition fee which will be a lot higher.</i></p>
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Figure 3.3 Example of scenario task about future Business English in questionnaire

Section 2

Scenario task 3: Professional development scenarios

The third and last scenario task was developed to further investigate teachers' thinking about the type of professional development activities which they believed were appropriate to Thai tertiary teachers of Business English. In this task, four teacher scenarios were provided (on Mali, Manus, Malai, and Madee) representing different ways of developing Business English professional skills (see example in Figure 3.4). The respondents were asked to imagine themselves as a new Business English teacher, and were asked to choose the description of one teacher who they would prefer to be like. They were also invited to explain why they chose that teacher.

Here are four teachers of Business English describing their way of developing their professional skills.

Mali often attends both national and international TESOL conferences held in Thailand because she thinks it is the best way to update her English teaching knowledge.

Manus loves to conduct research and participate in both national and international TESOL conferences held in Thailand as he has opportunity to discuss and exchange idea with other teachers. He believes these experiences enhance his professional skills.

Malai would like to learn and develop her teaching techniques so she usually attends TESOL workshops arranged by different institutes in Thailand.

During the semester break, **Madee** usually takes up an internship with a business organization in Thailand (for example communicating in English as a tour guide or working for a shipping company) in order to gain experience in business and real world English communication.

Figure 3.4 Example of scenario task about Business English professional development in questionnaire Section 2

Section 3: Participant background information

Section 3, the last section of the questionnaire, aimed to collect demographic background on individual respondents. It was possible that a number of Business English teachers had not started their teaching career in the field of Business English, as noted by Reed and Nolan (1994). Therefore, the respondents were asked to identify areas they had taught in and the total time they had spent in each of those areas. In addition, the respondents were asked if they had experience working in the business field. If the response was yes, they were asked to identify the kind of job they did before entering their teaching career. In the last question, the respondents were asked to provide their perspective on a Business English teaching career.

At the end of the questionnaire, there was a space provided for any respondents who were interested in participating in an interview to provide their name and contact details.

Finding participants

In order to reach as many target participants as possible, I accessed a list of Thai tertiary institutions with Business English or English for Business Communication programmes on the website of the Office of the Higher Education Commission. This search found that altogether there were 49 universities in Thailand that were providing Business English or related programmes. I then searched through the websites of those universities to find out the total number of Business English teachers in Thailand. However, some universities did not provide this kind of information on their webpages; thus, when I was in Thailand collecting data, I had to make calls to ask these universities for the missing information. Moreover, there were 16 universities that I could not reach

due to either issues with their phone number or because they did not reply to my letters and/or emails. I also found out that four of these universities no longer provided Business English programmes.

In this study, a non-probability sampling technique, sometimes referred to as a convenience or opportunity sampling strategy (Dörnyei, 2007, p. 98), was adopted. This technique is appropriate for an anonymous questionnaire, in which “the number of elements of a population is either unknown or cannot be individually identified” (Kumar, 2011, p. 187). In the current study, it was not known how many Business English teachers were working at the universities invited to participate in the survey. Key criteria for inclusion in this phase of the research included: availability and accessibility at the time when the data gathering process took place, presence in one of four main regions of Thailand, and a willingness to take part in the survey. In the end, I sent the questionnaires to 33 universities that met these criteria. Ultimately, only those respondents who were Business English teachers, as well as being available and willing to fill out the questionnaire and to return them to the researcher, became participants. This was considered to be a suitable sample as, according to Dörnyei (2007), it is not necessary to investigate the whole population to obtain accurate results. Instead, quality results can still be obtained through the application of appropriate sampling procedures. These procedures are detailed in the next section.

The returned questionnaires provided responses from 84 Thai Business English teachers (or 36.36%), from 24 universities located across the four main regions of Thailand. The respondents included 64 females and 20 males. With regard to the respondents' educational background, one held a Bachelor's degree, seventy-three had a Master's degree, eight held a Doctorate, and one had completed a Post-doctorate study.

Among these respondents, seventy-two had majored in English or Linguistics in their studies, while eight had majored in Business-related fields and three majored in Education. In addition, some respondents (n=30) had Business English teaching experience, ranging from one to five years (full details on respondents are provided in Figure 5.2 in Chapter 5).

Distributing and collecting the questionnaires

The survey process took approximately five months to complete. The first questionnaire was sent out at the end of September 2015 and the last questionnaire was returned in the middle of February 2016. The process took somewhat longer than had initially been anticipated, as identifying, making contact, and gaining consent to access the many institutions involved a complex procedure, as explained below.

After I found the contact details of each Business English programme and identified the total number of teachers in these programmes, I telephoned each university to inquire about their preferred procedure for distributing the questionnaire to their teachers. I then sent a letter to the Dean of the faculty to ask for permission to collect the data from teachers in their Business English programme (see Appendix D). With the letter requesting permission, the questionnaire, together with an information sheet (see Appendix E) and stamped-addressed envelope were sent out to the total number of Business English teachers in those universities. Altogether, 231 questionnaires were distributed during the period from the end of September to the beginning of October 2015.

Since the questionnaire was also used as a method for recruiting interview participants in phase three, I set the time for the respondents to return the questionnaire at approximately one month after receipt. Nonetheless, as Mishra (2008) observes, one

of the disadvantages of mailing questionnaires is that potential respondents can ignore the request and not return the questionnaire to the researcher. To increase the response rate, I adopted follow-up procedures, as suggested by Creswell (2014) and the National Research Council (2013). One week after I sent out the questionnaires, I made a call to each university to inquire whether they had received the questionnaires. I then re-sent the questionnaires to some universities that claimed they did not receive them. In the second week after questionnaire distribution, I telephoned each university to remind them about distributing the questionnaire. Then, in the third week, I made follow-up reminder calls to universities from which I had received no respondents. In some universities, the process of circulating my questionnaire took a long time, so I extended the deadline for returning the questionnaire. The questionnaires were gradually returned over the period 15 October 2015 to 14 February 2016.

3.3.3 Phase 3: Programme leaders and teachers interviews and context observations

To gain in-depth insights into how current Business English practitioners viewed the development of the field of Business English in the Thai tertiary context, I conducted follow-up semi-structured interviews (see Section 3.3.1) with 13 questionnaire respondents who had indicated that they were interested in participating in this phase of the study. Four of these participants were Business English programme leaders, while the other nine participants were current teachers in the programme. In applied linguistics research, it is commonly advised to conduct interviews as a follow up to questionnaire (Hiranburana, 2001; Ng, 2004). This recommendation was followed because the interactive nature of these interviews provides the researcher with an opportunity to draw

out additional data when primary answers are unclear, inexplicit, or not rich enough (Mackay & Gass, 2005).

The aim of the interviews in this phase was to obtain a deeper understanding of the changes of Business English in Thailand, as the field moved from the past to present, and to consider views on the future trajectory. Consequently, the questions were ordered according to the past-present-future time frame. For this interview I constructed fourteen main questions, starting from simple questions as in the earlier retrospective interviews, in order to help the interviewees feel comfortable and to encourage them to open up as recommended by Dörnyei (2007). Therefore, participants were firstly asked about the beginning of their teaching career. Then I inquired about what their attitudes were about changes in the field of Business English. In addition, I asked them to identify any challenges they had faced. Lastly, I questioned them about their views on their careers and the future trajectory of the field. Finally, at the end of the interview, the participants were invited to freely share any other thoughts or experiences. The current programme leaders' and teachers' interview guide is shown in Appendix F.

Developing interview activities

Since the interview in the final research phase was related to all three research questions, and to avoid multiple topics in questions leading to an overly long interview process, I incorporated ten activities. These activities not only sought to further clarify participants' answers provided in the questionnaire but also helped to create a more relaxed atmosphere. The activities drew on current situations in Thai higher education, and my own learning and teaching experiences in this area. Details of each activity are provided below, and a full list of the interview activities together with their related interview questions and objectives is shown in Appendix G.

The first activity aimed to find out how Business English teachers weigh the relative importance of language skills and business knowledge in teaching Business English. I thus prepared a small card with an unmarked linear scale (in Thai). Participants were asked to indicate their preferred weighting for Business English, between ‘language knowledge and skills’ and ‘business knowledge and skills’, on this continuum (see Figure 3.5).

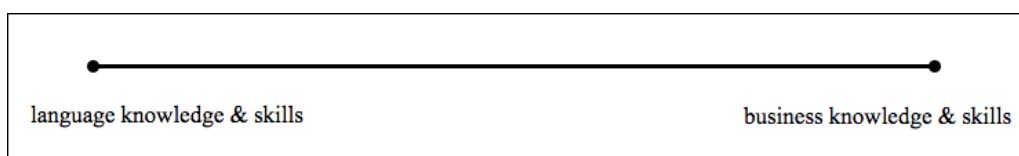


Figure 3.5 Example of the unmarked linear scale card for Activity 1 (translated to English)

The next six activities (2-7) involved sorting card sets each of which presented the teacher with a range of different options with regard to topics relating to Business English teachers and teaching practices (in Thai). These topics were: suitable qualities of Business English teacher (Activity 2), the most suitable language for Business English class (Activity 3), focus of Business English programme (Activity 4), the most appropriate topic for Business English teaching (Activity 5), materials used in Business English teaching (Activity 6), and activities used in Business English teaching (Activity 7). I asked each interviewee to talk aloud as they sorted the card sets into the order of their perceived importance. I used different coloured cards for each card set to make them more interesting and easy to recognize. I also wrote a code for the activity topic on each card as this made it easier and faster when I took notes during the interview. Figure 3.6 shows some examples of the option cards used in activity four. A full set of these option cards is shown in Appendix H.

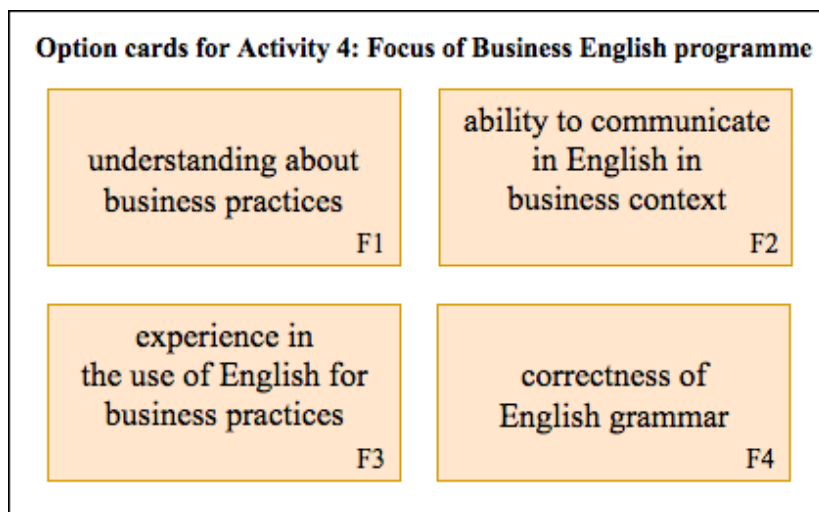


Figure 3.6 Examples of option cards for Activity 4 (translated to English)

In activity eight, the option cards focused on possible challenges which Thai Business English teachers may have faced (see Figure 3.7). The design of these cards was similar to those used in activities 2-7. For all seven sorting activities, I also provided blank cards for the participants in case they wanted to discuss something additional to the proposed options.

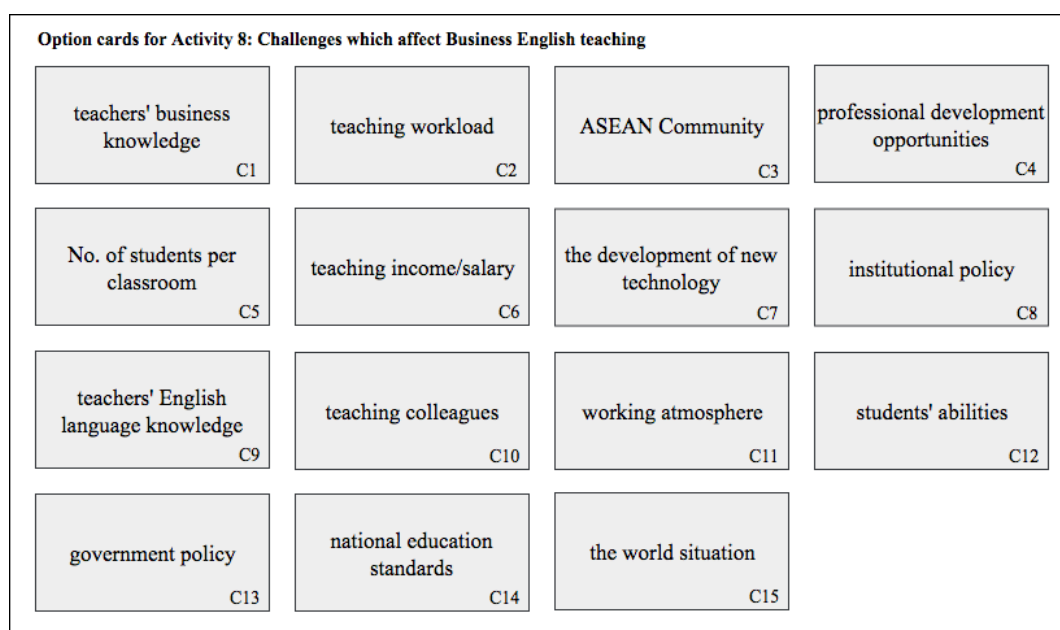


Figure 3.7 Examples of option cards for Activity 8 (translated to English)

The final two activities were designed to investigate the degree to which the interviewees thought Business English was important to Thailand and internationally. As in Activity 1, I again made small cards with an unmarked linear scale (in Thai), this time showing ‘not important’ to ‘important’ on a continuum (see Figure 3.8). At this point of the data gathering, the main purpose of the cards was to provide prompts for further discussion and thus it was the points raised for discussion which informed these results rather than participants’ initial responses to the topics on the cards.

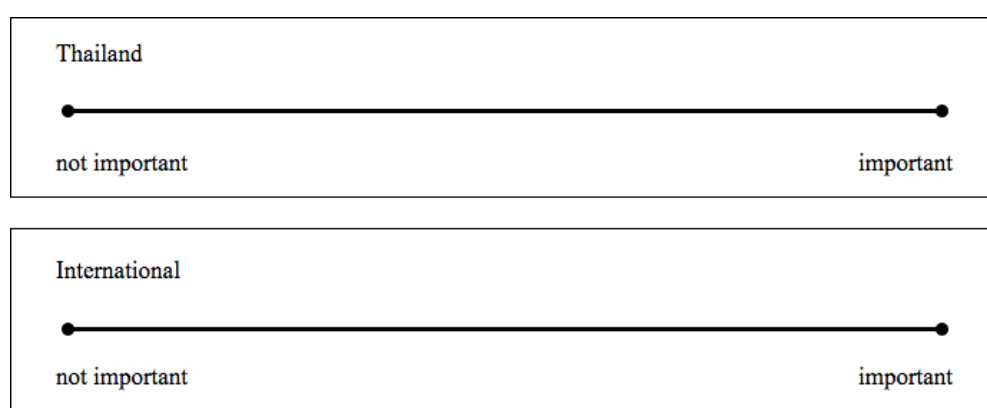


Figure 3.8 Examples of unmarked linear scale cards for activities 9 and 10
(translated to English)

The process for recruiting programme leaders and teachers as interviewees, and the overall process for conducting their interviews are described in the following sections.

Recruiting programme leaders and teachers as interviewees

Since the interviews in this phase were planned as a follow-up to the survey, those respondents who showed their interest in participating in the interview were firstly considered as potential research candidates. After receiving the returned questionnaires, I employed purposive sampling techniques to choose the participants I would invite to be interviewed in phase three. This method was chosen because the research required

participants who could provide a wealth of insightful information and experience in Business English in the Thai tertiary context. Purposive selection enabled the researcher to conduct interviews with particular participants who were most likely to assist with “in-depth investigation to gain deeper understanding” (Neuman, 2014, p. 274). In line with this process, the participants in this interview were selected from the questionnaire respondents according to three specific criteria: their roles (leaders of the programme, and teachers), their working experience (having at least three years’ experience in the Business English field) and their workplaces (working in universities with diverse settings). Ultimately, four current heads of Business English programmes and nine teachers were selected as the interviewees in this phase. The background information on the two groups of participants is described below.

(i) Leaders of Business English programmes

Among the questionnaire respondents there were four leaders of Business English programmes who indicated that they were willing to participate in the interviews. This group of participants provided perspectives on the development of Business English programmes, not only from their own point of view but also from an institutional point of view. They were three female participants and one male participant who were leaders of Business English programmes. Two of these participants had a Master’s degree while the other two held a Doctorate. They all had a background in Linguistics and in Applied Linguistics in particular. Their average Business English teaching experience was 13.5 years.

(ii) Business English teachers

Questionnaire respondents who showed willingness and were able to participate in the interview were contacted and invited to take part in the study. The interviewed teachers included nine Thai full-time Business English teachers who had worked in this field for at least three years. There were seven females and two males who were interviewed in this phase. Among these participants, eight of them had a Master's degree and one held a Doctorate. Most of them had a disciplinary background in Linguistics, especially Applied Linguistics or English, however one had majored in International Affairs. The average Business English teaching experience of these interviewees was 7.9 years.

Conducting programme leaders' and teachers' interviews

The participants who took part in semi-structured interviews in phase three were working in universities across the four main regions of Thailand. These interviews were conducted during the period of October-December 2015. I firstly initiated contact with each participant on the telephone and/or e-mail. I then checked each participant's availability and designed a schedule for the trips to the field in each part of Thailand, one region at a time. After I found the most practical travel dates, I requested to meet the participants at their institutions at a time convenient to them. However, due to unforeseen circumstances beyond my control, it was not considered feasible to travel to the southern region of Thailand at that time. I, therefore, decided to conduct the interviews with the five participants in this region by telephone instead.

In a similar way to the retrospective interviews in phase one, the participants in phase three were initially informed about the research objectives, data gathering

procedures, and their rights prior to the interview. At the start of the interview I asked permission to audio-record the interview. Then, I began each interview session with some small talk about the interviewees' previous career paths. After that, the participants were encouraged to share their experiences in Business English programmes, and their thinking about the changes and challenges they have faced. I lastly inquired about their perspectives on the future trajectory of the Business English field and their careers (the full list of questions for the programme leaders and teacher interviewees is shown in Appendix F). During the face-to-face interviews, I also utilized ten supplementary activities (detailed descriptions about the development of these activities are given in the earlier section on developing interview activities). The activities were designed to seek further clarification on the answers participants had provided in the questionnaire as well as helping to create a relaxed atmosphere and to provide variety during the interview. Moreover, the interviewees were encouraged to share their thoughts freely and explain their views on particular topics.

In addition to preparing the interview question guide, as mentioned earlier, interviews in this phase were planned as a follow-up to the survey, so some significant points in an individual's survey responses were asked to be clarified at this stage. Also, some further interesting topics were raised by particular interviewees during the interview process. I therefore included those topics in the interview guide for subsequent interviews. For example, one interviewee suggested setting up a network of Business English teachers in Thailand. I then asked subsequent interviewees for their opinion about this suggestion.

In terms of the telephone interviews, these were conducted in the same manner as the face-to-face interviews, except that there were no activities able to be included during

the interview sessions. With the telephone interview, the researcher also lost the opportunity to observe the nonverbal communication used by the participant. However, a telephone interview is still considered to be the most appropriate method to enable the researcher to include participants who were located in geographically diverse settings, as noted by Berg (2009). In this case, participants interviewed by telephone were located in the south of Thailand.

Each Business English teacher interview, both face-to-face and by telephone, took approximately one hour and twenty minutes. I took notes and audio-recorded the discussion during each interview. The summary of each interview transcription was then later given to each participant to review and make comments. Furthermore, I wrote a research journal after each interview, to record additional factors I noticed during the session, such as the nonverbal cues offered by the participants I met with, significant contextual features and, in the case of telephone interviews, other impressions about their tone of voice and attitudes.

Context observations

The final research instrument used in the study was informal context observations. These observations were conducted to supplement my understanding of Business English in the Thai tertiary context; for example, the types of teaching materials used, and the nature of the teaching and learning environments. According to Creswell (2013) observation is defined as “the act of noting a phenomenon in the field setting through the five senses of the observer ... and recording it” (p. 166). Observations supply additional information for the research, which can be useful in combination with other research instruments such as interviews, or questionnaires (Cowie, 2009). In the current study, I carried out non-participant or context observations in seven universities. These

observations were conducted during my visit to those institutions where face-to-face interviews were held. The observations were conducted either before, during, or after the programme leaders' and teachers' interviews, depending on when it was most suitable for the participants. During the observation process I took photos and field notes relating to Business English teaching materials used, the teaching and learning environments, as well as noting other details concerning the institutional environment and atmosphere. I paid particular attention to small comments which highlighted the dynamic interactions between teachers and students. As well, some teachers generously invited me to their work environment and showed me their self-produced teaching materials. Overall, the observation data provided me with a background understanding of Business English teaching contexts in different locations.

It is important to note that the focus of this study was not on teachers' teaching practice, so I did not include classroom observation into this study. Also, in the Thai context, protecting face is quite important. Therefore, conducting classroom observation might put my participants under pressure as they would think I did the observations to evaluate their teaching. This kind of pressure might make my participants uncomfortable and inhibit them from providing their perspectives during the interviews.

3.3.4 Piloting the instruments

Piloting the instruments ensured their validity, as required in quality research. As Dörnyei and Taguchi (2010) recommend, a pilot study should be conducted to examine whether the instrument “performs the job it has been designed for” (p. 53). Furthermore, conducting a pilot in a context similar to the research context helps researchers in considering the feasibility of their data gathering process. The pilot therefore provides an opportunity to gain perspectives on and obtain valuable feedback about how the research

instruments work from people who have a similar profile to the prospective participants (Berg, 2009; Dörnyei & Taguchi, 2010; Maxwell, 2013).

After finishing the development of my questionnaire in early August 2015, I piloted the English version with two PhD students who had experience in Business English teaching. In addition, I translated my questionnaire into Thai and piloted it with a Thai PhD student who had a background comparable to the prospective respondents.

In order to calculate the average time the respondents needed to complete the questionnaire, I recorded the time each pilot participant spent on it. The results showed that the questionnaire took approximately 35 minutes to complete. Moreover, the pilot test participants provided some useful feedback on the process, which led me to increase the length of space provided for open-ended answers. Feedback also led me to revise the answer choices in question two, which appeared a little unclear to the pilot participants. For example, some options like “business discussions” were subsequently grouped with “business negotiations”, to make one option called “business discussions and negotiations”. The number of options within question two was thus reduced from 16 to 13 options. The Thai participant in the pilot questionnaire also suggested some alternative words and phrases which should be used when giving instructions or asking culturally appropriate questions in Thai. These suggestions were included in the final version of the questionnaire.

After modifying the Thai version of the questionnaire, I piloted it again with some of my colleagues in Thailand. The questionnaire (in Thai) was sent by e-mail to three Thai Business English teachers who did not participate in the main study. I also asked them to record the time they spent on the questionnaire. This result was comparable with the first pilot test. Although the respondents commented on the length of the

questionnaire, they thought it was acceptable and suited the purposes of the study. I therefore decided not to discard or change any further parts of the questionnaire and this final version was used in my data collection. Piloting the questionnaire was completed by the end of August 2015.

Once the questionnaire pilot was finished, in the beginning of September 2015 I practised the interviews in Thai with three Thai PhD students who had a similar profile to the prospective interviewees. As I did in the questionnaire piloting, I timed each pilot interview. The average time for each of these interviews was approximately 50 minutes. The pilot participants also advised me about some cultural issues when conducting an interview with Thai teachers, especially senior teachers. For instance, they noted that I should have the interview question sheet with me during the interview session. This is the way to show the prospective interviewees that I was well prepared to interview them. In addition, their feedback enabled me to improve on how and when I would present each interview activity.

3.3.5 Analysing the data

As the data were obtained from different sources (closed questions, open-ended questions, and interview questions), I analysed these according to whether the findings were quantitative or qualitative. Each of these processes is described below.

Quantitative data analysis

The answers to closed questions in the questionnaire, including the checklists, rating scales, and two-point questions (Yes or No), were each assigned numerical values. This procedure is the first step of quantitative data analysis (Dörnyei, 2007). After that, I conducted “data cleaning” as recommended by Dörnyei (2003, p. 104). At this stage, I

checked and corrected any mistakes which occurred during the data entry stage. Then, the data were analysed using descriptive statistics (percentages) to summarise and present the participants' responses in a concise and comprehensible way. Microsoft Excel for Mac was used to calculate these descriptive statistics. Although this software package is not commonly-used for quantitative research in applied linguistics, its accuracy and reliability are comparable to other statistical analysis software packages (Budsaba, Amornwichee, & Watcharaporn, 2009).

Qualitative data analysis

Qualitative data analysis processes were used to analyse the answers to open-ended questions in the questionnaires, as well as the interview data, and the information gathered from the context observations. Initially, I read all the interview responses, listened to all the recordings, and transcribed them into written text (see Appendix I for an example of a transcript of a programme leader and teacher interview). After that, as mentioned in Section 3.3.1 and Section 3.3.3, the summaries of interview transcriptions were emailed to each interview participant to verify and approve. These data were kept in the form of digital files for the researcher's own reference.

Since all of the data gathered were in Thai language, I decided to proceed to the analysis stage in the original language to reduce any potential loss of meaning in translation. The reason behind my decision was that "in qualitative research meaning is transferred from one phase to the next ... [and] in each transfer meaning might get lost", especially when the researcher is not a native speaker of the target language for the report, in this case, English (Nes, Abma, Jonsson, & Deeg, 2010, p. 315). I therefore translated into English only those extracts which were finally included in the findings and discussion.

The coding analysis process is outlined in Figure 3.9 below. I started the analysis process by reading and re-reading through all data sources, reflecting on them, and making notes on general thoughts and ideas. Obtaining a general sense of the data was the main purpose of this pre-coding phase as it helps in shaping the researcher’s thinking about the data (Dörnyei, 2007; Maxwell, 2013). After that, I labelled passages that looked interesting and/or relevant to my research focus (coding phase), such as ‘English vs Business’ and ‘current teaching practice’ (see Appendix J, Figure J 1). I then clustered related data together (categorising phase) and re-coded them with broader labels (identifying themes). As observed by Craig (2009), the coding procedure allowed for the identification of emerging themes. Consequently, the coded data identified key themes that were then further analysed and separated into smaller sub-themes. In this study, I found emerging themes which related to my research questions, such as ‘changes in the Business English programme, and sub-themes, such as ‘contemporary changes’ (see Appendix J, Figure J 2). Moreover, Teachers’ perspectives on the development of Business English programmes in Thai tertiary context were taken into consideration. At this stage, supplementary data sources, that is my research journals and field notes, were used to support the analysis of interview transcriptions.

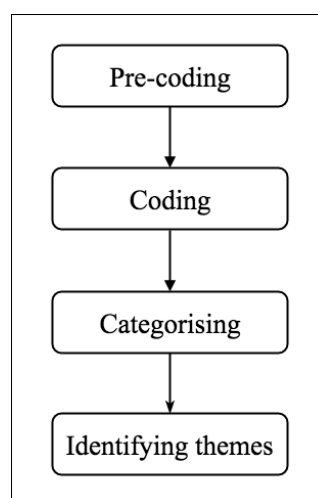


Figure 3.9 The data analysis process

I created abbreviations for the four major data sources by referring to the sources of that data, and the participants (pseudonyms were used for interviewees, and numbers were used for questionnaire respondents). For interview data, I also specified the date when an interview took place. Table 3.2 clarifies these abbreviations and provides examples of how these data were referred to in the findings chapters.

Table 3.2 Abbreviations for the data sources

Data sources	Abbr.	Examples	Explanations
Retrospective interview	R	RKanlaya 031115	Data from retrospective interview with Ajarn Kanlaya on 3 rd November, 2015
Programme leader interview	IL	ILSakda 191215	Data from programme leader interview with Ajarn Sakda on 19 th December, 2015
Teacher interview	IT	ITNiwat 111115	Data from teacher interview with Ajarn Niwat on 11 th November, 2015
Questionnaire	Q	Q1	Questionnaire respondent who is the first to return the questionnaire

3.3.6 Assessing data quality

Since reliability and trustworthiness of research findings are the keys to creating quality research, in this section issues related to validity and reliability are discussed. However, as Neuman (2014) points out, the issues of validity and reliability are viewed differently in qualitative and quantitative research approaches. Consideration of the validity process for each of these data types is included in the following sections.

Validity

Validity indicates the degree to which an instrument measures what it intends to measure (Dörnyei, 2003). In terms of qualitative approaches, validity involves trustworthiness, credibility, and transferability (Lincoln & Guba, 1985). To ensure these qualities Creswell (2007, pp. 207-209) proposed the use of “validation strategies”

including: prolonged engagement and persistent observation, triangulation, peer review (see Section 3.3.4), negative case analysis, clarifying researcher bias, member checking, thick description, and external audits. He also suggests that qualitative researchers should employ at least two strategies to uphold the validity of their research. In this study, I engaged in four procedures as described below.

Firstly, in order to ensure research is credible, it is essential to clarify the role of the qualitative researcher from the beginning of the study (Unluer, 2012). As the researcher of this study, I was a former student and later a teacher in a Business English programme in Thailand. I therefore had considerable knowledge about the research context. Bearing in mind this factor, I chose not to conduct this research in my own workplace, in order to avoid any possible effects of bias and role conflict on the data collection and analysis. Therefore, I did not have intimate knowledge of the particular university settings for the study.

In this research, trustworthiness was enhanced by corroborating evidence gathered from multiple sources and through different data collection methods (i.e., questionnaire, retrospective interview, programme leaders' and teachers' interview, and context observation) which also helped to shed further light on the findings. In addition, the summaries of interview transcripts were emailed to the participants to review and give comments. This member checking process is claimed to be "the most critical technique for establishing credibility" (Lincoln & Guba, 1985, p. 314).

Although a survey was distributed across teachers of Business English in a range of Thai universities, this study does not claim to have transferability or generalisability on a broader scale. The questionnaire in this research was used as an instrument for obtaining primary data about Business English in the Thai tertiary context, identifying

prospective interview participants, and triangulating findings from different data sources. Nevertheless, Creswell (2007) points out that rich, thick, and sufficient descriptions about participants or settings under study permit readers to make decisions concerning transferability of the findings to other contexts. Consequently, this research was expected to be of interest to Business English educators in other contexts, or to ESP teachers in fields other than Business English.

Reliability

Research instruments are considered reliable when they can produce consistent measurements (Kumar, 2011). To establish reliability of the instruments used in this research, the questionnaire was piloted with volunteers who had a profile comparable to the target participants. Such a pilot study helps the researcher to assess the feasibility and usefulness of research methods and make any necessary changes to research tools before using them with the target participants (Mackay & Gass, 2005). I also adopted various strategies suggested by a number of scholars (e.g. Creswell, 2014; Hudson & Miller, 1997) to maximize the response rate to mailed questionnaires “and, thereby, to increase reliability” (Cohen, Manion, & Morrison, 2007, p. 157). For example, I provided questionnaire respondents with stamped-addressed envelopes and engaged in follow-up communication (e.g. through phone calls).

Reliability in research is sometimes referred to as dependability (Denscombe, 2010; Shenton, 2004). To establish reliability or dependability, the research process was carefully documented, including the research design and data gathering procedures. This process enables future researchers to adapt this methodology in other contexts (Shenton, 2004). In addition, such a comprehensive methodological description makes research

transparent and permits readers and other researchers to see and evaluate it (Denscombe, 2010).

3.4 The Research Settings and Schedule

This section begins with an overview of the research settings where this study took place. After that, a description of the research schedule is provided.

3.4.1 The research settings

This research was carried out in those tertiary institutions in Thailand which provide Business English and/or English for Business Communication programmes. A brief description of the research settings for the current study is given below, with regard to the two main types of data gathering methods, questionnaire and interviews.

Firstly, the questionnaires were distributed to Business English teachers teaching in 33 universities located in four main regions of Thailand (northern, north-eastern, central, and southern). Questionnaire responses were returned from 24 universities: six in the north of Thailand, six in the north-east, ten in the central region, and two in the southern region.

Qualitative interviews were carried out with two retired Business English teachers. These were conducted in the setting which each participant chose to be most convenient, namely in participant' home or by an online call. Qualitative interviews were also conducted with 16 current Business English teachers from 10 Thai universities, three in the north, two in the north-east, three in the central region, and two in the southern region. These interviews were conducted in the participants' offices or by telephone.

3.4.2 The research schedule

The data collection for this study was firstly planned to be conducted in three consecutive phases. As research aims to find out the answers to proposed questions (Berg, 2009; Gall et al., 2005), at the outset, these three phases were designed to align with each of the three research questions. The initial data collection plan is shown in Figure 3.10. However, once in the field, it was necessary to change the order of the data gathering process. Since the distribution of questionnaires was a time-consuming process, I decided to conduct Phase 1 and Phase 2 simultaneously. That is to say, I mailed the questionnaires to Business English teachers in four regions of Thailand and, at the same time, I started contacting prospective participants for the retrospective interviews. I then conducted the retrospective interviews while the questionnaires gradually returned from different parts of Thailand. In addition, due to time availability and the preferences of the interview participants, I conducted some retrospective interviews concurrently while carrying out the interviews in Phase 3.

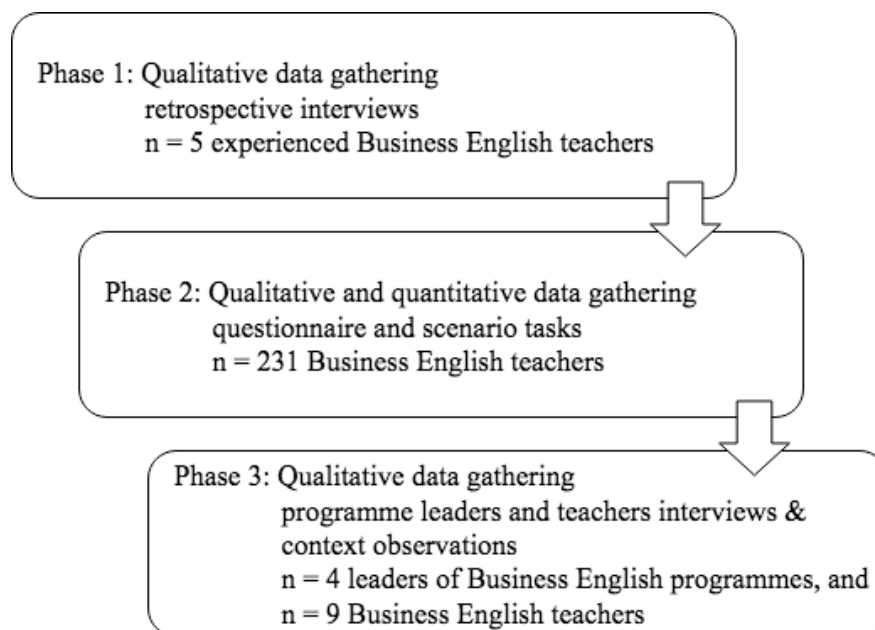


Figure 3.10 The data collection phases

Prior to travelling from New Zealand to Thailand, I sent the survey to all of the tertiary institutions in Thailand who offered Business English programmes. Meanwhile, I developed the other research instruments and piloted these (the development of the instruments and the piloting procedure are explained in detail in Section 3.3). At this time I also prepared documents relating to ethical procedures for gaining informed consent (see Section 3.5).

The on-site data collection started at the end of September in 2015, and took approximately five months to complete. The final research schedule is shown in Table 3.3 (see Section 3.3 for further details).

Table 3.3 The research schedule

Activities	off-site		on-site data collection				
	Aug 2015	Sept 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016
Gaining information about universities providing Business English	↔						
Piloting the instruments	↔						
Questionnaires distribution		↔					
Receiving returned questionnaires			←	→	→	→	→
Contacting & making appointments with experienced Business English teachers		↔					
Retrospective interviews			←	→			
Contacting & making appointments with questionnaire respondents			←	→			
Observations in context & face-to-face interviews with programme leaders and teachers				←	→		
Telephone interviews with programme leader and teachers					↔		

In the next section, the ethical considerations involved in the current study are discussed.

3.5 Ethical Considerations

According to Orb, Eisenhauer, and Wynaden (2000), ethical issues such as autonomy and beneficence should be considered when conducting research which includes people. In order to ensure the rights, privacy, and welfare of the teachers who participated in this study, the research procedures carefully followed Massey University's Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants (Massey University, 2015). This study was peer-reviewed and evaluated to be low risk by the Massey University Human Ethics Committees (see Appendix K).

To comply with the human ethics requirements and out of respect for my research participants' rights, prior to my on-site data collection I prepared relevant documents including research information sheets (see Appendices E, L, M), cover letters (see Appendices D, N), consent forms (see Appendices O, P), and transcript release authority (see Appendix Q). These documents provided details about myself, my research project, and the mutual commitments of the researcher and participants throughout the research process. The documents also informed the participants about their rights during their participation in the study, such as the right to decide whether to answer any particular questions, and the right to withdraw from the study up to a certain time. All documents were translated into Thai to ensure participants had a clear understanding of the study and their rights.

In addition, it is important to protect both researchers and participants from physical and psychological (or emotional) harm (Berg, 2009). In this research, the process was carefully evaluated to ensure that no action would cause any physical harm to either me as the researcher or any of my participants. I therefore followed confidentiality and anonymity principles to ensure that my participants' identities were not revealed in any

reports on the research. Questionnaire respondents were anonymous. Information from those respondents who voluntarily gave their names and contact details for the follow-up interview participation was detached from the questionnaire prior to the analysis of this data. In transcribing, pseudonyms were used for all interview participants and their universities. I was also the only person who had access to the survey data. This data and that from the digitally recorded interviews were stored in my password-protected computer, and consent forms were stored securely and separately from the data.

Moreover, to avoid problems related to the validity, reliability, and meaningfulness of the data that might occur when conducting research in the researcher's setting (Field & Morse, 1992), I decided not to conduct any interviews with my current colleagues. In terms of the retrospective interviews that I undertook with my former teachers and colleagues, in the initial phase of the research, both participants were retired from their jobs and voluntarily agreed to take part in this study.

3.6 Summary

In this chapter, an overview of the methodological framework underpinning this study was presented. To answer the research questions effectively, both quantitative and qualitative methods were adopted. The selection of research approaches reflected the constructivist paradigm that was used in this study. In this, different types of data gathering tools were included in order to provide a deep and detailed description of the development of Business English in the Thai tertiary context, especially from *on the ground* perspectives. In addition, multiple sources of data collection and different groups of participants from various university settings helped to provide rich in-depth insights.

In this chapter, the characteristics of participants, development of data collection instruments and the data gathering procedures used in each phase were explained in detail. The research participants included experienced Business English teachers, leaders of Business English programmes, and Business English teachers. Three key instruments were used to collect data in this study: questionnaire (including scenarios), semi-structured interviews (including activity prompts), and informal context observations. Quantitative data were analysed statistically, while thematic analysis was used to analyse the qualitative data. After describing these processes, an explanation of the strategies applied to ensure validity and reliability of this study was presented. Finally, ethical considerations were discussed.

In the following three chapters I will present the findings from this study. In Chapter Four retrospective perspectives of the experienced Business English teachers are presented on the emergence, changes, and developments of this programme in two different tertiary settings. Chapter Five provides an overview of initial findings about the contemporary Business English programmes in the Thai tertiary context. The last findings chapter, Chapter Six, focuses on teachers' perspectives on changes in, and future challenges for, Business English programmes.

CHAPTER FOUR

RETROSPECTIVE PERSPECTIVES ON BUSINESS ENGLISH IN TWO THAI TERTIARY SETTINGS

4.1 Introduction

This chapter reports on the findings from the retrospective interviews with five teachers from two institutions, Thanat University of Technology (TUOT) and Deelert University (DU). These teachers had experience in the Business English field from the early emergence and development of such programmes in the Thai tertiary context. Their views on the development of Business English are presented first with regard to TUOT and then with regard to DU, revealing the teachers' perspectives on the operation on the programmes they have been involved with. All names of universities and teachers in this chapter are pseudonyms.

4.2 The Experienced Teachers

The five experienced teachers who participated in this study were Ajarn Kanlaya, Ajarn Prasert, Ajarn Pranee, Ajarn Karuna, and Ajarn Sunee (in Thai *Ajarn* means university teacher, and is used in front of the first name to show respect). Ajarn Kanlaya, and Ajarn Prasert were from TUOT, while Ajarn Pranee, Ajarn Karuna, and Ajarn Sunee were from DU. Before moving to explain the history of Business English programmes in the Thai tertiary context, the professional backgrounds of the five experienced teachers, who provided insights into this history, will be described. A summary of their profiles is also presented in Table 4.1.

4.2.1 The experienced teachers at TUOT

Ajarn Kanlaya

Ajarn Kanlaya was in her early 60s at the time of the study. She had retired from her earlier position as a teacher of the Faculty of Business Administration in Thanat University of Technology, Northern Campus. She started her teaching career in 1974. During that time, she had a total of 40 years of teaching experience in accountancy and tourism management. She initially majored in Accountancy but she was also interested in tourism. She therefore attended the professional tour-guide training programme and launched the Certificate in Higher Vocational Education programme in Tourism in her institution in 1991. She remained in charge of the Tourism programme for 8 years before moving to an administrative position.

Ajarn Prasert

Ajarn Prasert was a recently retired teacher of the Business English program at TUOT Northern Campus (the same university as Ajarn Kanlaya). At the time of the study he was a guest lecturer, teaching Thai culture, in China. Ajarn Prasert had 39 years of teaching experience. He completed degrees in both English teaching and Tourism, and also had experience in the Tourism industry. He then started his teaching career as a Tourism and English teacher. As Tourism and Business English were administered together, Ajarn Prasert took part in Business English from the very beginning of the programme. He had been in the field of teaching Business English for 18 years before his retirement, at which time he was the head of this programme.

4.2.2 The experienced teachers at DU

Ajarn Pranee

At the time of the study, Ajarn Pranee was an English teacher in Deelert University, Central Campus. She had a total of 42 years of English teaching experience, 30 years of which were focused on Business English. While Ajarn Pranee was officially retired at the time of the interview, she was still continuing to teach, together with holding an administrative position in the International Relations Department at her current university.

Ajarn Karuna

Ajarn Karuna was an English teacher in DU, Northern Campus. During her 45 years of English teaching experience, she spent 24 years specialising in Business English. At the time of the study Ajarn Karuna had retired but she still continued teaching and supervising students in the International College, which was a separate faculty in her university.

Ajarn Sunee

Ajarn Sunee was an English teacher in DU, Southern Campus. She had 31 years of English teaching experience, and mainly taught reading, writing, and Business English. She was a head of the Business English programme and of the English language programme for some time. At the time of the study, she was a PhD candidate studying in the field of English at a university in Thailand.

There was only one male among the five experienced teachers who participated in phase one of the study. The teachers from both universities had different educational

backgrounds: the TUOT teachers had degrees in business-related fields, whereas the DU teachers had majored in English. Also, while the two teachers from TUOT had retired when interviewed, the teachers from DU had continued to teach. All the teachers in this phase had over 30 years of teaching experience. A summary of their profiles is shown in Table 4.1.

Table 4.1 Demographic data of the experienced teachers

	Ajarn Kanlaya	Ajarn Prasert	Ajarn Pranee	Ajarn Karuna	Ajarn Sunee
Gender	female	male	female	female	female
Age	over 61	over 61	over 61	over 61	51-60
Qualifications	Master of Accountancy	Master in Tourism Management & Marketing	Master in English	Master in Teaching English	Master in English
Academic Position	Lecturer (retired)	Lecturer (retired)	Assistant Professor	Lecturer	Assistant Professor
University	TUOT	TUOT	DU	DU	DU
Region	north	north	central	north	south
Teaching experience	39 years	40 years	42 years	45 years	31 years

The next two sections present the emergence and development of Business English programmes in the two Thai tertiary contexts. The first setting to be presented is Thanat University of Technology, followed by the second setting, Deelert University.

4.3 Setting 1: Thanat University of Technology

Thanat University of Technology was primarily founded as a government-run polytechnic and vocational college with campuses located in different provinces of Thailand, in the northern, north-eastern, central, and southern regions. The campuses were administered centrally for many functions but each had a degree of autonomy. In the initial period of its development, the university provided vocational education at three

levels: Certificate in Vocational Education (Cert. Voc.—a three-year programme for students who have completed lower secondary education or grade 9); Certificate in Higher Vocational Education (Cert. Higher Voc.—a two-year programme offered to those who have completed Cert. Voc., or upper secondary education or grade 12); and a Bachelor’s Degree. For the degree of Bachelor in Business Administration, there were two routes: the two-year programme for Cert. Higher Voc. graduates who wanted to continue to degree level, and a four-year programme for those who had completed upper secondary education, or Cert. Voc. education. Candidates, who came from either this or another institution and wanted to enrol in any programme, had to pass an entrance exam and an interview.

In 1984, the name “Polytechnic and Vocational College” was changed to “Thanat Institution of Technology”. After that, in 2005, the different campuses for Thanat Institution of Technology were grouped according to their locations and upgraded into nine universities. Each of these universities bore the same name, “Thanat University of Technology” (TUOT), but with the addition of their locations, and each adopted the same administration system. As each TUOT university developed it came to include satellite campuses which were located in its neighbouring areas. The study programmes in each campus varied slightly in terms of their different academic areas. At the time of the study, most TUOT campuses had stopped providing Cert. Voc. and Cert. Higher Voc. Figure 4.1 shows the education system in the nine TUOTs both in the past and at the time of the study.

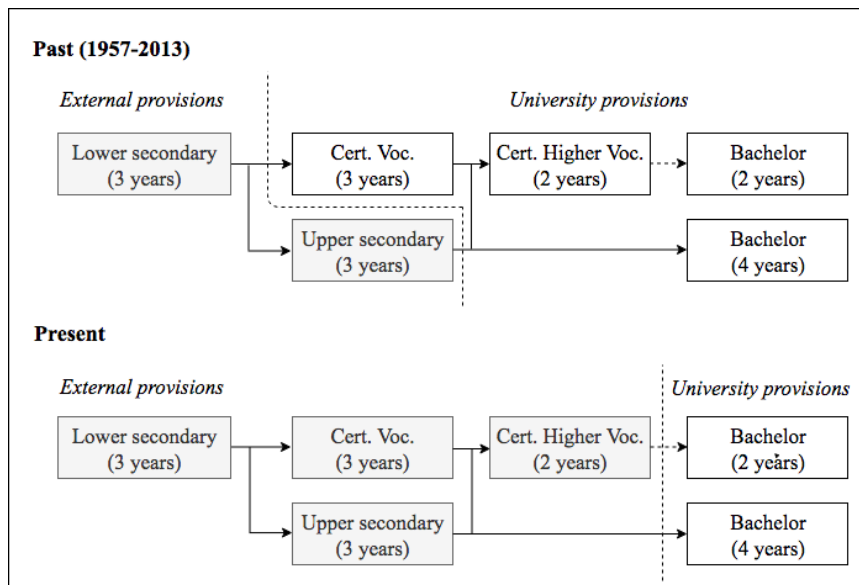


Figure 4.1 The education system in TUOT: past and present

Although the nine TUOTs had a strong reputation for producing skilled graduates, doubts were raised about their education quality when they became universities (Posttodayonline, 2018). TUOTs, as new universities, were then considered to be one of the first group which had been included in the “reprofiling” project of the Office of the Higher Education Commission Thailand (Ratananukul, 2016; Thairath, 2016). This project aimed to enable new universities to fulfil their true potential. Bearing in mind this institutional background, we will now move on to look at the development of a Business English programme that was based in one of the nine campuses, referred to here as TUOT, Northern Campus.

In the next section, the emergence of the Business English programme at TUOT, Northern Campus programme is presented first, followed by the development of the programme. Finally, teachers’ perspectives on the current and the future trajectory of the programme are revealed. These findings were drawn from the insights of Ajarn Kanlaya, and Ajarn Prasert (see Section 4.2.1 for their profiles).

4.3.1 Emergence of the Business English programme: A bottom-up initiative

At TUOT, Northern Campus, the Business English programme is located in the Faculty of Business Administration. It is important to note that not all TUOT campuses provide Business English programmes. Usually these programmes are only provided at those campuses located in large provinces. As each university established a Faculty of Business Administration at different times, in this research I will focus only on the two interviewees who were at TUOT, Northern Campus. The Faculty of Business Administration at this university campus was first founded in 1957 and until 1964 only provided the Cert. Voc. in Commerce. After that time, the Cert. Higher Voc. programmes were developed in Secretarial, Accountancy, Marketing, Management, and Tourism. Courses in Accountancy, Marketing, and Management were also provided as part of the Bachelor of Business Administration. Later, a course in Business English was launched in 1997 as a new alternative route to a Bachelor of Business Administration. In 2000, the Cert. Voc. programme was terminated. Most recently, in 2014, the Cert. Higher Voc. was also terminated (see Figure 4.2). This meant that, at the time of the interview, the faculty offered only one level of qualification, a Bachelor's degree for vocational and/or lower secondary graduates from other institutions. While in the past all programmes had accepted students from both within TUOT, Northern Campus, and from external institutions, this was no longer the case. Moreover, all graduates from this faculty, including Business English major, would now be awarded a degree in Business Administration.

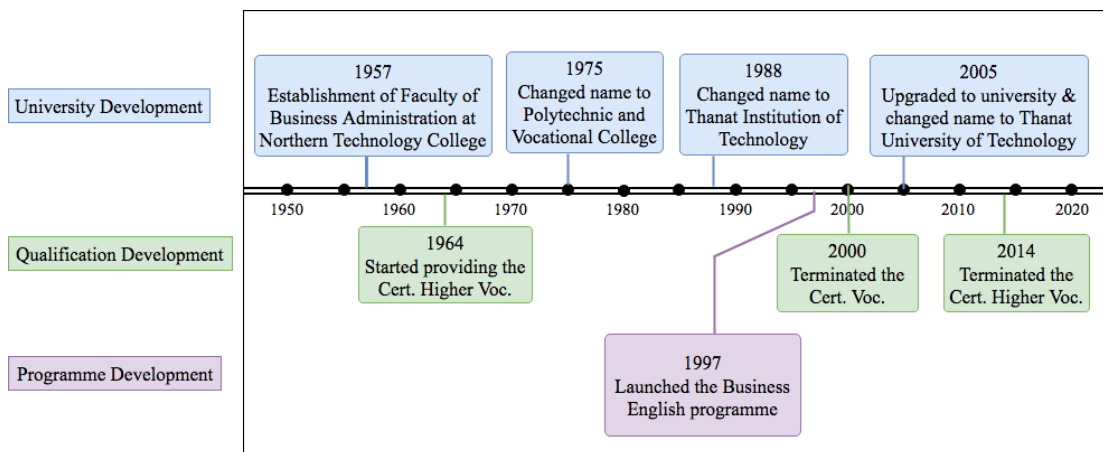


Figure 4.2 A brief timeline of TUOT, Northern Campus's development

According to an interview with one of the founders of the Business English programme at TUOT Northern Campus, the Business English programme was founded 20 years ago, based on an initiative by the head of the Tourism programme, Ajarn Kanlaya. At that time, there were only three branches of a Bachelor of Business Administration (i.e. Accountancy, Marketing, and Management) which her Tourism students could choose if they wanted to continue their further study in this institution. She then decided in 1997 to launch a new two-year Bachelor's degree programme in Business English. At the time of the study, in the Faculty of Business Administration, students from all majors, including Tourism, were required to study core business courses (such as *Fundamental Accountancy*, *Introduction to Management*, and *Introduction to Marketing*) in their early years.

Ajarn Kanlaya saw Tourism students as a special category of business students. Tourism students had more chances to be exposed to English than students from other majors. Some of their courses, such as Tour Guide and Hospitality, were taught in English by both Thai and foreign teachers. As a result, Ajarn Kanlaya saw Business English as providing an opportunity for her Tourism students to compete with other Business

students in the future labour market. She also saw this programme was an alternative for students who wanted to continue their higher education in the field in an area other than Tourism:

After we provided the Certificate in Higher Vocation in Tourism for about 10 years, we thought that the students should continue their study to a Bachelor degree. However, the degree in Tourism usually focuses only on languages [English, and Japanese or French] while Business English would provide students with an opportunity to learn more about and enter into the field of business. I then launched the Business English programme in order to provide further education for my Higher Vocational Certificate Tourism students. (RKanlaya 031115)

Ajarn Kanlaya learned of Business English from another TUOT campus in Bangkok. At that time, Business English was only provided as a major in the Faculty of Business Administration at the Bangkok campuses of TUOT. Thus, when Ajarn Kanlaya planned to launch a Business English programme at the TUOT, Northern campus, she consulted other TUOT campuses and initially adopted their curriculum. As she explained, “I knew of Business English as we were under the Faculty of Business Administration. This faculty in Bangkok provided a Business English programme, so we then followed what they did” (RKanlaya 031115).

As explained in her interview, the founder of the Business English programme, Ajarn Kanlaya, developed this programme to meet her Tourism students’ demand for further study. She therefore tried to find a programme in the business field which she thought would be the most appropriate to her students’ abilities (basic knowledge of business, and some communicative English skills) and also most useful for their future

careers. Among the business programmes she was aware of, Business English, in her mind, was the best choice.

As the Business English programme was initially offered as a two-year Bachelor's Degree programme, students were Cert. Higher Voc. graduates with background knowledge and/or experience in Business or related fields. The selection process developed at that time, for candidates who wanted to enrol in the Business English programme, has not varied since it was initially introduced. Students still have to take an entrance exam which covers three sections: (i) the main subjects of the Basic Education Core Curriculum (Thai language, mathematics, social studies, and English in everyday use), (ii) basic business knowledge, and (iii) basic Business English knowledge. After that, candidates who pass the entrance exam have to attend a university admission interview in English. Therefore, Business English students are expected to have basic knowledge in business and Business English. During their study, they are also required to enrol in a wide range of English for Business Purposes, and business-related courses, as well as additional languages (students can choose between Japanese and Chinese).

The following section presents the findings about the development of the Business English programme by Ajarn Prasert, who was also in the TUOT, Northern campus.

4.3.2 Development of Business English programme

The Business English programme was first offered at TUOT University in 1997 as an additional class in the evening as part of a two-year Bachelor's degree with a maximum of 30 students per class. Two years later, in 1999, a daytime class was added to the schedule, meaning that both daytime and evening classes were provided concurrently. In line with the wider development of the institution, the Business English

programme grew from a two-year programme to a four-year programme. Currently, both the two-year and four-year programmes are offered, including a daytime class and an evening class. Ajarn Prasert expressed his delight at this steady growth of his Business English programme. The marketability of his programme was evident in that it grew continuously. He remarked: “As there were always more applicants than available seats, we offered one daytime class and one evening class. After we terminated the Tourism programme, we provided another two classes for a four-year Business English programme.” (RPrasert 161015)

The curriculum of the Business English programme was revised every five years according to the regulations of the Thai Qualification Framework for Higher Education (TQF). After the institution was upgraded to a university in 2005, the university operated more independently and was no longer linked to the central TUOT campus in Bangkok. Accordingly, it was necessary for teachers in the Business English programme on the northern campus to create their own curriculum. As a result, the courses were updated and rewritten. Teachers developed their own syllabi, building on their particular background. For example, Ajarn Prasert was trained in a western university where the key lecturer focused his research and teaching on vocabulary, so gave his own teaching a similar focus. In line with this change, the university increased the number of Business English teachers and modified the requirements for these new teacher recruitments, placing more emphasis on English language background. The programme thus recruited some new teachers who held Master’s degrees in English language teaching instead of degrees in business-related fields.

While there were many changes in this programme, Ajarn Prasert continued to pay attention to the correct use of language, rather than developing communicative fluency. In particular, he thought that extensive vocabulary and correct pronunciation were the key to success in communication:

Whatever course I taught I always added the three thousand most frequently used word list into [the dictation activities]. ... I deeply believed it is useful ... especially when you go to work. ... Another important thing is phonetic symbols because if we know phonetic symbols and how to pronounce them, we can read any words. ... I am happy that I have taught students these two topics. (RPrasert 151015)

Although Ajarn Prasert did not change his teaching focus, he mentioned the benefit of new technology and teaching materials which made his teaching easier and more effective. This shows how he was adapting himself to the changing world.

Overall, the Business English programme at TUOT Northern Campus appears to have been developed in response to external factors, such as the upgrading of the institutional status, the needs of prospective students, government policy, and the development of new technology.

4.3.3 Teachers' perspectives on the current Business English programme

This section presents the perspectives of the two Business English teachers, Ajarn Kanlaya and Ajarn Prasert, from TUOT Northern Campus, as they looked back on their experience of Business English as pioneering teachers in this field. In their interviews, they focused on three areas: different views on what is Business English, evaluating the

success of the programme, and initial concerns about the programme. Each of these areas will now be explored in more detail.

Different views on what is Business English

Ajarn Kanlaya, the founder of the Business English programme, had a business teaching background. From her viewpoint, Business English was a sub-field of Business Administration; therefore, students with basic knowledge in business, like Tourism students, could enrol in this programme:

The reason why we chose Business English was because, while the students were studying at the Certificate in Higher Vocational level, they were students of the Faculty of Business Administration. They should have learned all the basic knowledge related to business administration.

(RKanlaya 031115)

Ajarn Kanlaya saw Business English as a combination of Business and English. This view reflects the curriculum she developed, which covered both business topics (such as *Statistical Analysis in Business*, and *Personnel Management*) and English for Business Purposes topics (for instance, *English for Business Communication*, and *English Business Report Writing*). Accordingly, in developing the programme she wanted to recruit teachers who had both business and English knowledge. However, this programme was at first run by a team of Tourism teachers. Ajarn Kanlaya therefore used her available resources to best advantage, encouraging the Tourism programme and the Business English programme to share all of their resources, including having staff work across both programmes. It may be that she thought Tourism teachers had both business knowledge and good English skills, compared to staff in other Business fields: “At that time, we need

to find teachers who know business language, know both business and English” (RKanlaya 031115).

Whilst from the start the Business English programme has been open to any students with a degree in any business fields, Ajarn Kanlaya evidently believed that her Tourism students were well suited to this programme. Since tourism students had more chance to study in English than other majors, she was convinced they could learn about the business context through English and that this would be an advantage:

The important thing is that they have learned them [knowledge about business] through Thai or English. Thus, tourism students should continue their study in Business English. Also, the feedback from [Business English] graduates [especially who were former tourism students] showed that they got a good job with a career in business. (RKanlaya 031115)

However, it seemed from her comments that Ajarn Kanlaya considered Business English and Tourism to be similar to each other, as both subjects were taught through English in class. She thought that the business context was the core of the Business English field and English was only a communication tool. It therefore seems that she thought Business English was the teaching of Business through English rather than English for Business.

On the other hand, Ajarn Prasert, who had both business experience and English teaching background, understood Business English in a different way. He had heard the term *Business English* before his university started this programme. Ajarn Prasert met two trainees from other universities who majored in Business English while he was working at a tour company. At that time, he did not have a clear understanding of the

programme and did not pay much attention to it. After his Business English programme had been launched, however, Ajarn Prasert said he developed a clearer understanding about this programme and came to understand that Business English was totally different from Tourism. Now, he saw Business English as the teaching of English for Business Purposes. In particular, he believed that Business English students studied language used in various business contexts, while Tourism students learned only the language used in the tourism industry. Furthermore, his students' background was different from the Business English students he had met previously. His new Business English students were former business vocational students and they all had fundamental knowledge of the business field:

Later I realised that Business English, and Tourism graduates are from different fields of study. Thus, after we had launched Business English I grasped the significance of this programme. It is not a teaching of English for English but of English for Business. Graduates will enter into a variety of business occupations such as Marketing, Management, and Accountancy.

(RPrasert 151015)

Over time, Ajarn Prasert began to identify the benefits for students, in terms of choice of employment. He came to realise that English for Business Purposes empowered his students when they were in real business situations. This is because the students had both English skills and business skills (even though they were not expert in both of these areas). He explained that this had advantages for their employability:

Since it is an English in business context, we are able to work in broader areas. Our employer will appreciate that as we are able to work in many different jobs. It is true that we are not an expert but companies are satisfied with multi-tasking employees. (RPrasert 151015)

From Ajarn Prasert's comments it appeared that he thought that Business English is a combination of English and Business. Nevertheless, his understanding about it seemed to be rather different from that of Ajarn Kanlaya (his head of department). In Ajarn Prasert's view, English was the main focus of this programme while business was a supplementary skill which students learned through contexts they studied.

These two former teachers expressed different viewpoints on the concept of Business English. These differing views may be attributed to the differences in each of their teaching and educational backgrounds. Ajarn Kanlaya's experience was teaching accounting and tourism management, and therefore she tended to emphasize teaching of Business through English in Business English courses. However, Ajarn Prasert's experience was teaching tourism and English language, and therefore he tended to emphasize teaching English, as it is used in business contexts, in his Business English courses.

Evaluating the success of the programme

Both Ajarn Kanlaya and Ajarn Prasert had a very positive view of the Business English programme. They thought that the success of the programme could be seen from the number of applicants in each academic year. In their view, if the number of applicants is larger than the maximum number of required students that indicates that the programme is seen as successful among students. This can be seen in the way that Ajarn Prasert

expressed his satisfaction with the response of the students to the programme in its early stage:

We were still in the process of observing our programme's marketability. At the beginning of the programme, we only wanted to know whether students are interested in our programme. Eventually, after we had launched it, it was quite popular. There are many students from other business fields enrolled in this programme. ... Our programme was successful if we evaluated the success of the programme from the number of candidates. The number of applicants was more than the number we wanted every time.
(RPrasert 161015)

In addition, acceptance from the labour market was seen as an indicator of the success of the programme. The ability of graduates to get jobs relating to their major field indicated that the programme had the capability to answer labour market's demand. As Ajarn Kanlaya stated "I appreciate the achievement of the students, of the graduates. They were able to find jobs that need language skills. They were able to find business jobs that require language skills" (RKanlaya 031115).

In the views of these two teachers, the achievement of their programme appeared to depend on students' interest in the programme or students' success in job applications, both of which they regarded as an accomplishment of their programme.

Initial concerns about the programme

At the beginning of the Business English programme, there were major concerns over two areas: selecting qualified teachers, and students' prior knowledge. According to their different understanding of Business English, the concerns of the two participants

about finding qualified teachers were slightly different. As shown in her words below, Ajarn Kanlaya (the founder of the programme) seemed to want teachers, both Thai and foreigners, who could impart business knowledge through English:

It is quite difficult to find foreign teachers for our programme. The ones we employed had a degree that was unrelated to our field. ... Most of our [Thai] teachers are only English teachers. ... In fact, we need a person with both skills. I think it is good if the teacher graduated with a major in Business Administration from abroad, or if he has studied Business Administration in English. (RKanlaya 031115)

Different from Ajarn Kanlaya, Ajarn Prasert did not focus on the educational background of the teacher. He believed that studying English with native speakers was a key to students' success in English learning, and in his view it was not appropriate to have only Thai teachers in the programme. Therefore, finding native speaker teachers was the focus at the early stage of his involvement in the Business English programme:

It was quite difficult to find foreign teachers for each course. There were absolutely no foreign teachers at our university. Theoretically, any programme providing a foreign language course (no matter what language it is) should have a native speaking teacher. ... Thus, it was our main problem; we produced graduates who had no chance to study with a native speaker. (RPrasert 161015)

In addition, Ajarn Prasert thought that employing full-time foreign teachers would benefit both students and teachers. A key point for him was that English programmes should have an expert in English, and it would be better if such an expert was a native

speaker. He observed that “If we have a full-time native speaking teacher with us, he would help us a lot. No matter how skilful we are, it is his language. We sometimes need to ask the native speakers.” (RPrasert 161015)

A second area of concern related to the knowledge that students had on entry to the programme, even though there were student selection processes (written multiple choice entrance exam and then a routine oral interview). Since Ajarn Kanlaya believed that English language was the key to future success in the learning of Business English students, she thought that the low proficiency in English that she had observed in her learners might impact on the students’ ability to progress in the programme. She noted: “If the students did not have a strong language background, it is difficult for them to continue their study in this field; they would learn quite slowly” (RKanlaya 031115).

It seemed that both of these two teachers valued the students’ exposure to native English speakers. In Thailand, the presence of a native speaking teacher is perceived as contributing to the reliability of language teaching institutions. Both Ajarn Kanlaya and Ajarn Prasert thought that having a chance to study with native teachers would differentiate their programme from other business programme. Also, they believed that having native speakers teaching in their programme would raise public confidence in the quality of the programme.

Although the two teachers had retired, during the interview they expressed their ideas about the future trajectory of the Business English programme. These views are presented in the next section.

4.3.4 Views on the future trajectory of the programme

When talking about the future of the Business English programme, Ajarn Prasert expressed confidence in this programme as he believed that English is still the most widely recognised international language: “I was sure our programme will continue to operate. Even though Chinese has received a lot of attention from people English is still important” (RPrasert 161015).

From Ajarn Kanlaya’s view, the future of Business English depended on the objectives of the programme. She wanted the programme to aim at a higher goal, rather than just producing office staff for business organisations. In her opinion, students should have a chance to work in management positions in international or transnational organisations:

We have to think about what we want the Business English students to be in the future. ... In the future our Business English students would be (What do you call?) directors of international organisations or international business or transnational business. Nowadays they work in those organisations but not in high-powered positions. We need to set a new goal. Our students should have a chance to be a director of a transnational company, since to be a good director they need to have good language skills and good understanding of business characteristics. (RKanlaya 031115)

Moreover, Ajarn Kanlaya believed that a third language and intercultural understanding would be important to Business English in the future as these skills can provide graduates with the opportunity to get a good job:

I used to think that students should have high proficiency in English so that they can apply for jobs which need English competence. For example, a graduate, who can speak some Japanese, applied for the job at a sky train company. He got a job after he was asked to speak some Japanese. It is obvious that these organisations need Business English students with other language skills as their special abilities ... if you study Chinese, you should learn Chinese culture. You should understand Chinese businesses and how you can get access to these. I think this is the focus of business language. The students should learn the business culture of the country where they studied its language. Also, they should be trained in the place relating to what they have learned. (RKanlaya 031115)

In contrast, while Ajarn Kanlaya devoted her attention to preparing her students for their future, Ajarn Prasert mentioned his concerns about the quality of the students. As a result of the regulations in the Thai Qualifications Framework for Higher Education (TQF), teachers are required to produce documents as part of the quality assurance process. In Ajarn Prasert's view, this process consumed too much of teachers' time and therefore affected the quality of their teaching. In particular, he was not comfortable with the way it eroded time from preparing quality classes:

The most important problem is TQF. It is a documenting duty. It takes time to complete it. ... I have to produce documents to evaluate my own performance. ... How can I find the time for this if I don't use my teaching preparation time? The quality of the students will drop [because of the lack of time to take care of their needs]. (RPrasert 161015)

As shown above, both interviewees prioritised the potential benefits to students from their courses. Furthermore, Ajarn Kanlaya appeared to realise that the stakeholders of the programme were not only teachers and students but also prospective employers of the students. As a result, she recommended that the programme should be adapted to meet labour market trends.

In the final two sections covering the history of the Business English programme at TUOT the teachers' closing reflections and the overall development trajectory of the programme are presented.

4.3.5 Teachers' closing reflections

At the end of the interview, Ajarn Prasert confessed that initially he did not agree with the founding of Business English. As a subordinate he had to do what he had been told. He actually wanted his Tourism students to have a bachelor's degree in Tourism. However, he later changed his mind as he spent more time in this programme, and he came to have confidence in the future of the Business English programme: "At that time, I actually did not agree with Ajarn Kanlaya's initiative. But when she had run this programme for a while, I later thought that she was right" (RPrasert 161015).

Similar to Ajarn Prasert, Ajarn Kanlaya expressed confidence in the Business English programme she had initiated. She believed that the degree in Business Administration would provide Business English graduates with better job opportunities. Nevertheless, she still worried about the future of the students, in terms of their level of English proficiency, especially when comparing Thai students with students from other countries in Asia.

The companies tend to recruit graduates with a degree in Business Administration rather than a degree in Liberal Arts. However, the students now should be prepared for future changes. I do think all traditional study programmes [the study programme in which every course is taught in Thai] will be replaced by international programmes [every course is taught in English]. Therefore, we have to change to an international programme. If we don't change, our students will be unable to improve their English proficiency. Indians have good English because they study every subject in English since high school level. (RKanlaya 031115)

Overall, at the end of their interviews, even though there was some uncertainty about the future of the Business English programme, the two Business English teachers from TUOT Northern Campus were very certain of the potential of their programme to answer the needs of both students and the labour market.

4.3.6 Overview of development trajectory of the Business English programme

Drawing on Fullan's (2001) process of change, an overview of the development of the Business English programme at TUOT is presented in Figure 4.3. There were three phases of the development of Business English programme. This development was also not a linear process, but rather a continuous interactive process. In the initiation phase, the founder of the Business English programme initiated this programme as a new alternative programme for Tourism students who would like to pursue their Bachelor's degree in Business Administration. Then, in the implementation phase, a new study programme, for which the curriculum was initially adopted from Bangkok campuses, was launched as a two-year bachelor's degree programme. At the time of the study, the programme continued to operate until the latest stage (institutionalisation phase) where it

was no longer seen as a new programme. Nevertheless, during the institutionalisation phase, many changes took place. These changes could be seen as an initiation phase which reoccurred during the operation of the programme. For example, a new route to a four-year bachelors' degree programme in Business English was introduced and added to the schedule.

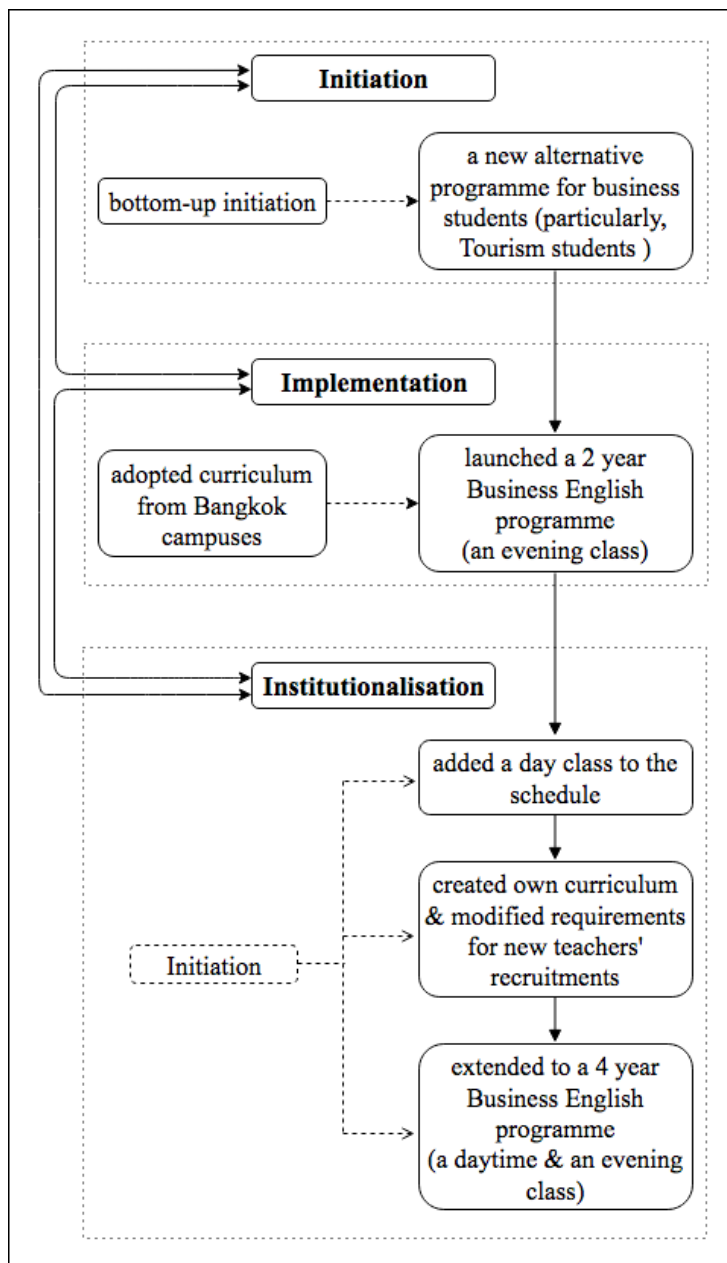


Figure 4.3 Developments in the trajectory of the Business English programme at TUOT

In the next section, we will move on to look at the Business English programme at the second setting, Deelert University.

4.4 Setting 2: Deelert University

The second university setting, Deelert (DU), was originally a group of teachers' colleges located in different provinces throughout Thailand and administered by the Teachers' College Council in Bangkok. All colleges had the same name and used a common curriculum designed by the council. These teachers' colleges provided for upper secondary graduates (grade 12) who would like to become teachers through teacher education programmes in two levels: Certificate of Higher Education (Cert. Higher Ed.—a two-year programme which is comparable to a Diploma), and Bachelor's Degree (a four-year programme). Pre-service teaching degrees were offered in a range of fields such as English, Thai, and Sciences. In 1985, the teachers' colleges began to operate under a new policy to diversify their fields of study. As a result, at that time, they had stopped providing Cert. Higher Ed and offered general degrees in three areas: Education, Liberal Arts, and Sciences. A four-year bachelor's degree programme could be taken in a range of fields by upper secondary graduates (grade 12). The development of the early education system at DU, from 1960 to 1984, as well as a key change that was introduced in 1985, is presented in Figure 4.4.

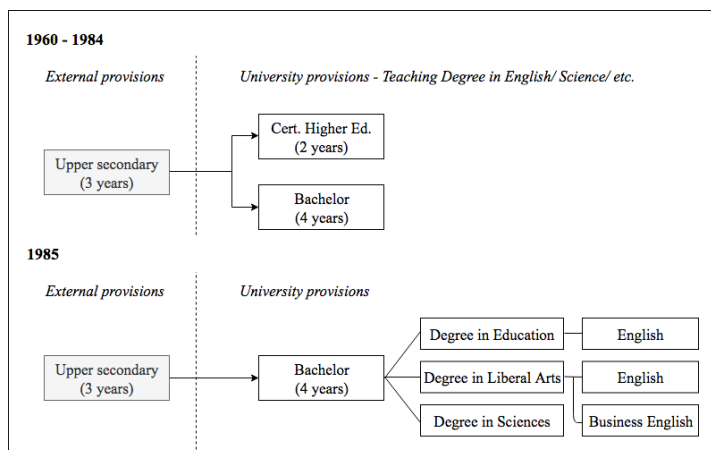


Figure 4.4 The Education in Deelert University (1960 to 1985)

In 2004, all teachers' colleges in Thailand were upgraded to the status of universities, which provided a wider variety of study fields (see Figure 4.5 for the timeline showing the development of DU). Candidates who wanted to enrol in any programme had to pass an entrance exam and an interview. However, the university admission system varied depending on the special requirements of each study programme. For example, applicants for particular study programmes, such as an international programme (see Section 1.3.2), might be required to provide English Proficiency Test results and/or to attend an interview instead of taking a formal entrance exam. Moreover, the criteria for admission depended on each university's policy. According to comments from the interviews with experienced teachers in the current study, the minimum pass mark for the entry test at the university campuses located in smaller provinces was typically lower than for those in larger provinces. The university campuses in smaller provinces also gave special privilege to applicants who lived in local provinces or neighbouring areas.

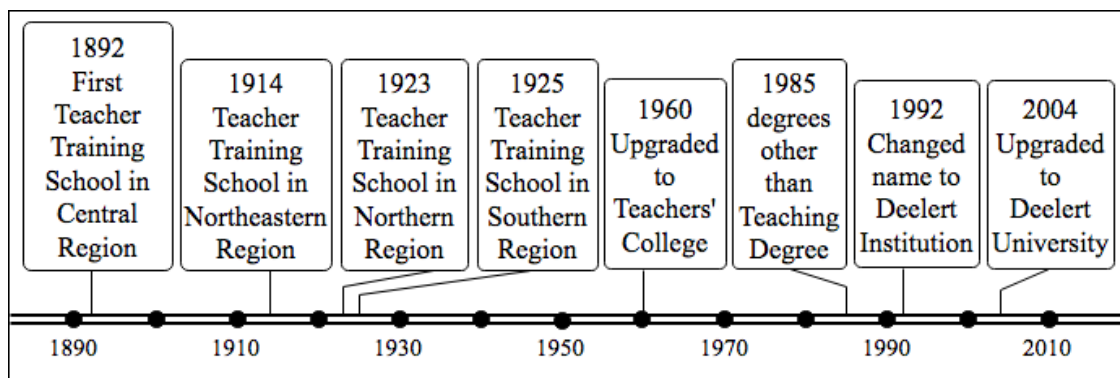


Figure 4.5 A timeline of Deelert University's campus development

Similar to the campuses attached to TUOT, the DU campuses reportedly faced the challenge of matching the prestige of older universities. In order to increase their share of the student market, funding, and public acceptance, it was noted that a number of campuses affiliated with DU had expanded their educational markets by establishing International Colleges. These colleges offered a wide range of degree programmes which used either English or Chinese as the medium for teaching.

In the following section, the participating teachers' perspectives on the development of the Business English programme at DU are outlined, beginning with the emergence of the programme, before moving on to the development of the programme. Finally, teachers' perspectives on the current situation as well as the future trajectory of the Business English programme are presented. These findings were drawn from the retrospective interviews with Ajarn Pranee, Ajarn Karuna, and Ajarn Sunee (who were introduced in section 4.2.2).

4.4.1 Emergence of the Business English programme: Top-down initiative

After the teachers' colleges divided the field of education into three areas (Education, Liberal Arts, and Sciences) in 1985, the Liberal Arts school launched three

new programmes: Tourism and Hospitality, English, and Business English. The last two programmes were initially administered by the Foreign Language Department. At the time of the study, however, both were under the English Department, in the Faculty of Humanities and Social Sciences. The new Business English programme was provided as a four-year undergraduate programme and graduates were awarded a degree in Liberal Arts.

According to interviews with Ajarn Pranee and Ajarn Karuna, who witnessed the beginning of the Business English programme in DU, the launching of a Business English programme was an endeavour on the part of the institutions to change their status from teachers' colleges to tertiary institutions which provide a variety of degree courses:

It is the policy. As the college was transformed from a school for a specific field of study to being a higher education institution, it was required to provide additional programmes that differed from their former ones. In addition to the degree in Education (majoring in English), we launched Business English as our new programme [All English courses provided in this institution were supervised by the English Department]. (RPranee 251115)

In the beginning of this change, the operation of Business English programmes was supervised by the institutional council. This council was responsible for designing and developing both the curriculum and the teaching materials. As Ajarn Karuna explained, "the curriculum was derived from Bangkok because our institution was linked to the office of institutional council in Bangkok. This office administered about 44 provincial institutions. Thus, the curriculum designed by the office was used throughout the country" (RKaruna 101115).

The Business English programme at DU was offered to upper secondary graduates (grade 12) with lower intermediate English competency. All students were required to pass an entrance examination (which tested their knowledge of general English) before entering this programme. It was not necessary for the students to have a background knowledge of business. This decision was made because, during their study, they would have a chance to enrol in a wide range of English for Specific Purposes, and business-related courses. It is important to emphasize that these offerings had not been included as part of the teacher education programme.

The next section presents the development of the Business English programme in DU through the viewpoints of the teachers from different campuses.

4.4.2 Development of Business English programme

The three teachers from DU who were interviewed reported that there had been many changes to the Business English programme at DU. In particular, courses had been adapted to suit government and university policies, taking into account global needs. As a result, the programme had been internationalised. It appeared that the tourism industry had to some degree influenced the current focus of the Business English programme. These changes can be seen in Ajarn Pranee's comment below, which showed how new courses, that were being prepared for exchange students (from countries such as China, and Taiwan), appeared to respond to tourism industry trends:

Our curriculum has changed, for example the course on *Background to English Speaking Countries* was cancelled because the world situation has changed. It is not necessary to learn something like this. ... We added some new elective courses such as *ASEAN Cuisine* and our most popular course,

Performing Arts [taught in English]. ... These are stand-alone courses which were prepared for foreign students from countries such as China and Taiwan. ... We also send our students to Taiwan for courses that we do not provide, such as *Casino Management* [In Thailand, casinos are prohibited by law]. ... We coordinate with a hospitality university there. ... Many courses in the Business English field have been adapted according to rapidly changing world trends. (RPranee 251115)

Ajarn Pranee's comments indicate that the programme did not aim only to serve the demand of international students but also to produce a labour force that could respond to international markets rather than just the local markets. Furthermore, it emerged that most of DU's campuses now offered two options for Business English programmes: Business English, which was under the supervision of English Department (all courses except English and English for Specific Purposes courses taught in Thai); and Business English (international), which was supervised by International Colleges. All of these courses were offered in English and the tuition fees are higher than those in the programme run by the English Department.

Even though there have been changes in the Business English programme, all three participating teachers reported that they had not changed their teaching approach. They still used a communicative approach in all of the courses they taught, as shown in Ajarn Pranee's explanation below:

For many years, if my memory serves me well, we have used a communicative approach in every English subject ... such as [in] *Communicative English for Hotel* [work] ... we have focused on listening,

speaking, reading, writing, and vocabulary. There are five topics, and grammar is included in each course. (RPranee 251115)

The three teachers also expressed their views about how they adapted themselves to developments in technology and the lifestyle of the younger generation. For example, Ajarn Pranee explained her endeavour to apply technology as a tool in her teaching:

Since every student has a smartphone, I sometimes ask students to use their smartphone to search for vocabulary and correct pronunciation in class. ... But we need to monitor them (and it is difficult to monitor them) because they will use their smartphone for other purposes when we forget to monitor them. (RPranee 251115)

Ajarn Sunee also mentioned her difficulty in adapting to and using technology in her class:

Class management is more difficult and complicated. ... I sometimes accept that I have learned a lot from students. ... I have found it is difficult to use multi-media equipment. I have had to ask students for help when I want to use it. They will help me in setting up and applying this equipment. (RSunee 161215)

This finding suggests that while these three Business English teachers had a positive view about new technology they often needed to take a strategic approach to adapting to the changing world. Nonetheless, they showed willingness to meet the challenges of adapting themselves to ongoing changes in order to achieve their future teaching goals.

In summing up, it appears that the major development of the Business English programme at DU was the change in their goal, from a local to a more international focus.

4.4.3 Teachers' perspectives on the Business English programme

In this section, the Business English teachers' perspectives are presented, in relation to three areas: their different views on what is Business English, how they evaluated the success of the programme, and their initial concerns about the programme. Their perspectives on each of these three areas are illustrated below.

Different views on what is Business English

At DU, the Business English programme and the Tourism and Hospitality programme were launched at the same time. Both programmes were initially run by English teachers from the Liberal Arts school. Before these two programmes officially started, a number of teachers from different parts of the country were sent to locations, both domestic and abroad, to be trained for these upcoming programmes. How two participants in the current study, Ajarn Pranee and Ajarn Karuna, learned about Business English is detailed below. In particular, it seemed that Tourism constituted their initial understanding of business contexts:

On this campus, I initiated this programme [Business English] together with Tourism Business, and the Tourism Industry programme in 1985. In 1986 the university sponsored my professional development. I enrolled in an English for Hotel, Catering, and Tourism course at the British Council [in Bangkok]. Then I attended professional tour guide training. I got a professional tour guide certificate which then enabled us to offer a tour guide course. In 1990 I enrolled in a Teaching Business English course in

England. Thus, I teach both Business English and Tourism. (RPranee 251115)

I won a scholarship to study hotel management in Italy for seven months. Then I attended the workshops on hospitality arranged by the Tourism Authority of Thailand and on English for Tourism by the British Council. Also, our office of the institutional council arranged some workshops according to our needs, and offered us textbooks for use within our institutions. ... Our knowledge of English for Tourism and English for Hotel employment can also be adapted to Business English teaching. (RKaruna 101115)

During their interviews, both Ajarn Pranee and Ajarn Karuna seemed satisfied with their new role as English for Specific Purposes teachers. They also felt it was challenging to be a pioneer in this field. Ajarn Karuna stated: "I was happy with the change from teaching in other fields because it responded to the world situation. ... I like business. I turned myself from teaching literature or other linguistics courses to being a Business English pioneer" (RKaruna 101115).

In addition, all three teachers at DU understood that stakeholders of this new programme were not only teachers and students, but also people in related industries which represented the fields students would need to deal with in the future. They frequently collected feedback from the employers who took on trainees from their programme and from their graduates who took up employment with business sectors. Among the three participating teachers, only Ajarn Pranee chose to conduct research about language used in specific contexts and applied the results in her classes. She

therefore brought her interest, experience and research insights in the hospitality industry into her classroom:

I conducted research before I taught in that area. I firstly surveyed stakeholders' needs. For example, when I needed to produce a textbook on *English for Front Office Staff*, I arranged a meeting between English teachers and front office staff, and asked what was needed and what kind of language they felt was important. Then we interviewed tourists or hotel guests asking what they wanted and how they believed staff should answer them. We used that data to make this book. We produced the textbook according to users' needs. (RPranee 251115)

The teachers also expressed the view that Business English should be focused rather more on language than on business content. The following example from Ajarn Pranee's illustrates these views from a learner's standpoint:

From my experience, when I trained to be a tour guide or when I taught, a person with good language skills is a fast learner. If he/she can speak and has an in-depth understanding of the language, then he/she is able to study independently and express information to others. On the other hand, when a person has poor language skills, even if they have rich information he/she may not be able to express that information to others. ... It should be 60:40 ... language is 60. (RPranee 251115)

Ajarn Sunee, who saw the importance of business terms, expressed her opinion on the same point, but from a teacher's perspective:

The students need to learn the correct use of business terms. When they learn to write business correspondence, they must study it in English. They then understand how to use business terms, such as accounting terms and marketing terms, in real life. (RSunee 161215)

The participating teachers seemed to understand Business English as a sub-field of English for Specific Purposes and so they placed high importance on needs analysis. Furthermore, in their view it was necessary for students to study authentic language, as it is used in real-world situations. This approach enabled students to learn business content simultaneously while practising in English.

Evaluating the success of the programme

The three Business English teachers at DU evaluated the success of the programme in a similar way to teachers at TUOT, Northern Campus. In particular, they viewed both the response of students (in terms of the number of candidates applying for the programme) and the acceptance from the labour market as indicators of the programme's achievements. For example, Ajarn Karuna thought that her programme was successful because her graduates got employment with big companies:

I think our programme was successful because 12 Business English graduates [at that time there were approximately 20 students per class], who graduated during the beginning of the programme, obtained employment with the Thai Airways company. This has never happened before, and there was no student who could communicate in English except English-majoring students from top universities. However, these universities did not offer Business English. Our graduates thus got this chance and they have now

moved to administrative positions. I also met my former students working as managers in many large hotels. (RKaruna 101115)

Nevertheless, Ajarn Pranee thought differently, as she did not consider student's employment success as the achievement of the programme. As she stated:

For Business English, I think 'success' is an individual matter. Diligent students usually get good jobs. Our Business English graduates obtained employment with different kinds of businesses such as airlines, hotels, or travel agencies. ... One of my former students is a very successful tour company owner. He was an average student but, after he got a job in a travel company, he worked hard and developed his skills. In his 30s, he started his own business. (RPranee 251115)

From the viewpoint of teachers at DU, therefore, the competitiveness of their graduates in the labour market was a factor that contributed to the achievement of their Business English programme. This view contrasts with the public perception that graduates from top universities have more value as employees, especially at big companies.

Initial concerns about the programme

While a lack of foreign teachers was an important issue at TUOT Northern Campus, the Business English teachers at DU were also concerned about the quality of foreign teachers who worked with them. Ajarn Pranee described why her programme was unable to hire foreign teachers who she thought appropriate to the position (or who matched her expectations):

Hiring foreign teachers is the most important problem since the beginning of the programme. The salary package that the government paid foreign teachers is lower than the pay of private international schools [DU's campuses are funded by government]. Many experienced foreign teachers thus left their job at the university and joined the private international schools. As a result, our foreign teachers now are young and inexperienced. They spend one or two years here, and then they move to other countries. (RPranee 251115)

During our later informal talk, it appeared that Ajarn Pranee was also dissatisfied with the appearance of some foreign teachers, and she criticised them for their inappropriate dress and manners.

Interestingly, Ajarn Sunee, who works in a different campus, while talking about her limited budget for recruiting foreign teachers, also shared her disappointment about the teaching performance of foreign teachers working in her institution:

I and my [Thai] colleagues found that the English performance level of the students who got an "A" grade from the class taught by foreign teachers was lower than what it should be. Foreign teachers usually give "A" grade to almost every student. ... They focus on making English learning fun rather than on course descriptions and learning outcomes. (RSunee 161215)

Nonetheless, Ajarn Karuna stated that there were no difficulties in running her Business English programme because the teachers at her university had background knowledge of managing and preparing teaching. She also noted that, at the beginning of the programme, her institution provided teachers with considerable support in both

professional development (sponsoring their Business English teaching training) and practice (offering teaching materials). However, her comments still show that she seemed to be concerned about how to encourage her students' English communication abilities and their involvement in class activities:

I had to think about how I present the content and how to centre on the students. Assuming that we use the communicative approach, what should students do to communicate with others (what kind of language they should use). ... We should force students to speak, whether it is right or wrong, just speak. ... I focused on fluency rather than accuracy. (RKaruna 101115)

The perspectives of the three teachers at DU show that the university policy on foreign teachers' recruitment could provide the key to resolving the issue concerning the quality of foreign teachers. Moreover, it was noticeable that the support from the university seemed to help in improving teachers' morale and their teaching. In the next section, the teachers' views on the future trajectory of the programme are revealed.

4.4.4 Views on the future trajectory of the programme

The DU teachers' perspectives on the future of the Business English programme tended to present from two different angles: preparation for future opportunities, and possible future threats. According to the interviews with the three participating Business English teachers at DU, introducing additional languages would continue to positively affect the growth of Business English in response to students' future professional needs. Ajarn Pranee, who worked at the central campus, shared the following perspectives about this aspect in her programme:

The programme would gain more attention if a third language was included. Now we provide students with three languages: French (because we have the teachers), Chinese, and Japanese. Some companies pay extra income to employees who have a third language skill, especially Chinese. So, we need to focus on this issue. Formerly, a third language was a free elective subject, but now it is seen as a necessary additional language to English. The students appreciate it. (RPranee 251115)

Also, international collaboration with foreign universities was seen as a good opportunity to open the university to the Asian educational market. The following examples show collaboration strategies that evolved in the Business English programme at each of the DU campuses:

We adapted our strategies after the entry into the ASEAN+6 Economic Partnership [10 ASEAN member countries, plus Australia, China, India, Japan, New Zealand, and South Korea]. Currently, we only have a 3+1 partnership programme with China and Taiwan. ... [and] Exchange students are able to enrol in our course. We have an advantage from this because we can manage our classroom in English. (RPranee 251115)

I think the future of Business English programmes depends on teachers' intentions. ... Because of the entry to AEC [ASEAN Economic Community] I am now trying to develop relationships with foreign universities such as Uttara University [Bangladesh]. I would like to invite some of their teachers to be our visiting lecturers and ask them to recommend our students to the companies in their country [for vocational training]. (RSunee 111115)

Even though the Business English teachers seemed prepared to cope with future challenges, two of them also worried about the future prospects for this programme. For example, Ajarn Sunee, who teaches at the southern campus, expressed her concerns about the effects of international student mobility on current traineeship in Thailand:

Earlier, the five-star hotels in this area [the southern part of Thailand] recruit our [Thai] students as their trainees, but now they take on students from Philippines, Malaysia, and Indonesia. These workplaces seem to prefer foreign students rather than our students, as their English is better than our students. I consider this as a threat to our programme and I will [need to] find ways of dealing with this problem. (RSunee 111115)

For Ajarn Pranee, who teaches at one of the central campuses, a further future threat was posed by the government policy:

In the near future, a new educational policy will be launched, and the government will focus more on vocational education. As was shown in a recent survey, our country is notable for its lack of vocational [pathways into the] labour force. ... The government will merge government vocational institutions with private institutions to strengthen this field of study and produce only what the labour market needs. This will have an impact on our university in general. Does this affect Business English? I think it does. ... Business English is provided by vocational institutions and other universities. They do everything that our university does, or even more. This concerns me. It is a future threat [to our programme]. (RPranee 251115)

From these findings, it appears that the teachers were convinced that English proficiency alone was not enough in the current world economy. Students needed to have a third language if they wanted to be empowered in today's competitive labour market. Furthermore, in order to ensure the survival of the programmes and their students' future, the programmes had initiated collaboration with foreign universities.

Before the end of each interview, the teachers were asked to share their thoughts about the Business English programme. These ideas are presented in the next section.

4.4.5 Teachers' closing reflections

As the three teachers from DU worked in different environments, they presented different points of view when they were asked to share their final comments about the Business English programme at the end of the interviews. For example, one of them reflected on the difficulties she has experienced. Ajarn Sunee, who teaches at a campus in the southern part of Thailand, particularly expressed her frustration regarding the pressure to implement the university policies, as shown below:

I want sincerity from the administrators. They want us to carry out their policy [for example, encouraging the teacher to conduct the research], but they don't give us any support [such as research funding, and administrative staff to help in paper work]. Also, some policy implications are impractical and don't really answer the needs of the labour market. (RSunee 111115)

Raising her concern about a new educational policy (see Section 4.4.4), Ajarn Pranee, who was working at one of the central campuses, posed a provocative question about the long-term existence of the programme:

It is worth thinking whether we should provide Business English, as our programme is like a duck. [For Thais, ducks can both fly and swim, but they cannot fly high like birds or swim fast like fish. So, a duck is used to refer to one who may have many different skills but is not expert in any.] What do we teach? We teach English for Marketing, English for Tourism and Hotel Work, English for Aviation, English for Restaurant and Catering, and so on. These fields are all major fields of study. We have to ask ourselves whether we will continue providing these programmes. Our students study too many fields. (RPranee 251115)

Nevertheless, Ajarn Pranee was still satisfied with her Business English programme, and thought it was able to continue serving students' future needs. She pointed out that "it is acceptable to have broad knowledge because it is a first degree. ... If the graduates want to continue to a master's degree ... they can select the field relating to their job. Thus, our programme is a good alternative." (RPranee 251115)

In line with the above comment, Ajarn Karuna, who was working at one of the northern campuses, reported that her Business English programme gained considerable advantage from being an international programme:

The administrators gave us considerable support since they saw the international college as their pride. ... The tuition fee for an international programme is double that of a normal programme, and in case of foreign students, it is three times higher. Therefore, the university earns a lot of money from our programme. ... Currently, there are many foreign teachers from primary and secondary schools enrolled in our programme. This is

because the new educational regulations required school teachers to have at least a Bachelor's degree. (RKaruna 101115)

From these comments, it appeared that the teachers focused on the competitiveness of the Business English programme in the education market when considering its success. In addition, their comments reflected their earnest endeavour to fulfil the potential to answer the needs of the students and the labour market.

4.4.6 Overview of development trajectory of the Business English programme

An overview of the three key phases in the development of Business English programmes at DU is provided in Figure 4.6. The development process of these programmes proceeded in the same way as at TUOT, where it was a continuous interactive process. In the initiation phase, the Business English programme was initiated, according to institutional policy, as a new branch of the English language study programme. During this process, the prospective programme teachers were sent to be trained in various locations, both locally and abroad. Then, in the implementation phase, a new study programme, for which the curriculum was initially adopted from the institutional council in Bangkok, was launched as a four-year bachelor's degree. This programme continues to operate and, in the most recent stage of its development process, it reached the institutionalisation phase. During this latest phase, many innovations were introduced. For example, some campuses internationalised their Business English programmes by creating collaboration with foreign universities.

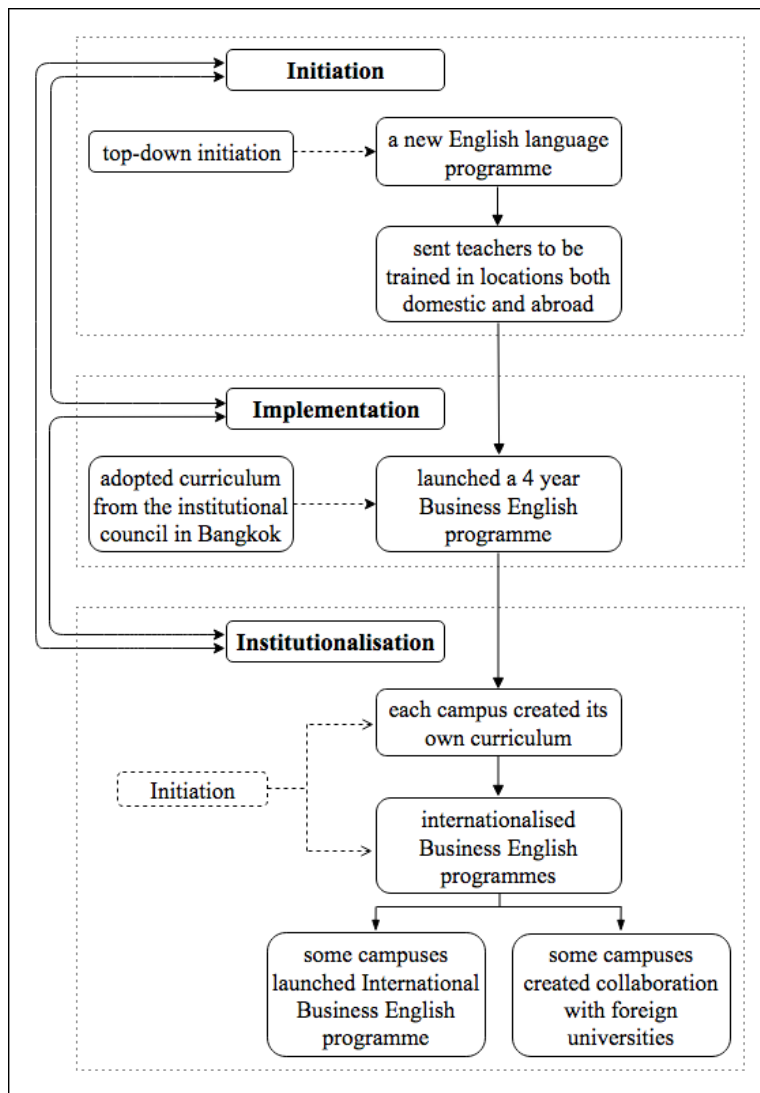


Figure 4.6 Developments in the trajectory of the Business English programme at DU

In the final section of this chapter, a brief summary of the findings about the emergence and development of Business English programmes in two Thai tertiary settings is presented.

4.5 Summary

The findings from the retrospective interviews revealed the emergence and development of Business English programmes at TUOT Northern Campus and DU. The

Business English programme at the first institution was founded from an initiative by one teacher, whereas the programme at the latter institution was established according to a change in institutional policy. Although the initiation of the Business English programmes at these two institutions started from different approaches (bottom-up and top-down), both programmes seemed to develop in accordance with the growth of their respective universities. Furthermore, at the beginning, it appears that both institutions tried to make use of their available resources, especially their existing human resources. In addition, the development of the Business English programmes in both institutions was influenced by a combination of external factors such as government policy, and the world situation.

The interview data indicates that participating teachers were satisfied with their pioneering role in the introduction of the Business English programmes. They had acquired deeper understanding of Business English through their professional training and work experiences. They were also pleased with the overall performance of their programmes. However, the participating teachers also voiced their concerns for the future of these programmes, particularly in terms of their potential to respond to the education and labour market of the programme. As a result, some of these teachers had already developed plans to cope with the perceived future challenges.

The next chapter will present findings about the contemporary thinking of participating teachers on Business English in the Thai tertiary context. In that chapter, data from questionnaires and semi-structured interviews are integrated, to provide wider evidence on teachers' opinions about Business English teaching and learning, and their teaching careers.

CHAPTER FIVE

CONTEMPORARY PERSPECTIVES ON BUSINESS ENGLISH IN THE THAI TERTIARY CONTEXT

5.1 Introduction

In this chapter, integrated findings are presented from Phase One, the survey questionnaire, and Phase Three, semi-structured interviews regarding teachers' perspectives on Business English in the Thai tertiary context at present. Firstly, demographic information of participants in each of these phases is reported. This is followed by the findings concerning Business English teaching and learning in the Thai tertiary context. Finally, the teachers' thinking about their own careers in Business English teaching is presented.

5.2 Participant Demographics

In this section, demographic information is provided firstly on the questionnaire respondents and then on the interview participants.

5.2.1 Questionnaire participants

The questionnaires were distributed to 231 Business English teachers in 33 universities situated in four main regions of Thailand; a total of 84 completed questionnaires (36.36%) were returned. The respondents were Thai full-time Business English teachers from 24 universities. They included 28 respondents (33.33%) from ten universities in the central region, 27 respondents (32.14%) from six universities in the north, 22 respondents (26.19%) from six universities in the north-eastern region, and 7

respondents (8.33%) from two universities in the south. The geographical regions and the spread of respondents are shown in Figure 5.1.

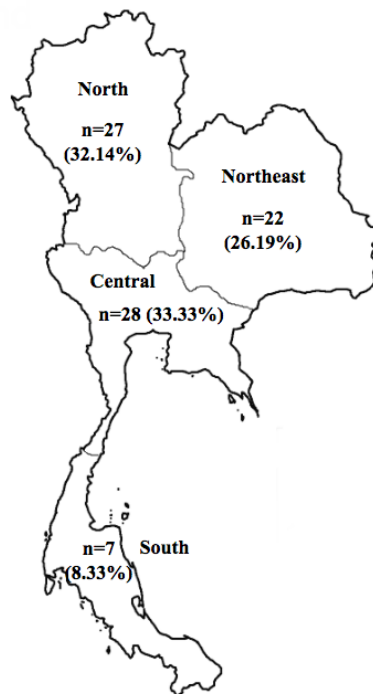


Figure 5.1 The spread of questionnaire respondents by regions

In addition to their university location, in section three of the questionnaire, each respondent was asked to provide demographic information on their gender, age, educational background, and length of time teaching. The age and gender of the participating Thai Business English teachers are indicated in Table 5.1. Just over three-quarters of the 83 participants (n=64) were female, and nearly half (n=39) were aged between 31-40 years. Just under a quarter (n=18) were aged 41-50 years, a smaller number of respondents (n=8) were above 50 years of age, and 6 respondents were over 60 years old. One of the respondents did not answer this question. The remainder, about one-seventh (n=12), were under 30 years of age.

Table 5.1 Age and gender of questionnaire respondents

Age (years)	Gender		Total	Percentage
	Female	Male		
under 30	9	3	12	14.29
31-40	29	10	39	46.43
41-50	13	5	18	21.43
51-60	8	0	8	9.52
61 and over	5	1	6	7.14
missing	0	1	1	1.19
Total	64	20	84	100.00

The respondents also had a range of educational backgrounds (see Table 5.2). Only one respondent had just a Bachelor's degree. However, the majority of the respondents held a Master's degree. Majors in English and in Applied Linguistics accounted for more than seventy per cent of respondents. Among the remainder, eight had majored in Business related fields, seven had majored in Linguistics, three in Education, and two in Translation. Fewer than ten per cent had Doctoral degrees; however, one respondent was currently doing post-doctoral study. One respondent did not provide his/her educational background.

Table 5.2 Participants' educational background

Degree Major	Bachelor's		Master's		Doctorate		Post- Doctoral study		Total	
	n	%	n	%	n	%	n	%	n	%
English	1	1.19	31	36.91	2	2.38	-	-	34	40.48
Applied Linguistics	-	-	25	29.76	3	3.57	1	1.19	29	34.52
Business	-	-	8	9.52	-	-	-	-	8	9.52
Linguistics	-	-	6	7.14	1	1.19	-	-	7	8.33
Education	-	-	1	1.19	2	2.38	-	-	3	3.57
Translation	-	-	2	2.38	-	-	-	-	2	2.38
Total	1	1.19	73	86.90	8	9.52	1	1.19	83	98.80

With regard to professional status, seventy-two respondents (85.71%) were lecturers. Ten respondents (11.90%) were assistant professors and just one was an associate professor. Prior to teaching, more than half of the respondents (n=46, 64.29%) had worked in another job. While most of these respondents (n=41) had worked in business sectors (such as tourism and hospitality, mass media, or banking), five had worked in non-business organisations (such as charity, or government organisations).

The largest number of respondents (n=23, 27.38%) had been teaching for between 1 and 5 years, while just nearly a quarter of the respondents (n=17, 20.24%) had been teaching for between 6 and 10 years. About a quarter (n=22, 26.19%) had been teaching for between 11 and 30 years, while just four respondents (4.76%) had been teaching for over 30 years.

In terms of Business English teaching, it was also found that about a third of respondents (n=30, 35.71%) had taught Business English for between 1 and 5 years, while seventeen (20.24%) had taught this subject for between 6 and 20 years. Although Business English programmes had been introduced into Thai tertiary institutions for less than 30 years, only two respondents (2.38%) indicated they had been working in this programme for over 20 years. Unfortunately, more than a quarter of respondents (n=35, 41.67%) did not provide information on the length of time they had been teaching in Business English programmes. A possible reason for this might be that some teachers did not teach only Business English courses but also taught other English language courses such as Fundamental English. In addition, in some universities English teachers rotate the role of the Business English programme supervisor. The overall length of time the respondents spent on teaching English and/or Business English is illustrated in Figure 5.2.

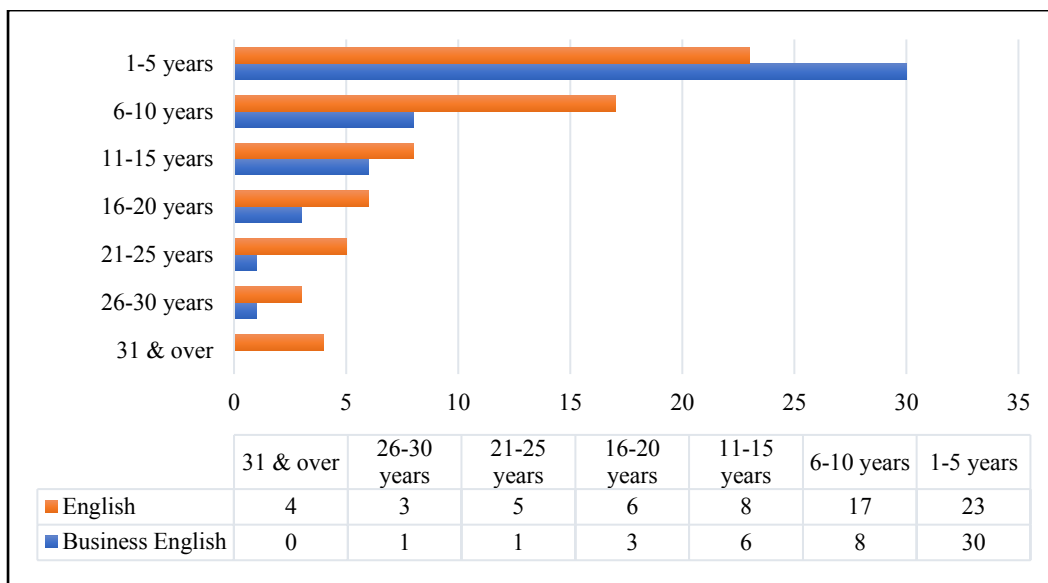


Figure 5.2 Length of time teaching English and/or Business English

As shown in Figure 5.2, in comparison with the length of time that teachers had been teaching English, they had spent a comparatively shorter time in the Business English field. It is possible that this result reflects that the field of Business English education is still relatively new in Thai tertiary contexts.

5.2.2 Interview participants

A total of 13 interviewees participated in Phase three of the study (see Table 5.3). They were selected from questionnaire respondents who showed an interest and volunteered to take part in this research (for criteria used in recruiting interview participants see Section 3.3.3). The interviewees were located in eight universities across four main regions of Thailand: three in the north, two in the northeast, two in the central region (Bangkok), and one in the south. These universities represented a variety of Business English contexts not only because of their differences in geographic location, but also in their administration systems. The interviewees included ten females and three males. Most of them ($n=11$) ranged in age between 31 and 40 years, and two interviewees

Table 5.3 Demographic data for interviewees in Phase 3

Pseudonyms	Gender	Age range	Educational background	Professional context	University type	Region	Teaching experience (years)	
							Tertiary	BE
Ajarn Sida	female	31-40	Master in Teaching English	Lecturer	private	North	6	5
Ajarn Niwat	male	31-40	Ph.D. in English as International Language	Lecturer	private	North	12	12
Ajarn Risa	female	31-40	Master in English	Lecturer	government	North	10	3
Ajarn Waree	female	31-40	Master in Linguistics	Lecturer	government	North	12	12
Ajarn Kwanta*	female	31-40	Master in English	Lecturer	government	Northeast	5	5
Ajarn Sakda*	male	41-50	Ph.D. in Applied Linguistics	Assistant Professor	government	Northeast	14	10
Ajarn Tanee	male	31-40	Master in English	Lecturer	government	Northeast	4	3
Ajarn Darin*	female	31-40	Master in English as International Language	Lecturer	government	Central	14	14
Ajarn Tida	female	31-40	Master in Linguistics	Lecturer	private	Central	12	12
Ajarn Jarunee*	female	51-60	Ph.D. in Linguistics	Assistant Professor	private	Central	25	25
Ajarn Piraya	female	31-40	Master in International Affairs	Lecturer	private	Central	13	13
Ajarn Mookda	female	31-40	Master in English Language Teaching	Lecturer	private	Central	8	8
Ajarn Lalita	female	31-40	Master in Translation	Lecturer	government	South	13	3

Notes: Interviewees which were marked with an asterisk were heads of the Business English programmes.

BE stands for Business English

were in the 41-60 age range. In terms of their educational background, three interviewees held a Doctoral degree, and the rest had a Master's degree. Most of them had majored in either Applied Linguistics related field (n=5), or Linguistics (n=3), or English (n=3) in their previous study. In addition, one interviewee had majored in Translation and another one interviewee in a Business related field.

With regard to professional status, two interviewees were assistant professors. Four interviewees were acting as a head of their programme at the time when the interview took place. Only five interviewees had worked in business sectors, such as hotels and/or travel companies, before entering the teaching profession. Four interviewees had been teaching for fewer than 10 years, while the remaining nine interviewees had been teaching for between 10 and 25 years. At the time of the study, there were only five interviewees who had been teaching Business English for more than 10 years. However, among this group, four had been Business English teachers since the very beginning of their teaching careers.

The next two sections report the findings from the teacher participants (questionnaire and interview) about current Business English teaching and learning in the Thai tertiary context, and about their Business English teaching careers.

5.3 Business English Teaching and Learning in the Thai Tertiary Context

The teaching and learning practices of Business English programmes in Thai tertiary institutions may be different, dependent upon providers' perspectives on the field of Business English (Pratoomrat & Rajprasit, 2014b). In this section, the current teaching and learning practices of Business English in the Thai tertiary context is presented by integrating the findings from the teachers who participated in the questionnaire and the

interviews. The findings relating to current teaching practices are firstly reported, followed by students' interest and expectations with regard to their learning. Finally, teachers' perspectives on the Business English teaching scenarios in the questionnaire are shared.

5.3.1 Current Business English teaching practices

This section presents the findings regarding the teaching practices used in Business English at present. It is divided into three subsections. To begin with, the teachers' opinions on business areas of interest are revealed, then the focus of their Business English teaching is described, and lastly the teaching materials they used are illustrated.

Business areas of interest

In the first question in Section 1 of the questionnaire, the respondents were asked to choose the area of business which they spent most time on in their Business English teaching. As shown in Figure 5.3, it was found that more than half (n=49, 58.33%) of the questionnaire respondents spent most of their teaching time in Hospitality and Tourism sectors, nine (10.71%) taught mostly in Marketing, and one (1.19%) mainly taught in each of the Financial, Management, or Logistics areas. Thirteen questionnaire respondents (15.48%) indicated the 'other' category, and identified that they spent most of their teaching time on various business areas, or in the field of Information Technology. Interestingly, none of the respondents indicated being involved in Accounting and Economics. There were, however, three respondents (3.57%) who skipped this question.

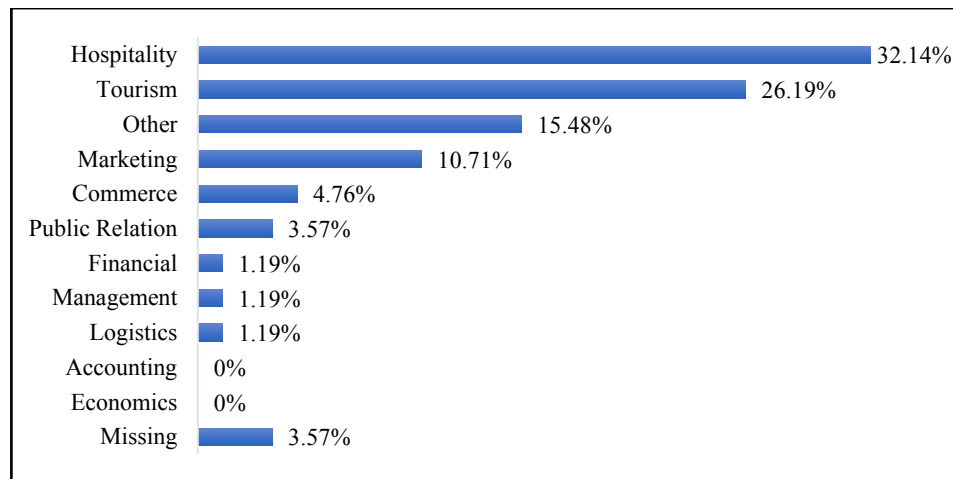


Figure 5.3 Percentage of business areas in teaching Business English

The results of the questionnaire revealed that hospitality and tourism were major business areas focused on in Business English teaching in the Thai tertiary context. It is possible that this finding could be attributed to the teachers' background knowledge of business. From the demographic data of the participants, half of those respondents (n=20) who indicated that they had previous work experience in business fields, prior to their teaching career, had worked in tourism and hospitality sectors. The findings also reflected teachers' understandings about business, which were then embedded in their practice of Business English teaching. According to the interviews, the tourism and hospitality sectors were the two main markets which the Business English programmes primarily aimed to serve. This is evidenced in the following remarks by a teacher from a private university in the north of Thailand, concerning how the programme particularly focused on meeting students' needs:

As students in each class had different interests, we survey their preferences beforehand. Our Business English programme usually focuses on two or three business areas. Some classes were interested in hospitality sectors, such as hotel or transportation, while some were interested in tourism or in

import/export businesses. ... There were also two career paths for the students to choose from: being in the business workforce or being a business entrepreneur. We then prepared our students for the business sectors and career paths which they were most interested in. (ITNiwat 111115)

Another teacher from a public university in the same region mentioned moving beyond tourism and hospitality areas when she talked about upcoming changes in her programme's curriculum. She reported, "In our new curriculum, we are going to add a variety of new courses. ... Students would have other choices of business areas than tourism and hotel work which were major areas of business we had focused on" (ITRisa 011215).

Furthermore, the areas which Business English teachers reported that they spent their time on were either required courses or elective major courses that were included in the study plan for the degree in Business English. Examples of these courses were *English for Tourism*, *English for Hotels*, and *English for Marketing*.

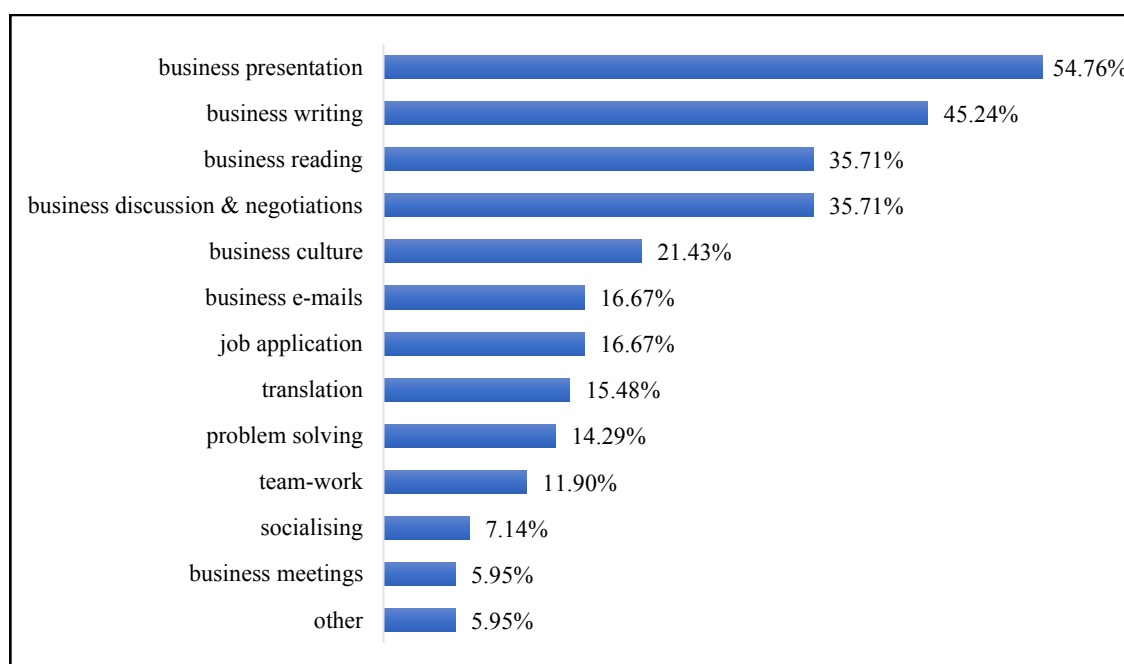
Two areas not identified as being of interest were Accounting and Economics. This gap might be because these topics need specialized skills and might be more difficult to study independently. In addition, most of these subjects were currently taught in Thai by Business teachers from another department.

Focus of Business English teaching

In addition to the main business areas of focus, the respondents were also asked to choose up to three business skills that they thought were the most important in teaching Business English. As Figure 5.4 shows, just above half of the respondents (n=46, 54.76%) considered business presentation an essential skill, while only five (5.95%) deemed

business meetings to be important. Although, more than 30 per cent of respondents saw each type of communicative skill (business writing, business reading, or business discussions and negotiations) as important, less than 15 per cent thought other interpersonal skills, such as problem-solving, team-work, or socialising, were important.

Another key finding was the difference between the importance given to different kinds of business writing including business e-mails. Even though 45.24 per cent of respondents (n=38) thought business writing was important, only 16.67% of respondents (n=14) thought business e-mails were important. This finding might have been due to the influence of textbooks. Business correspondence textbooks, for example, pay little attention to e-mails.



Note: 'Other' included intercultural communication, and business communication.

Figure 5.4 Percentage of business skills Business English teachers thought important

The above findings are comparable with the results relating to the respondents' rating for Business English language and skills (see Figure 5.5). In particular, the Business English teachers participating in this part of the study thought that the ability to effectively communicate in business contexts was crucial. Consequently, the majority of respondents (n=73, 86.90%) rated Business English communication skills and practices as very important to the field, while approximately three-quarters of them rated business terms (n=62, 73.81%) and practical knowledge about business and business practices (n=60, 71.43%) as important. However, just over half of the teachers participating in this study (n=45, 53.57%) indicated that business content was very important. When comparing the importance teachers gave to the broader category of business knowledge and skills (i.e. business terms, practical knowledge about business and business practices, and business content) and English language structures, teachers viewed these two areas as equally important. However, only one-third of them (n=30, 35.71%) rated this as very important. There were no participants who rated any of the items in this question as *not important*.

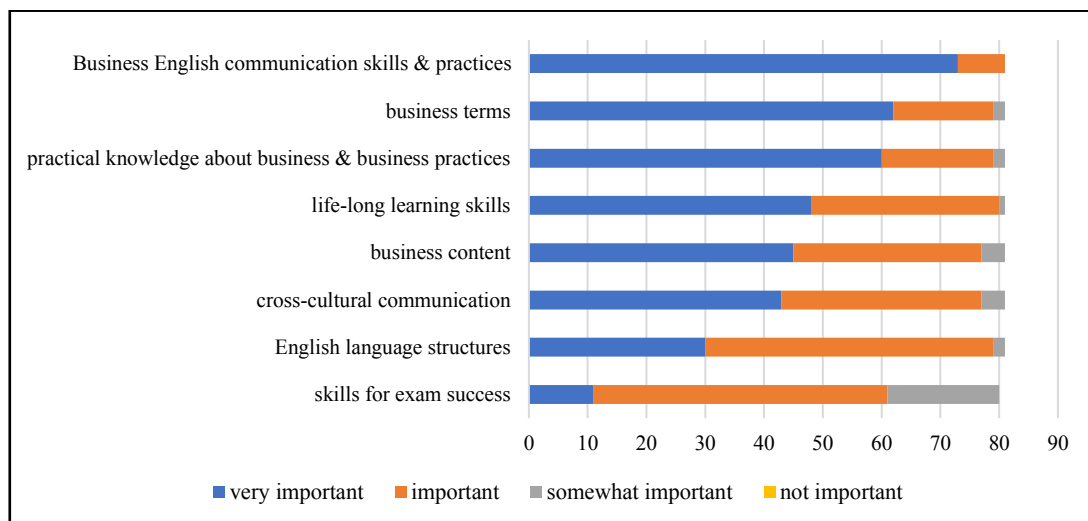


Figure 5.5 Importance respondents given to Business English language and skills (see Appendix R for detailed data)

These results indicated that Business English teachers participating in the questionnaire thought that business communication skills were more important than English language structures, and study skills (i.e. skills for exam success). They also believed that Business English teaching should focus on knowledge, such as business terminology, that helps develop students' Business English competence. Interestingly, the importance of teaching business terms has been emphasized since the early period of Business English programmes in Thailand. This belief was also pointed out by two experienced teachers, Ajarn Prasert and Ajarn Sunee, who participated in phase one of the study (See Chapter 4). In the same way, many interviewees regarded the ability to communicate in English, within a business context, as necessary for their students' future careers. Although they noted that the focus of their teaching depended on the nature of each course, they thought that the focus of Business English courses should be on developing students' Business English competence, and on the understanding of real-world business contexts. Two interviewees shared their ideas on this issue. The first interviewee noted the different uses of English in different contexts. She also mentioned specific skills and knowledge which she thought the students should have in order to develop their English communicative competence:

Ability to communicate in English in a business context is really important because communication in each context requires different levels of formality. Therefore, it is necessary to understand how to communicate in each situation. In terms of correctness of English grammar, I think we should define it as grammatical correctness in specific contexts. It does not mean correctness of traditional grammar but correctness of grammar in those particular contexts [such as in an advertisement]. ... Cross-cultural communication skills are necessary as students will meet people from

various cultures. ... Business content is also required so our students have to enrol in business courses with the Faculty of Management Sciences. It is impossible to study only language without content. (ILKwanta 191115)

Another interviewee confirmed there was an advantage for students in understanding real-world business contexts:

From my experience, I have observed students whose English proficiency was performed moderately well when they underwent their training at the workplaces. When I say, “performed well”, it does not relate to being grammatically correct, because they still made mistakes, but it means they can communicate in English without any misunderstanding or making any mistakes at work. Some students, who have ordinary performances in class, will perform excellently if they have knowledge and understanding of business practices. (ITSida 111115)

The results from this question not only showed what teachers viewed as essential for the teaching of Business English, but also implied that this field was perceived as a combination of both language and business. In order to enhance the Business English competence of the students, the teachers used a variety of teaching materials. In the next part, teachers’ thinking is presented about how useful they felt particular teaching materials were and which teaching materials they used in their classes.

Teaching materials

As presented in Figure 5.6, business articles, websites, and business news were ranked as the top three teaching materials which the respondents thought were very useful. Three questionnaire respondents identified PowerPoint presentations by teachers,

electronic mail, and social media as less important, while no one indicated that websites, audio materials, and video clips were not useful. In general, it seems that the Business English teachers who participated in the questionnaire gave more importance to authentic materials. This might be because authentic materials were recommended to be used in ESP class by many scholars (for example, Arthur, 1983; Ellis & Johnson, 1994; Robinson, 1991) who note that such materials help develop students' understandings of real-world business contexts.

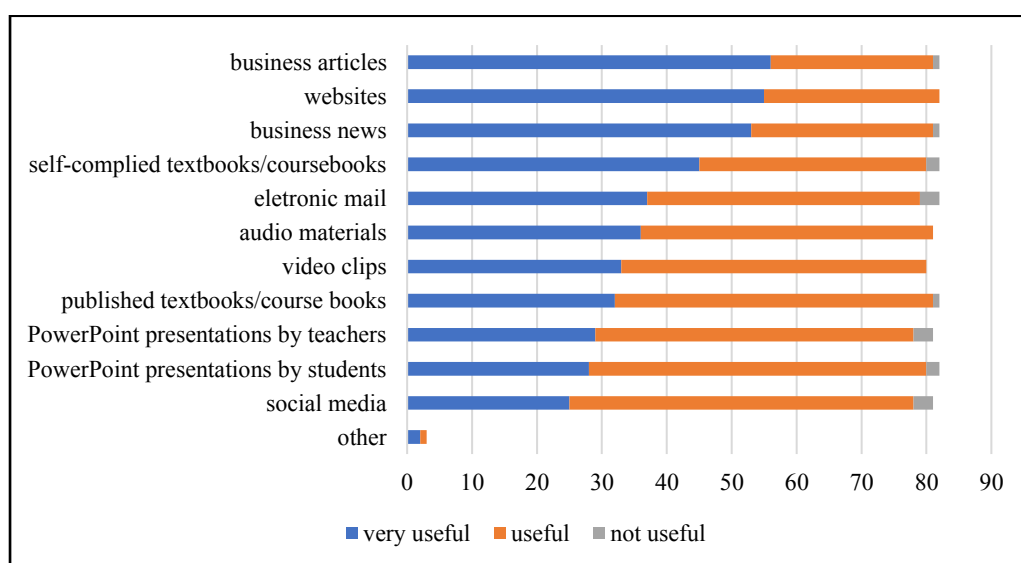


Figure 5.6 Teaching materials teachers thought useful (see Appendix R for detailed data)

After the respondents rated how useful they thought each type of material was for Business English courses, they were then asked to report on what materials they used in their classes. In this part of the questionnaire, the respondents were able to choose as many materials as they wanted. As can be seen in Figure 5.7, thirty-seven of the respondents used PowerPoint presentations, while fourteen respondents used both PowerPoint presentations by students, and business news. Three respondents suggested additional teaching materials other than those which were provided in the questionnaire

(see Appendix C: Q5, Section 1 of the questionnaire). In particular, they reported that they also utilised e-learning, search engines, assistive technology, and students' assignments (where the teacher checks the correctness and sentence structure) as teaching materials.

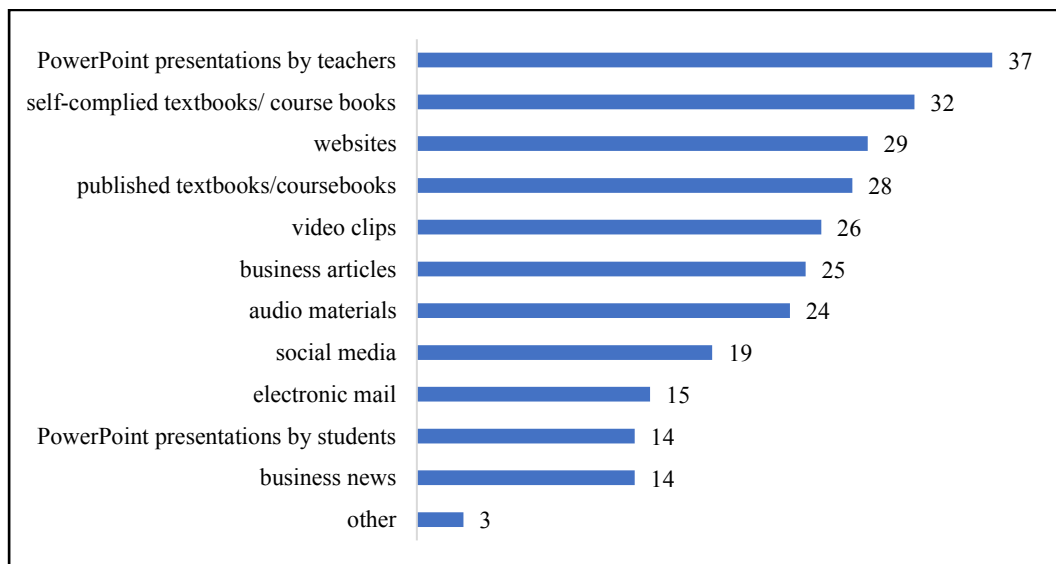


Figure 5.7 Total number of teachers using each teaching material

Interestingly, business news was considered as very useful, but only 14 teachers used it in their courses. The reason for this might have been due to the characteristics of the courses they taught, as one participant mentioned in her interview: “I do think Business English students should have a chance to read business news and business articles, but I do not use them as they are not appropriate to my course which is Linguistics” (ITTida 261115).

In the same way, more than half of the respondents thought business presentations were the most important skill and also indicated that PowerPoint presentations by students were useful, but less than a quarter of the respondents allowed their students to participate in their teaching. The reason behind this might have been that it can be quite

difficult to control the quality of students' PowerPoint presentations. As one participant explained, "Some PowerPoint presentations by students are good, but some are not. Their slideshow would be good if they dedicated their time to create it, but most of the students just copy and paste ... I find this quite unacceptable" (ITTida 261115).

Overall, the results from each question presented in this section were connected. Teachers seemed to understand that Business English students needed not only basic background knowledge of business practices but also certain business skills which would be useful for their future careers. As a result, the teachers integrated topics about business communication into their courses which they thought were important for developing their students' Business English competence. The teachers also used a variety of teaching materials to support their teaching and help their students to become familiar with real-world business contexts. Furthermore, the findings suggested that technology played quite an important role in their current Business English teaching. This finding might relate to the more youthful age of the majority of respondents, as younger teachers generally prefer to engage with technology and are good at using it in their teaching.

5.3.2 Students' interest and expectations

This section begins by looking at what the teachers thought about their students' interests in the Business English curriculum, and then concludes with their ideas on students' expectations.

Students' interests

As curriculum content is one of the factors affecting students' decision to enrol in any programme, the respondents were asked to choose three areas they thought students were most interested in with regard to the Business English curriculum. As shown in

Figure 5.8, the majority of the respondents (n=69, 82.14%) thought studying practical English attracted students' interest the most, and nearly three quarters thought future job opportunities (n=62, 73.81%) and meeting the demands of the labour market mainly captured their interests (n=59, 70.24%). The teacher respondents seemed to understand that students viewed the Business English field as a pathway to their future career. However, only one-third of the respondents (n=27, 32.14%) thought students were interested in opportunities to have experience in business organisations. This might be because some universities did not include job training or internships in their courses. In addition, the workplaces for job training or internships were generally chosen by the students when they were in their final year of university.

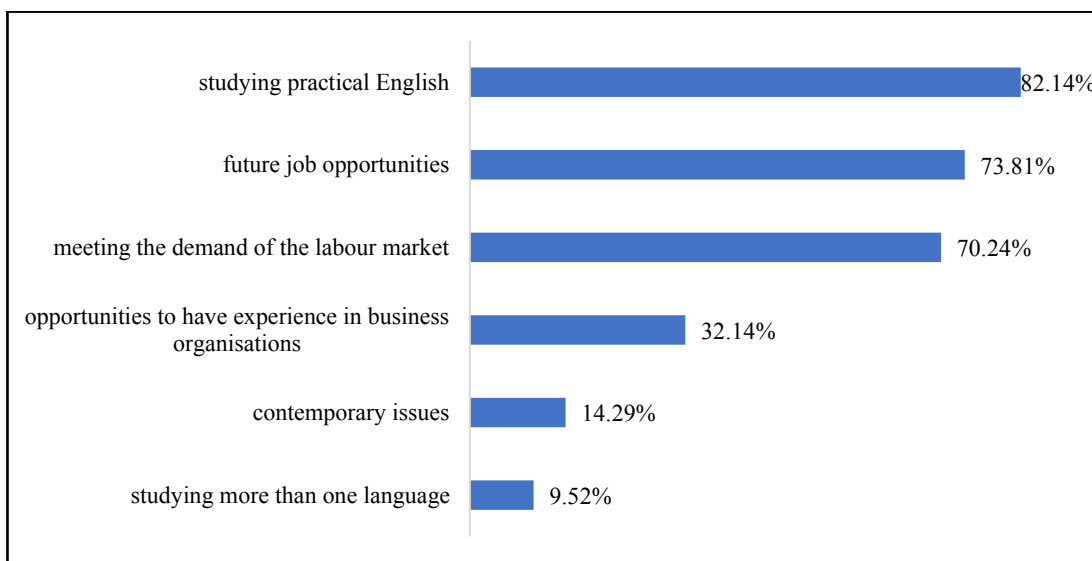


Figure 5.8 Percentage of perceived areas of interest for the students

Although languages other than English were included in most of the Business English curricula, less than 10 per cent of the respondents thought studying more than one language caught students' interest in this programme. It was possible that the respondents thought of the Business English programme as a field within English teaching, so priority was given to English language.

Students' expectations

With regard to the respondents' views regarding students' expectations for the Business English programme in the future, they still gave importance to English language as can be seen in Figure 5.9. More than 70 per cent of the respondents (n=66) thought English language competence was the students' primary expectation of the programme, while less than 60 per cent thought students expected to gain business communicative skills and knowledge. In addition, more than 75 per cent of the respondents thought students were generally not interested in experience in business organisations and other languages.

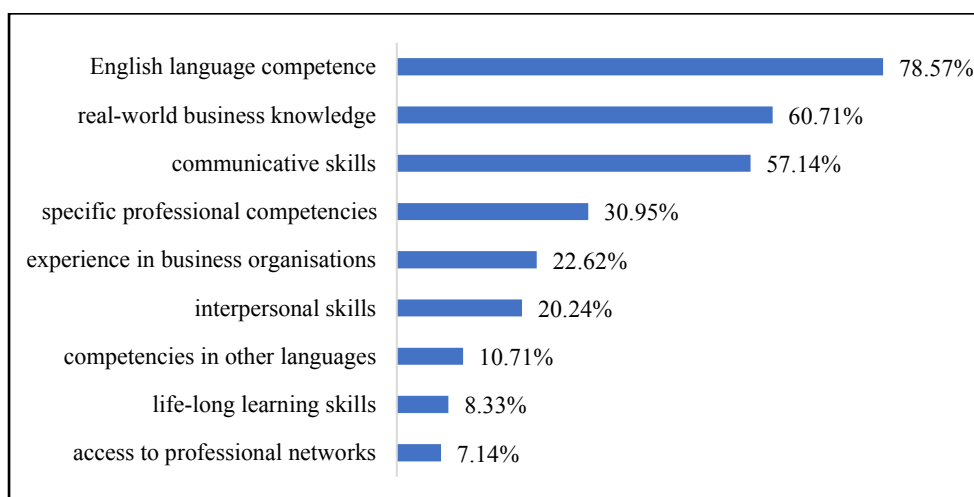


Figure 5.9 Percentage of perceived areas of students' expectations for the Business English programme

From the respondents' point of view, English language competence was the students' primary expectation because English as an international language would be useful for their future career. For example, one questionnaire respondent emphasized the importance of English: "There are not only job opportunities [for Business English graduates] in Thailand. There is a variety of job vacancies, and the labour markets will

be more competitive than before. English is still an international communication tool, and it can be used on every occasion” (Q12). Another respondent inferred from his/her experience that “students need English for their future careers in foreign countries such as ASEAN countries. I observed that students chose to be trained or have an internship in ASEAN countries because they wanted to develop their English skills” (Q40).

The results shown in this section contrast with the participants’ opinions on the skills they viewed as being necessary for their students (see Section 5.3.1), within Business English teaching. Here, the questionnaire respondents seemed to put English language before business skills. This finding might imply that the teachers held different views on the Business English field, depending on whether they looked at it from their own or their students’ standpoints. However, in the questionnaire (see Appendix C: Q5, Section 2 of the questionnaire), when the respondents were asked to choose up to three areas they think students expect from Business English programmes, many respondents chose both English language and business skills. Some of them thought the title “Business English” shaped students’ expectations of this programme. One respondent pointed out: “students attending this course might expect to have English and business knowledge, like it was indicated in the name of the programme” (Q3). Accordingly, another respondent added: “Students chose this programme because they need English competence. Other languages are their personal preferences and those languages are not what students expect from Business English” (Q75).

Furthermore, many respondents explained the reason why they thought students might expect different knowledge and/or skills other than English language. An example is as follow:

Most of the students chose this programme because they like English, but they think they have poor command of English and will be unable to get a job. Therefore, they need to learn specific professional skills which will be useful for their future career. (Q41)

In brief, the Business English teachers who participated in this study thought the needs of labour markets had an influence on the students' study decisions. Also, it is possible that this belief shaped the objective of this programme, to produce graduates that meet the needs of labour markets.

5.3.3 Teachers' perspectives on Business English teaching scenarios

To investigate the perspectives of Business English teachers on different approaches used in the teaching, the questionnaire put forward five teacher scenarios representing different approaches to Business English teaching in the questionnaire (see Appendix C: Q8, Section 1). The questionnaire respondents were asked to rate how well they thought each scenario suited today's Business English courses in Thailand.

As shown in Figure 5.10, more than half of the respondents thought that the scenario of Weera was the most suitable and Wichai was the least suitable. In the scenarios, Weera integrated authentic materials that were adapted for his teaching and focused on students' abilities to use English in business contexts, while Wichai used Thai textbooks and Thai language in his class; he also focused on correct language patterns. A third of the respondents, whose answers showed they most preferred Weera and least preferred Wichai, majored in English, and Teaching English. However, one respondent (1.19%), in the age range of 51-60 years, thought the scenario of Weera was not suitable for Business English courses. Only ten respondents (11.90%) thought the scenario of

Wichai was probably suitable for Business English. Among the latter group, two respondents held a Doctoral degree (one in Education and one in English).

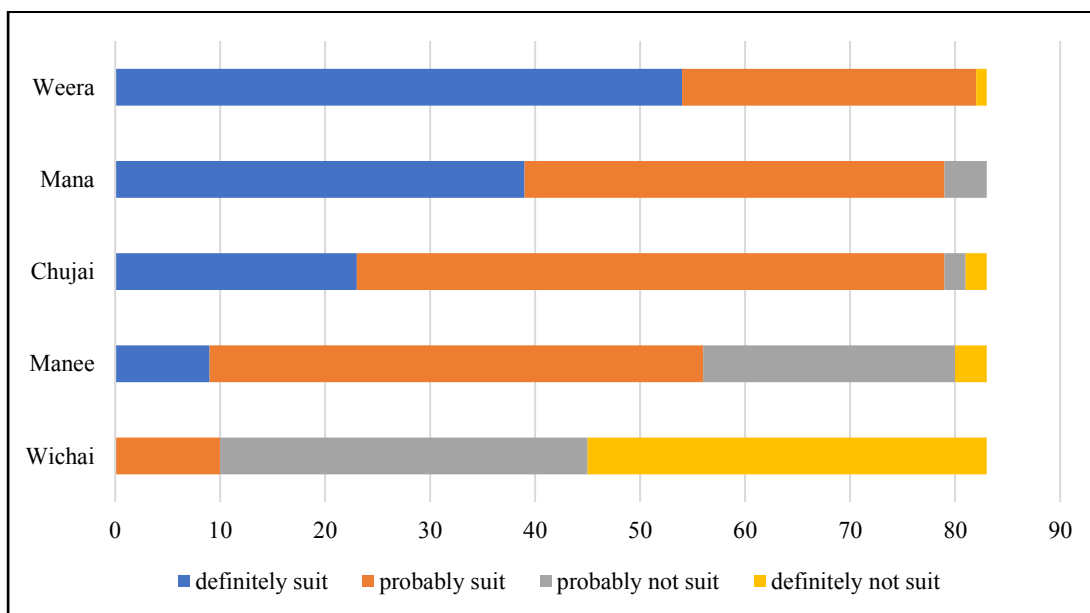


Figure 5.10 Teachers' perspectives on scenario suitability for Business English courses

Interestingly, all the respondents who majored in Business English and most of the respondents who had prior experience in business sectors thought the scenarios of Weera, Mana, and Chujai were suitable for Business English courses in Thailand. These three scenarios focused on students' ability to use English in the business context and the use of authentic materials. This implies that, in these respondents' view, Business English teaching should focus on developing students' communicative English competence and understanding of real-world business practices since these skills are necessary for the students' future careers.

With reference to the same scenarios, the questionnaire then asked the respondents which teacher would they want to work with if they had the chance to choose a new colleague. Their responses correlate with the findings for the rating question mentioned

earlier, in that Weera was preferred by 45.24% of the respondents (see Figure 5.11). Twenty-five respondents (29.76%) chose Mana, fourteen respondents (16.67%) chose Chujai, while none of the respondents chose Wichai as their new colleague. In addition, five respondents did not answer this question.

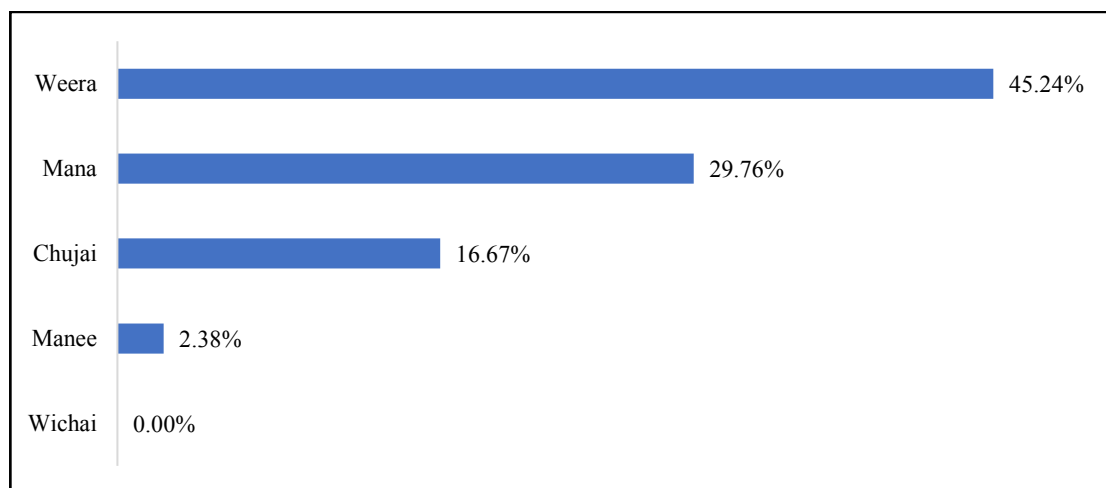


Figure 5.11 Teaching scenario most suitable for a new Business English appointment

After selecting whom they wanted to work with, the respondents explained the reasons behind their decision to favour Weera. In particular, these respondents emphasized the need for specific Business as well as English language knowledge, as shown in the following examples. One respondent preferred Weera because “he uses a variety of teaching materials including authentic materials. He focuses on both business and language content” (Q83). Another respondent stated: “He [Weera] emphasizes on both language skills and real-world business contexts. This is compatible with the title of this programme” (Q57).

Many respondents paid attention to classroom practices such as teaching techniques and teaching materials. For instance, one respondent who chose Weera indicated that “he uses a variety of teaching techniques; this is appropriate to Thai

classroom” (Q47). Another respondent explained why he/she preferred Mana: “He uses online materials and Facebook. His teaching is up to date and suitable for Generation Z students” (Q68). In a further example, one respondent explained his/her reason for choosing Chujai: “She uses contents and teaching techniques that are appropriate to Thai students” (Q25).

Some respondents looked at the bigger context picture, the students’ understanding of real-world situations. For example, one respondent who chose Weera said, “He considers the students’ benefit in the real-world situation, so he creates materials that help students’ learning” (Q51). In the same fashion, the respondent who preferred Mana indicated that “his focus is on the real-world situation, so it is better than teaching language which cannot be used in real-life” (Q48).

The teachers’ explanations reflected that they focused not only on how to manage their classroom effectively but also on what would benefit their students when they were outside the classroom. For example, student characteristics such as familiarity with technology, seemed to be one of the teachers’ teaching concerns. This consideration suggests the teachers understood that Business English was their students’ first degree and provided the students with a pathway to their future careers.

In addition, the respondents were asked to select the least suitable teacher for a Business English programme. The teachers who participated in this study were almost unanimous on this point. More than 80 per cent of the respondents (n=75) thought Wichai was the least suitable teacher, and very few voted for Manee or Chujai (see Figure 5.12). None of the respondents chose Weera or Mana as the least suitable teacher.



Note: Four participants did not answer this question

Figure 5.12 Teaching scenario least suitable for Business English

Many respondents stated that the main reason for choosing Wichai as the least suitable was the use of Thai language as a medium of instruction. The respondents considered this completely unacceptable as they thought the Thai-medium of instruction would place the students at a disadvantage. As one of those disapproving of Wichai said, “He [Wichai] teaches in Thai, so students would not be familiar with English. This is not appropriate to tertiary education” (Q3). Another teacher agreed with that view, saying:

Using Thai language and Thai textbooks ruins students’ opportunity to practice four English skills. For Thai students, it is important to practice English skills in the classroom [because English is a foreign language in Thailand, so the students have little opportunity to practice English outside the class]. (Q44)

Nevertheless, it was recognized that using only English language as the medium of instruction might not be appropriate, especially for large multilevel classes. As a result, some interview participants recommended using a bilingual approach (Thai and English) instead:

Thai students have not much opportunity to be exposed to English language in their everyday lives. Once the students are outside the classroom, their English language exposure decreases. This is a disadvantage for the Thai students. Therefore, the classroom is the place where we have to expose our students to English language as much as possible. However, our students did not understand the lesson if we used only English the whole time. Some students did not understand the lesson even though the lecture was in Thai, let alone in foreign languages. I thus think using bilingual is better ... some Thai should be used, but not more than English, so the students will benefit from this. (ITSida 111115)

Furthermore, the respondents indicated that they did not appreciate Wichai's teaching approach because he did not use any teaching materials other than textbooks. The respondents were thus convinced that he did not try to connect his lessons to the real world. Two respondents saw Weera's teaching approach as old-fashioned. As one commented, "His teaching approach is out of date and not compatible with the current situation. He also does not use any teaching materials" (Q39). Another one remarked that "his teaching approach is traditional, old fashioned and not suitable to Generation Y and/or Generation Z learners" (Q84). Another respondent also pointed out the downside of using textbooks written in Thai:

The Thai written textbooks cannot support the students' learning of English language. He also made the worst mistake by not using any other teaching materials. His students will lose an opportunity to practice their English skills and not understand how to use language in the real-world context. (Q80)

Another key point which the respondents noted about Wichai's teaching practice, and which no doubt caused them to regard it with less favour, was his sole focus on the correctness of English language structures. The respondents thought this focus was not appropriate to Business English teaching, which focuses on enhancing communication skills. They suggested that students would not understand how to adapt the language used to different real-life situations (Q47, Q76). In addition, the respondents critiqued Wichai's immediate mistake correction. They believed that this practice would "undermine students' confidence in speaking English" (Q34). The findings critiquing Wichai's focus on forms were in line with the interviewees' opinions on the focus of Business English teaching in Section 5.3.1. Overall, the respondents seemed to be convinced that the Business English teaching should focus on students' abilities to communicate meaningfully in English rather than the correctness of the English structures.

In conclusion, the findings in this part of the study indicated that incorporating new technology, world trends, and awareness of student characteristics would be likely to affect the qualities desired in teachers and the teaching of Business English in Thai tertiary contexts.

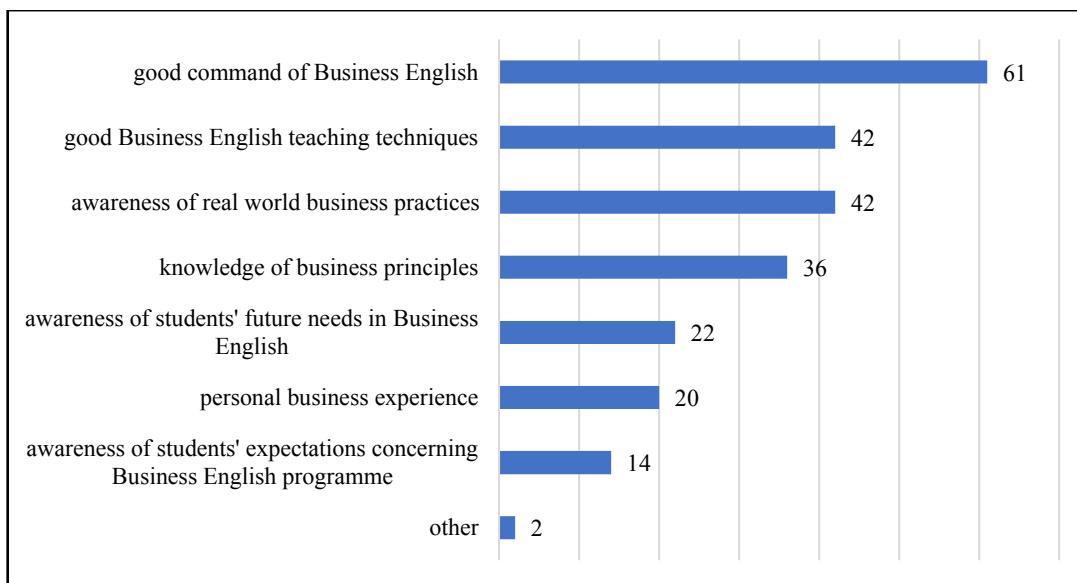
5.4 Teachers' Thinking About the Career of Business English Teaching

This section reveals how the Business English teachers looked at this field in terms of their career. The teachers' perspectives on their professional requirements, their professional responsibility, and the professional development scenarios are presented below.

5.4.1 Professional requirements

As many teachers reported entering a Business English teaching career by chance, it was interesting to see what qualifications they thought a Business English teacher should have. In the questionnaire, the respondents were asked to choose up to three qualities which they thought were important in terms of Business English teachers' professional knowledge. These results (see Figure 5.13) agreed with the findings in Section 5.3.1 (Focus of Business English teaching), which revealed that Business English communication skills and practical knowledge about business were seen as very important to the field. Consequently, many respondents thought Business English teachers should have a good command of Business English (n=61, 72.62%), and awareness of real-world business practices (n=42, 50%). Nevertheless, only 20 participants (23.81%) appreciated the importance of personal business experience.

In line with the comments on teaching practices reported in Section 5.3.3, half of the respondents (n=42, 50%) thought good Business English teaching techniques were one of the qualities teachers needed. Interestingly, less than a third of the respondents (n=22, 26.19% and n=14, 16.67%) found awareness of students' future needs and students' expectations necessary. This finding may have been because of the limitations of large class sizes in Thai tertiary contexts. Another possible reason might have been that, since Business English is an undergraduate programme and its students are inexperienced, broad knowledge was seen as more important.



Note: 'Other' included the ability to convey knowledge, and life-long learning skills

Figure 5.13 Business English professional knowledge the teachers thought important to their career

During the interviews, the participants were invited to choose from activity cards relating to the professional qualities of a Business English teacher (see Appendix G and H). All interviewees agreed that the teachers should be proficient in English since this skill directly related to the focus of the programme. In addition, this quality of teachers is in accordance with the government higher educational regulations concerning qualification requirements of tertiary teachers. Many interviewees thus regarded English proficiency as a qualification which was absolutely necessary for being a Business English teacher. For example, one commented:

I think the qualifications which Business English teachers should have are: interest in business field and English proficiency. This is because Business English is an authentic language. ... Teachers, who are proficient in English and have profound understanding in English language, would be able to clearly explain the use of English in business contexts. (ITRisa 011215)

Nevertheless, due to the variety of courses provided in the Business English curriculum, some courses might need teachers who specialise in specific business fields rather than teachers who have excellent English proficiency. Interestingly, most of the interviewees had different opinions from the questionnaire respondents. In particular, the interviewees considered personal business experience necessary. They also thought teachers, who had worked in business sectors before becoming Business English teachers, could apply their professional knowledge in their class. As noted below, it was thought this practical experience would then greatly benefit their students:

It would be great if we had teachers who had a degree in Business English, but this programme is not widely provided. ... I think an English teacher who has prior experience in business sectors would be an ideal candidate for this position, since he/she can share his/her experience with the students. Also, this teacher knows how to prepare the students for the labour markets. (ITLalita 171215)

One interviewee, who himself had prior experience in various business sectors, added another advantage of having business experience was that the teachers with business experience could help the programme connect to business organisations. He felt that this connection would benefit both the programme and its students:

Actually, I think business connection is the most important. ... If we have good connection with business organisations it will fully benefit our students. The objective of our programme is to produce graduates who possess real-life and practical skills. We will be able to properly prepare our students for labour market if we receive feedback from our business

connections. Also, we can use these connections to get our students job training. (ITNiwat 111115)

Not only experience in business sectors, but also experience using English in real-life situations were considered by the interviewees to be important for teaching Business English. As one participant pointed out, teachers who have experience of living abroad would know the difference between classroom language and authentic language:

I will pay special attention to the applicants who completed their degree abroad. This is because they had an opportunity to use language in real-world situations. They thus understand how to use language in different contexts. They realise the importance of English grammar but would not worry too much about it. (ILJarunee 261115)

Further to the interview findings, when the questionnaire respondents were asked to tell something about their Business English teaching career, some of them mentioned the personal qualities they deemed to be important. One example was life-long learning skills. Three questionnaire respondents also agreed with this view, saying: “Business English teachers have to keep learning new things, both language knowledge and business skills” (Q10, Q32, Q44).

A few questionnaire respondents also mentioned other positive character traits, such as being devoted, diligent, kind, patient, and responsible. For example, one respondent stated, “Business English teaching requires being a responsible and patient person [because this job is quite demanding]” (Q58).

In conclusion, teachers’ responses, from both the interview and the questionnaire reflected how the Business English programme responded to the needs of the labour

market and current English usage. To reach the goal of producing a competent and capable workforce, there was also a slight shift in teachers' attitudes about the necessary qualifications of Business English teachers, moving from focusing solely on language to incorporating business knowledge and skills.

5.4.2 Perspectives on teachers' professional development scenarios

To find out what the Business English teachers would do to develop their professional skills, the questionnaire provided four scenarios representing four different methods of professional development (see Appendix C: Q7, Section 2 of the questionnaire). The respondents were then asked to choose one scenario they would prefer. As shown in Figure 5.14, the scenario of Madee, who took an internship with a business organisation, was the most preferred (n=36, 42.86%). Interestingly, half of the respondents who chose this scenario were those with business experience. However, less than 25 per cent of the respondents chose one of the other three scenarios as shown in the following. The first one was the scenario of Manus, who conducts research and participates in both national and international TESOL conferences (n=20, 23.81%). The second one was the scenario of Malai, who usually attends TESOL workshops (n=17, 20.24%). The third scenario was Mali, who attends both national and international TESOL conferences (n=6, 7.14%). In addition, five respondents did not answer this question.

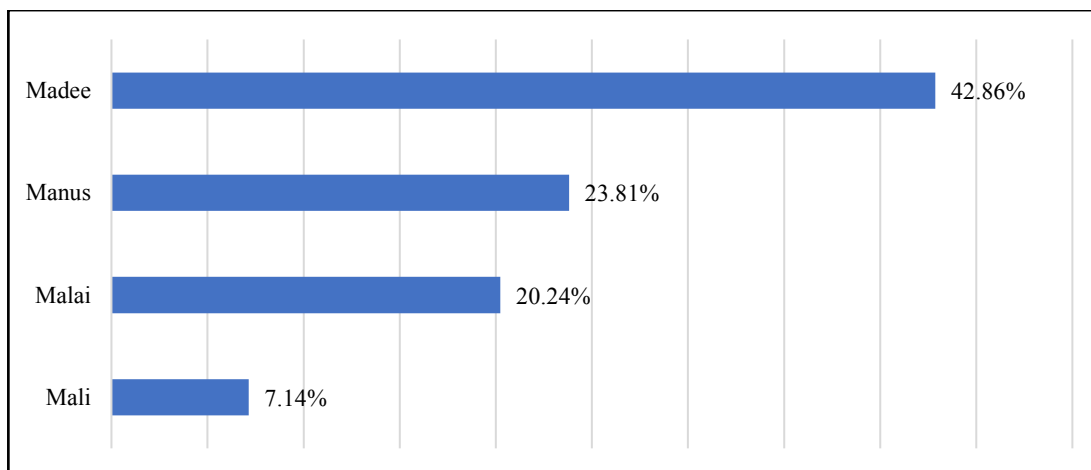


Figure 5.14 Percentage of teachers' preferences for professional development

The reason behind the respondents' decisions about professional development was in line with the participants' understanding of the job requirements for a Business English teacher. In Section 5.4.1, it was reported that half of the respondents (50%) thought awareness of real-world business practices was necessary, so they chose to have an internship with a business. This belief that the internship would help fill the knowledge gap in business understanding was explained by one respondent:

Teachers in this programme have good English competence but lack of business knowledge. Internship is the integration between English and business, so teachers will have opportunity to learn how to use English in the workplace. Also, they can bring this experience [in business organisation] to their classroom to make their teaching meet the needs of labour market. (Q32)

According to the questionnaire respondents' viewpoints, an internship with a business organisation would bring benefits to not only the teachers but also their programme. The internship was seen as helping develop teachers' professional skills and

their ability to respond to the needs of the labour market of the programme. As noted below, the respondents believed that experience from the internship could link forward to the development of the curriculum and teaching practices:

Internship with a business organisation helps teachers understand the requirements and the use of English in real-world situations. This understanding would provide benefit to the development of the curriculum and teaching practices. The programme then would be able to satisfy the needs of labour market. (Q18)

Internship with a business organisation provides teachers with real-world experience. This empirical knowledge provides greater benefit to the development of the curriculum and teaching practices than knowledge which is acquired from other kinds of professional development. (Q38)

A few questionnaire respondents also seemed convinced that their internship with a business organisation could provide their students with better job opportunities. It appears that they thought this friendly relationship might generate confidence by the company in their students' competence, and probably lead to the decision to employ their students. The following two quotes are examples of how the respondents talked about this point. One teacher stated: "The business organisation [where Madee took up an internship with in the scenario] is vital to her students when they graduate from the Business English programme" (Q60). Similarly, another respondent noted: "The companies where teachers had an internship can become students' prospective employers" (Q65).

Although the questionnaire respondents considered the internship with a business organisation exceptionally useful for the programme, one respondent identified a possible institutional barrier:

Internship with a business organisation matches the title of the programme [Business English], which is the combination of business and English. However, the university might not approve this activity (because this activity takes at least three months, so this is likely to affect the teaching workload of other teachers in the programme). (Q3)

Another interesting finding was that nearly a quarter of questionnaire respondents chose the scenario of Manus who had an academic approach as they believed conducting research and participating in academic conferences would extend their knowledge about the field. As one respondent stated: “In addition to participating in conferences to gain new knowledge, teachers should conduct research to exchange their ideas with others. Conducting research is the way to keep ourselves up-to-date in this changing world” (Q74).

Moreover, some respondents thought conducting research and participating in conferences were an opportunity for their academic career advancement: “Conducting research and participating in conferences is useful for the promotion to an academic position by the tertiary teachers [In Thailand, to receive any academic titles, the teachers are required to conduct a certain amount of research]” (Q7).

It also appeared that the respondents chose scenarios that reflected skills or knowledge that they thought they might lack. For example, the respondents who chose the scenarios of Malai (attending teaching workshops) thought that they had inadequate

knowledge about teaching techniques: “I had some experience in business, so I need teaching techniques to convey my knowledge” (Q19).

Although professional development seemed to be a personal issue, it could lead to the further development of the Business English programme. The professional development activities represented in the scenarios were also regarded as tertiary teachers’ duty. The teachers had to undertake these activities in order to reach the quality assurance criteria for tertiary education. Moreover, the benefit from participating in these activities was likely to contribute to the improvement in students’ quality, which also enhanced the tertiary quality assurance assessment. That this assessment was sometimes viewed as a specific programme challenge will be discussed in the next chapter.

5.5 Summary

The integrated findings from the questionnaire and semi-structured interviews revealed that hospitality and tourism were major business areas of focus in the current Business English teaching context in Thai tertiary education. The teachers who participated in this study considered Business English communication skills as the most important focus of the programme. They thus thought different kinds of authentic materials and audio-visual aids would help students enhance their communicative competence. However, they reported that they used these materials less than traditional materials like textbooks.

As the main purpose of the Business English programme was to produce a skilled and competent workforce for the business sectors, the programme required teachers who could convey both English language knowledge and business know-how. Therefore, the participants believed that the ideal Business English teachers should have a good

command of Business English and prior experience in business sectors. They shared that teachers in this programme were also required to take part in professional development activities. These activities did not only help teachers to develop their skills but also demonstrated the effectiveness of the programme.

In conclusion, it seems that the teaching of Business English in Thailand was influenced by students' expectations, the needs of the labour market, and the government education policy. As a result, the programmes made changes to meet the requirements of their stakeholders.

The next chapter will present integrated findings from the questionnaire and semi-structured interviews concerning changes in and challenges for the Business English programme in the Thai tertiary context.

CHAPTER SIX

BUSINESS ENGLISH IN THE THAI TERTIARY CONTEXT: CHANGES AND CHALLENGES

6.1 Introduction

This chapter focuses on teachers' perspectives on changes in, and challenges for, the Business English programme in the Thai tertiary context. It includes integrated findings from Phase One, the survey questionnaire, and Phase Three, the semi-structured interviews with current teachers of the Business English programme.

6.2 Changes in the Business English Programme

In this section, the changes in the Business English programme are presented, firstly looking at contemporary changes, then viewing future changes and implications, and finally describing teachers' perspectives on future Business English scenarios (see Appendix C: Q6, Section 2 of the questionnaire).

6.2.1 Contemporary changes

The results from both the questionnaire and interviews showed that there were two levels of change taking place in today's Business English programmes: at the programme level and the individual level. In this section, changes at both levels are reported through the perspectives of the Business English teachers who participated in this study (Demographic information on the questionnaire respondents and the interview participants were presented in Section 5.2).

Changes at the programme level

From the perspectives of teachers in this study, the curriculum seemed to be the main vehicle for changes in the Business English field and thus teachers saw the curriculum as very important. The two quotes below show how two teachers saw curriculum changes as prompted by the external national business environment and emerging areas for the use of English in business. Teachers of Business English first mentioned changes they made in the curriculum when they were asked about changes they experienced in this field. For example, Ajarn Kwanta, who was the leader of the Business English programme at a university in the north-eastern part of Thailand, described the changes in her programme in this way:

We collected feedback from our graduates and our students who underwent training in business sectors. Both groups suggested what we should add into our courses ... when it is the time for scheduled curriculum revision. [For example] we added courses on report writing and business presentation into our revised curriculum. In summary, we did everything [we could] to respond to the needs of the labour market, our students' prospective employers. (ILKwanta 191115)

In line with the statement of Ajarn Kwanta, many teachers who participated in the later part of the study stated that the content of their courses had been updated and that additional courses concerning new fields of business had been added to the curriculum. Ajarn Sakda, the leader of a Business English programme at another university in the north-eastern region, reported how his programme had responded to changes in the business world:

We usually observe what is going on in the world to find good opportunities for our students. Consequently, the most noticeable changes in our programme were changes in the curriculum. Some courses were revised while some new courses were added. For example, we now offer new courses: *English for Logistics*, and *English for Airline Business*. ... We noticed the growth of low-cost airlines in Thailand and received feedback from our graduates who work at the airport about their needs for English in the Airline Business. We then added this course to respond to their needs. (ILSakda 191215)

Another possible reason for the diversification of the English for Specific Purposes (ESP) courses in the Business English curriculum was found to be the presence of teachers who had prior experience in specific fields of business. Ajarn Risa from a university in the northern region remarked that “the courses in our current curriculum are more diverse. We offered the courses, such as English for Airline Business. Luckily, we have a new teacher who was a former flight attendant” (ITRisa 011215). Similarly, Ajarn Niwat, who teaches in another university in the northern region, mentioned how his programme gained benefit from business connections:

Our programme has the advantage over anyone else’s because our university has the University Business Incubator or UBI [the centre providing would-be entrepreneurs with academic support]. We then have connection with the Chamber of Commerce and local entrepreneurs, some of these people were invited to be our guest lecturer. (ITNiwat 111115)

Moreover, courses on languages other than English were included as additional courses for the Business English students—this involved Chinese and Spanish for

example. This initiative was prompted by a concern about the employability of graduates: teachers found that the knowledge of other foreign languages brought their students a big advantage in securing future employment. As Ajarn Kwanta stated:

We encouraged our students to study a third language [another foreign language]. Although we needed to emphasize English used in business contexts, we cannot deny that other foreign languages also play an important role in business, especially when we become a part of the ASEAN Economic Community [the international economic integration among 10 Southeast Asian countries, which includes Thailand]. We found that our students got employment at the company where they underwent their job training. The employers preferred our students as they have foreign language [other than English] abilities. ... We requested our students to enrol in foreign language courses, such as French. For one specific language, the students need to do all three levels [i.e. basic, lower intermediate, and upper intermediate], so they can communicate in that language. (ILKwanta 191115)

It appears that changes teachers made in the curriculum reflected a shift in the focus of the Business English programme in line with new expertise, emerging needs in the external environment and a concern to enhance the employability of graduates. An account given by Ajarn Jarunee, the leader of the Business English programme at a university in the central region, provided evidence of a change in the programme's focus. The university where Ajarn Jarunee worked was initially a business college and was claimed to be the first institution in Thailand to launch a Business English programme.

The initial focus of the programme was primarily on business knowledge, but now it had shifted towards English used in business contexts. As Ajarn Jarunee mentioned:

During our major change, we cut some business courses from the curriculum because they might not seem compatible with our students' skills (which were from the Language-Mathematics programme). ... We also cut courses which did not reflect the concept of Business English such as *Survey of British and American Literature*. ... We tried to create a balance between business knowledge and English knowledge (ILJarunee 261115)

Unlike Ajarn Jarunee's programme, many of the teachers who participated in the questionnaire indicated that their attention was drawn to knowledge of business contexts and the real-world experiences of the students. Consequently, job training and/or internships, as well as attention to a range of business contexts, were included in their curriculum to prepare their students for their future careers. In addition, as one teacher explained, "Ten years ago, the focus of the programme was on linguistics. There were many courses related to this field in the curriculum. Nowadays, we have developed the ESP curriculum, which emphasizes specific professional knowledge [business]" (Q75).

Although the direction of the change of focus in the cases of Ajarn Jarunee and the teachers who responded to the questionnaire seemed slightly different, from a broader perspective the focus of both curricula had now shifted towards using English in business contexts. This shift in focus, together with the development of English Language Teaching (ELT) in Thailand, had led to changes in teaching approaches and teaching materials. The teachers who participated in this research also reported that a further shift in approach had been the move from teacher-centred to student-centred teaching. For instance, Ajarn Jarunee stated:

I tried to encourage our teachers to use a student-centred approach in their class. ... I suggested they include more case studies in their lesson. I also recommended the teachers give their students more opportunities to be involved in the learning process, for example giving students more project presentation assignments. The teachers should avoid using a teacher-centred approach. (ILJarunee 261115)

The teachers explained that the development of information technology made access to teaching resources, especially authentic materials, easier than before. As a result, authentic materials were widely used in the Business English classroom to enhance students' understanding of real-world business contexts. One teacher described the benefits of using authentic materials as follows: "Authentic materials have been used to answer current and future needs of the labour market, to arouse students' attention, and to make our teaching more effective" (Q69).

Moreover, many teachers mentioned the influence of new technology on their teaching. For example, one teacher remarked that "technology has been used in teaching more than before because it is convenient and makes lessons easy to understand" (Q71). In an interview, Ajarn Lalita from a university in the southern region shared her experience in using social media as supplementary material:

I teach *Business Translation* ... now we [teachers] have to have Facebook accounts. I then tried to post any interesting stuff concerning this course on Facebook. However, I tried not to post too much as I did not know whether the students read it or not. I then started to post little by little. (ITLalita 171215)

These findings indicate that changes in the current Business English programme were affected mainly by external factors: the needs of the labour market, changes in the world of business, developments in ELT, a shift towards student-centred learning, and the availability of new technologies. The needs of graduates were another factor which influenced the changes in this programme. Findings also suggested that changes initially took place at the curriculum level, but that new technologies have meant the increased access to authentic materials has also transformed the focus of Business English programmes. In the next section, changes at the individual level are revealed.

Changes at the individual level

Changes which happen at the organisational level typically have an impact on the individual level (Schon, 1971). Similarly, the Business English teachers in this study reported that they had both influenced and had been influenced by changes in their programme. In accordance with a shift in the focus of the programme, for instance, many teachers who participated in this study stated that they changed their ideas about the balance between English language and business knowledge in their programmes. Teachers who had an educational background in English language fields also appeared to become increasingly aware of and accepting of the importance of business knowledge. For example, Ajarn Sida from a university in the northern region pointed out that:

At the beginning [of my teaching career], I thought Business English was similar to general English, but now I think we should put more emphasis on business knowledge. ... Although we [as English teachers] need to focus on language and structures that might be used in business contexts, sometimes it is necessary to have some business knowledge to understand how language is actually used in those contexts. (ITSida 111115)

The teachers also thought that they must upskill their knowledge of business. As Ajarn Jarunee recalled:

I started my teaching career with English for Academic Purposes (EAP) courses. Then I changed to Business English. At first, I thought [English] language was more important because I thought business knowledge should be the students' own concerns not the teachers'. However, I later thought teachers needed to have some more business knowledge. (ILJarunee 261115)

In contrast, Ajarn Piraya, whose educational background was in business fields, reported that her attention had recently diverted more towards English language. She also thought the balance between English language and business knowledge should be determined according to the nature of each course:

When I started teaching *Business Research*, I emphasized only how to conduct the research. Later, when the title of this course was changed to *Introduction to Business Research Writing*, I thought this course was supposed to be a writing course. Therefore, the focus of my teaching slightly shifted towards English language and I emphasized developing students' writing skills. ... However, for *Public Speaking*, I still give equal importance to both English language and business knowledge as both areas are needed (ITPiraya 261115)

It was also evident in the findings that the teachers made an earnest endeavour to make appropriate changes in their practices. They mentioned how they developed their

professional skills, so they could adapt themselves to the business field and to external changes. During the interview, Ajarn Risa explained that:

[In order to gain the knowledge of business] I either conducted research which could familiarise me with certain business fields or took business training short courses. ... Other ways [to extend my business knowledge] are studying business subjects [which relate to courses that I teach] independently, or developing my own textbooks. These activities help me relate my prior knowledge [of English] with business knowledge. (ITRisa 011215)

The results indicated that the teachers' perceptions of Business English changed when they had worked for a longer time in this field. Also, they seemed to be fully aware of the importance of any changes and they had a very strong will to adapt to these changes. Areas of changes in current Business English, including factors affecting these changes, are illustrated below in Figure 6.1.

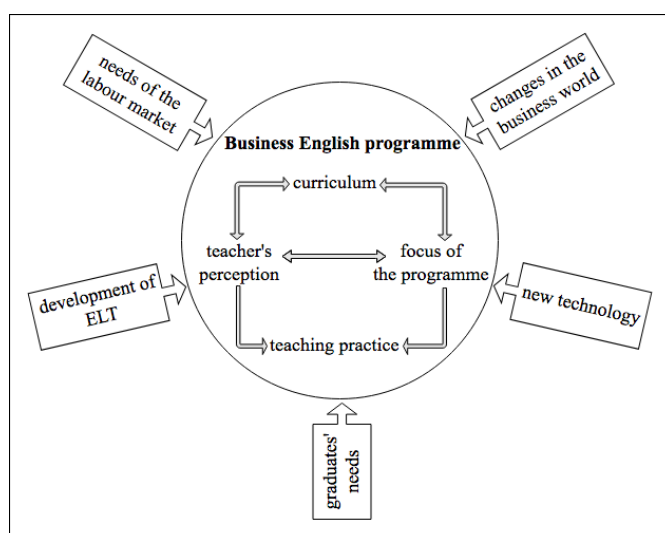


Figure 6.1 Areas of change in current Business English and factors affecting changes

As shown in Figure 6.1, external factors, such as the needs of the labour market, had a significant impact on current Business English programmes leading to ongoing changes. Such changes occurred in four areas: curriculum, the focus of the programme, teachers' perceptions of what Business English constitutes, and the nature of their teaching practices. The relationship between these areas is intertwined, especially in the first three areas. A change that happens in one area can lead to a change in another. For example, changes in the curriculum (prompted by an awareness of external needs in the labour market) might lead to a change in teachers' ideas concerning Business English, and vice versa. In brief, it appears that changes in current Business English programmes reflect the way programmes respond to the challenges they face, including in the changing external environment. Challenges for the Business English programme will be explained in detail in Section 6.3.

6.2.2 Future changes and implications

In addition to their reflections on changes in the programme, the Business English teachers who participated in this study also provided their insights about possible forthcoming changes. This section thus begins by presenting the findings on future changes first, and then describes their implications.

Future changes

From the teachers' points of view, changes that might occur in the future seemed to be in line with contemporary changes. The teachers continued to regard the curriculum as the important vehicle for changes in the Business English programme. Also, external factors, such as a changing business environment, still had significant influence over the teachers' decisions on the development of the programme. The comments in the

questionnaire revealed that the teachers thought their priority was to keep updating the courses in the curriculum to catch up with the latest business trends. One example of a teacher's strategic planning is reflected in the following comment: "The future Business English programme might provide more courses concerning different business fields. This would enable the programme to appropriately respond to the world economic situation, especially AEC" (Q8). Another teacher suggested: "The future Business English programme would offer more courses which were up-to-date" (Q37).

It is interesting to note that the teachers who responded to the questionnaires seemed to be aware of the importance of partnership with other organisations. In order to effectively satisfy the needs of the labour market, the teachers thought it was necessary for Business English programmes to establish connections with the students' prospective employers. They thus assumed there was the possibility that their programmes would collaborate with the business organisations in designing the curriculum (Q7, Q38, Q52, and Q83). One of the teachers was also expecting to develop collaborative partnerships with Business English staff in different universities which provided Business English programmes (Q52).

When talking about the future trajectory of Business English programmes, the teachers who participated in this study seemed to think of the bigger picture of the programme; for example, they paid attention to the international environment more than before. In particular, the teachers tended to believe that the entry to the ASEAN Economic Community (AEC) at the end of 2015 was the main cause of the upcoming changes in the programme. Many teachers anticipated that the knowledge of ASEAN countries, especially topics related to socio-cultural and economic contexts, would be integrated into the course content of Business English courses.

As English was chosen to be the ASEAN working language, Ajarn Waree from a university in the northern region suggested a plan for coping with the rise of Business English as a Lingua Franca (BELF) in the Southeast Asian region:

I thought, due to the entry into the AEC [ASEAN Economic Community], the course content might place more emphasis on intercultural contexts. Previously, we mentioned only the culture of native English speaking countries. In the future, every course should highlight the use of English in different contexts, intercultural contexts. Also, we should expose our students to different English dialects as much as possible. (ITWaree 211215)

Moreover, teachers seemed to be convinced that the development of the Business English programme would not be limited to just the curriculum level. From Ajarn Jarunee's point of view, there was a possibility for Business English education to be expanded into higher levels of qualifications:

I thought Business English was quite a popular study programme, so there was probably a postgraduate degree in this field. Here [at my university], we discussed about this, but we could not offer this degree right now. This was because there was no teacher who had a degree in this field and was able to teach—I meant, no teachers who had free teaching hours as our current teachers now have a full teaching load. ... I felt certain that there would be postgraduate degree in Business English in the future. (ILJarunee 261115)

However, Ajarn Niwat had a different view on this point. He argued that “the focus of postgraduate education should be narrower than undergraduate education, so the Business English field might not be appropriate for the higher qualification. The postgraduate programme should be in the Business Communication field” (ITNiwat 111115).

The prospect of expanding into the global education market was another idea generated by the teachers who participated in the questionnaire. They mentioned the plan to internationalise the Business English programmes. For example, one teacher stated, “[in the future] there might be more student exchange programmes and collaboration with foreign universities” (Q1).

Findings suggested that the teachers who responded to the questionnaire believed that planned curriculum changes would increase the competitiveness of their programme in the education market and fully satisfy the needs of the labour market. This also made the teachers more confident regarding the survival of the programme. However, in the interview, Ajarn Darin expressed her view on undesirable changes that might occur in her Business English programme. As she felt there was a possibility her programme would be terminated she expressed her deep disappointment as follows:

Actually, we were going to revise our curriculum in 2016 because we believed that the university was going to continue to provide the degree in Business English. However, the Board of Administration at the university then gave the order for our programme to be merged into the [General] English programme. ... I do not know what [else] to say [to you now]; I strongly opposed their decision and tried to point out advantages of this field during the meeting. (ILDarin 241115)

The findings about teachers' perspectives on future changes strongly indicate that the future goal of Business English programmes was to respond to the needs of an international labour market rather than a national or local market. Moreover, their programmes were intended to improve their competitiveness so that they would be able to compete in the international education market.

Implications of future changes

From the questionnaire results, it was found that the wider group of teachers who participated in this part of the study had mixed views on the main implications of future changes for them as teachers in Business English programmes. Some of them considered that the changes in the curriculum motivated them to develop their professional skills, especially business knowledge and skills. As the curriculum was developed according to changes in the business world, "the teachers would need to adapt to the changing world and keep learning new knowledge, business knowledge in particular" (Q2).

In addition, in the interview, Ajarn Tanee pointed out that the Business English teachers needed to improve their qualifications. This was not only in response to ongoing changes in the curriculum but also to enhance the credibility of the programme. As he stated:

The courses in the curriculum needed to keep developing, so the teachers needed to improve their professional qualifications. ... Students are our customers; the programme (which means the curriculum and teachers) is our product. If our product has good quality, the customers will buy our product. ... In order to improve teachers' qualifications, we needed to follow the regulations of the Office of Higher Education Commission Thailand, such

as studying for a PhD, or applying for professional status (e.g. an assistant professor). (ITTanee 201215)

Ajarn Tanee's statement also implied that the teachers viewed the process of fulfilling educational requirements of the government as one of their duties and responsibilities. For some teachers, this idea seemed to create considerable stress. For example, when Ajarn Darin mentioned a possible reason for the termination of her programme, she expressed her apprehension about acquiring the required qualifications, as follow:

I would be very pleased to encourage the young teachers in my programme to pursue doctoral degrees. I also would like to do that. ... I applied for professional status but it was not granted yet. The fact that there was no teacher who has a Doctoral degree or holds any professional status in our programme might be the reason [why our programme will be merged into the English programme]. ... The young teachers were under extreme stress since their employment contract indicated that they would have to pursue doctoral degrees within two years of their employment. (ILDarin 241115)

According to the questionnaire results shown in Section 5.3.1 (Teaching materials), technology was seen to play quite an important role in today's Business English teaching. The teachers therefore thought it was necessary for them to develop their technology skills. Nevertheless, this necessity caused some teachers considerable anxiety. Ajarn Jarunee pointed out:

The teachers [especially old teachers] needed to adapt to the development of technology. The teachers who failed to adapt to the change would

disappear. That was why many teachers in their sixties are now starting to learn how to use the computer (ILJarunee 261115).

Surprisingly, the findings show that not only old teachers found technology troublesome, but one young teacher also experienced difficulties dealing with the new technology. Ajarn Mookda, a young teacher who disliked advanced technology, shared her worry about the growing role of technology in teaching: “In the future, the use of ICT [Information and Communication Technologies], which I did not like, will be increased enormously. That is to say, I had no choice but to adapt to this change” (ITMookda 261115).

In addition to the implications for themselves, the teachers thought that future changes would have implications for their programme and the students. They also had mixed views on this topic. Some teachers thought the changes in the curriculum, the internationalisation strategy, and the commencement of the AEC would attract more students to the Business English programme. Reflecting on her own experience, Ajarn Kwanta noticed that the academic proficiency, including English, of the newcomer students was higher than before. Therefore, she expected more students with high levels of academic proficiency to be enrolled in the programme (ILKwanta 191115). The teachers in this study also believed that the Business English students would have the advantage over students from other majors. This was probably because “the students gained knowledge of business in both Thai and English language. Moreover, they had English communicative competence which most Business students seemed to lack” (ITPiraya 261115).

Another key implication for the students was the benefits from the integration of technology into Business English teaching. For example, a small number of questionnaire

respondents (3.57%) indicated that online resources would provide their students with more opportunity to practice their English outside the classroom (Q64).

In contrast, a few teachers believed the increasing importance of English might lead to a decrease in the number of students enrolling in the programme. This could be because the students might choose to enrol in the International Business programme [which teaches all courses in its curriculum in English] instead (Q57).

The teachers' responses to questions concerning implications of future changes seemed to indicate that the Business English teachers felt some concern for their inadequate knowledge of business and their career advancement, as well as their job security. These findings also confirmed the questionnaire results on what the participants, as Business English teachers, thought about their professional requirements and professional development (see Section 5.4).

The relationship among the future changes, factors affecting the changes, and the main implications of these changes are shown in Figure 6.2. From the findings, it can be inferred that the influence from external factors (namely the trends of ELF, the needs of the international labour market, the global educational market, and the AEC) was perceived to be likely to bring about future changes in Business English programmes. These changes would take place in two intertwined areas: the curriculum and the strategy of the programme, such as university-business partnerships. Moreover, the future changes in the programme would possibly have implications for the teachers, the programme, and the students.

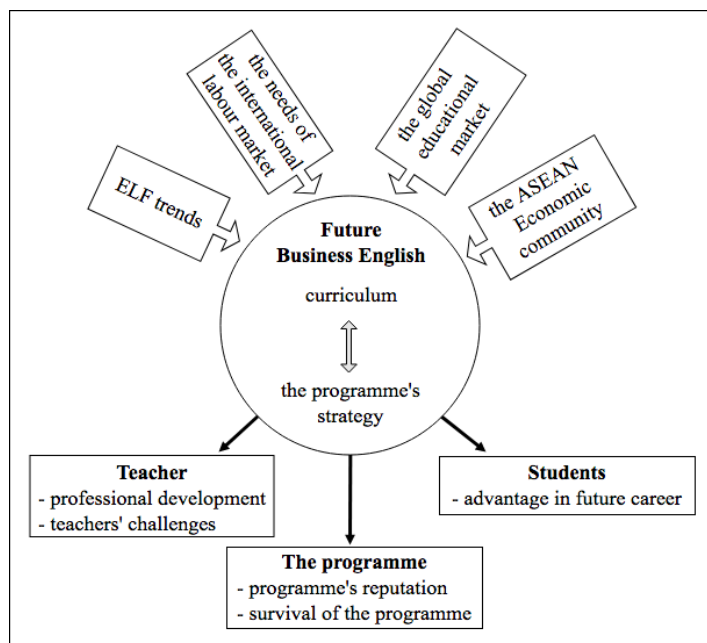


Figure 6.2 Future changes in Business English: factors and implications

In the following section, the perspectives of the teachers on the future scenarios for Business English programmes are revealed.

6.2.3 Teachers' perspectives on the future Business English scenario

In the questionnaire, a possible scenario was presented of what Business English programmes might be like in the future. This scenario gave a comprehensive description of three main areas: the programme management, teaching practices, and professional development of the teachers (see Appendix C: Q6, Section 2 of the questionnaire). The teachers who participated in the questionnaire were invited to write any comments they would like to share regarding any areas in this scenario. From the responses, it was found that teachers paid attention to four topics. These topics were: the collaboration between universities and business organisations, the use of English proficiency entrance and exit examinations, professional development for Business English teachers, and Business English teaching practices. Details on each of these topics are described below.

University and business organisation collaboration

The teachers who made comments on collaboration between universities and business organisations agreed that the university-business partnerships would be of great benefit to the students' future careers. They thought such collaborations "offered the students opportunities to learn from real-world experience" (Q10), and "helped the students to become work-ready employees" (Q83). However, some of the teachers found it difficult to enter into partnerships with companies. The wide range of business fields that concerned these teachers suggested that it was impossible for the programme to collaborate with every type of business (Q5, and Q38). Moreover, one teacher mentioned the limitation of his/her programme as follows: "There were no business organisations in the vicinity of our university, so our students were unable to have [practical] training during the semester" (Q77).

Overall, it seems possible that Business English programmes could become established which would provide collaborative professional partnerships with business organisations in the future. Nevertheless, due to limitations, such as the location of the university, some Business English programmes may be unable to do that.

English proficiency entrance and exit examinations

More than half of the teachers who were interested in English proficiency entrance and exit examinations appeared to have tentative views on the use of the standardised English proficiency test as the programme entry and exit criteria. Many of these teachers questioned the reliability of the test since there were no national standardised Business English tests which were generally accepted by every Business English programme in Thailand. Although there were internationally recognised English language exams, some

of the teachers argued that the fees for these exams were expensive (Q53) and that the tests were too difficult for Thai students (Q50, Q69, Q81, and Q83). Accordingly, teachers worried that the number of new students enrolled in the programme might decrease dramatically, and then affect the survival of their programmes (Q72, and Q75).

The findings also showed that teachers from small universities considered the English proficiency admission tests were not appropriate to their contexts. One possible reason for these tests not being appropriate appeared to be because it was a university policy that “they have to provide every student (whether they had high or low level of academic competence) with an equal educational opportunity” (Q45). Therefore, one teacher declared that “English proficiency admission tests would shut off the opportunity for the students who had low English proficiency to enrol in this programme” (Q83).

Another key concern was the English proficiency exit examination. Some teachers were concerned about future possibilities for graduation for students who had failed this exam, especially if they had passed all of the other courses in the curriculum. In the interview, Ajarn Sakda expressed disagreement with the English proficiency exit exam, particularly the national standardised English test. He thought it was unfair to use the same standard for every university despite the differences of each university setting:

I really disagreed with the national exit exam because the academic competence of the students who enrolled in each university was different.

We had to accept that the quality of Thai students in different parts of the country was not the same. ... The students from big cities tended to have a higher level of English proficiency than the students from small cities. ... I did not think we should use the same standard exams in every university. ...

What really worried me was our students [my Business English students]

would not be able to graduate from the university because they failed the English exit exam. I thus did not agree with the use of the English proficiency exit exam [as a graduation criterion]. (ILSakda 191215)

Nevertheless, a number of teachers recognized the benefit of the standardised English proficiency examination for upholding the reputation of their Business English programme (Q7, and Q69). They believed that this would make the prospective employers of the students more confident of the students' English competence (Q39, Q68, and Q72). This would then bring the students considerable advantage in their future careers (Q7).

The findings showed that Business English programmes in Thailand exist in widely diverse contexts. As a result, the teachers in this study were convinced that the criteria for assessing the students' English competence should be carefully established according to the different settings of the programmes. Furthermore, the issue concerning the English abilities of students was clearly one of the future challenges for Business English programmes. This challenge will be explained further in Section 6.3.

Professional development for Business English teachers

The examples of professional development provided in the scenario of the Business English programme in the future (see Appendix C: Q6, Section 2 of the questionnaire) included attending an internship programme with business organisations, and conducting and publishing research related to Business English. In the findings, the statements by the participants, on Business English teacher professional development, were consistent with the previous results on teachers' preferred professional development scenarios (see Section 5.4.2). These results showed that teachers were fully aware of the

benefits of having an internship with business companies, and conducting and publishing research related to Business English. For example, many teachers understood that the activities mentioned above (i.e. participating in an internship, and conducting and publishing Business English research) helped them develop their professional skills by filling their gaps in understanding and updating their knowledge of both English teaching and business. In terms of conducting and publishing research, few teachers who responded to the questionnaire (2.38%) seemed to regard this as a professional duty that the tertiary teachers had to fulfil (Q28, and Q55). In the interviews, many teachers also mentioned the necessity for them to conduct and/or publish research. For example, Ajarn Darin explained that:

We, as tertiary teachers, were required to carry out research because this was one of the criteria for the annual teacher performance evaluation. In the process of applying for the professional status, the quality of our research would be taken into account. (ILDarin 241115)

From Ajarn Darin's comment, it was found that conducting and publishing research both met the teachers' professional requirements and provide the teachers with a gateway to their professional advancement. However, teachers' responses to this question exposed there were some limitations in their ability to pursue their professional development, either by doing and publishing research or having an internship with a company. Due to the performance evaluation system, the Thai tertiary teachers were required to have additional duties other than teaching. Examples of their duties were: providing academic services to the community, and offering other services that support the institutional mission (Q69). The teachers therefore claimed that they had a heavy workload, so it was difficult for them to pursue professional development. Some of them

thought research and publications frittered away their teaching preparation time and increased their workload (Q3, Q76, and Q77). One teacher shared his/her worry about publication: “It is difficult for teachers of undergraduate programmes to conduct research which is good enough to be published. This is because they usually carried out only classroom research [due to the time and cost constraints]” (Q79).

In line with their limited time for conducting research and preparing publications, some teachers considered the opportunity to have an internship with a business organisation was impossible. They thought the internship might cause a teacher shortage in the programme, and then the teachers in the programme who did not do an internship would have to cope with an excessive teaching load (Q9, and Q53).

Although the teachers in this study realised the importance of professional development, balancing that with the heavy workload seemed to be one of the significant challenges they faced.

Business English teaching practices

In another part of the scenario, four main areas regarding Business English teaching practices were referred to as follows: English language as a medium of instruction, the use of various kinds of authentic materials especially virtual resources, student-centred approaches, and the teacher as a facilitator. Among these four areas, the teachers who responded to the questionnaire paid the most attention to the application of student-centred approaches. They praised the advantages of this approach; for instance, promoting students’ autonomous learning skills (Q27, Q29, and Q67). While many teachers considered student-centred approaches appropriate to Business English teaching, some teachers doubted whether it was suitable for Thai students. They pointed out that

Thai students' characteristics and large class size were major obstacles to the success of student-centred approaches. One teacher, for example, remarked that "in Thailand, it was difficult to apply a student-centred approach because the students are passive learners. There was also a need to reduce the class size" (Q48). In addition, a few teachers had reservations concerning the understanding about student-centred approaches held by the teachers who would apply it. One teacher observed, "Teachers had different understandings about student-centred approach. It was possible that the teachers who misunderstood how to use this approach might use it incorrectly" (Q4).

Another area that the teachers were interested in was the use of authentic materials. These findings confirmed the results of teachers' preferred Business English teaching scenarios (see Section 5.3.3). The teachers deemed authentic materials very appropriate to the teaching of Business English. They especially believed students benefited greatly from the use of authentic materials, as it helped students understand the real-world business contexts. However, some teachers noted concerns over the effectiveness of ICT infrastructure and the sufficiency of computer facilities provided in their universities (Q8, Q30, and Q50). Moreover, one teacher stated that "[to use virtual resources effectively] the teachers had to have good technology skills" (Q31).

Given these results, it would be reasonable to conclude that the success of Business English teaching in the Thai tertiary context depended not only on teaching approaches and/or teaching materials, but also on the skills and supportive characteristics of teachers, students, and institutions. The teachers therefore indicated that the teaching approaches and teaching materials should be adapted to best fit a certain context.

To summarise, the findings seem to indicate that there were two main issues that Business English programmes needed to direct their attention to. These matters involved:

(a) appropriate measures to ensure that the students would become professionally qualified graduates, and (b) practical ways to balance teachers' workload to include professional development. As these two issues were also mentioned as challenges for the Business English programme, they will be further clarified in the following section.

6.3 Teachers' Perspectives on Challenges for the Business English Programme

This section presents the findings on what teachers in this study thought were contemporary and future challenges for Business English programmes. The results from the questionnaire are firstly illustrated, and then the teachers' comments from both the questionnaire and the interviews are presented to reveal the sources of their challenges, including internal and external factors. Finally, teachers' perceptions of the influences of the ASEAN Economic Community (AEC) are described.

6.3.1 Challenges for the Business English programme

In the questionnaire, the teachers were asked to choose the one challenge from the provided list that they thought most affected their programmes. The options provided included challenges from both internal and external factors (see Appendix C: Q7, Section 1 of the questionnaire). As demonstrated in Figure 6.3, almost three-quarters of the teachers who participated in the questionnaire (n=61) believed the challenges of the Business English programme mainly came from internal factors, such as students' abilities and the level of teachers' knowledge in business and English language. Only one-fifth of the teachers who responded to the questionnaire (n=17) thought the challenges were from external factors; for example, from the world situation and/or the government policy.

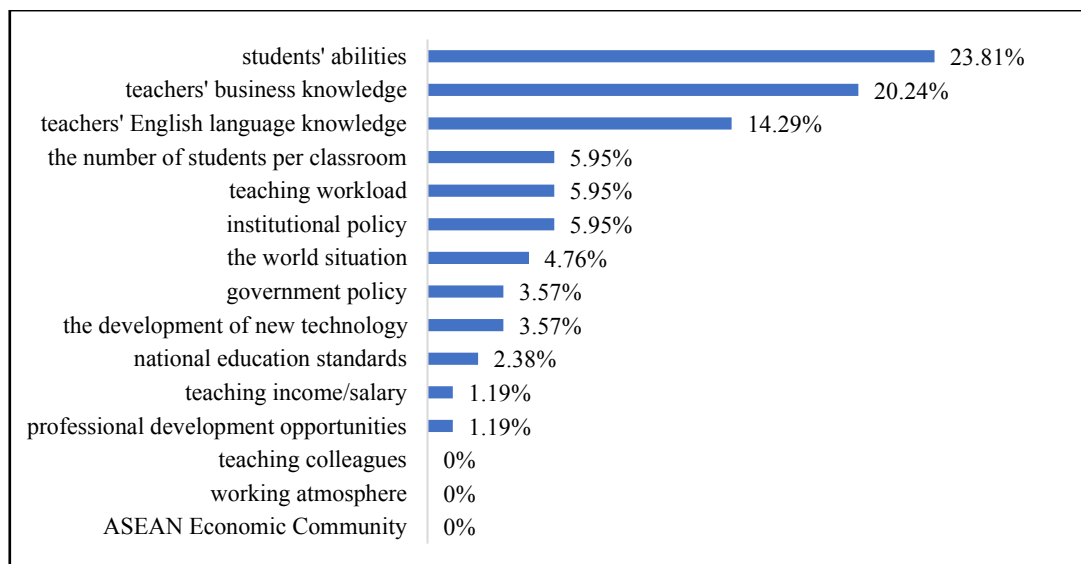


Figure 6.3 Percentage of perceived challenges for the Business English programme

More than half of the teacher respondents (n=49) reported that the level of students' abilities, as well as teachers' knowledge in business and English language, were the main challenges. Interestingly, all the teachers who viewed the level of teachers' knowledge in English language as a challenge had majored in an English related field. Nearly a quarter of the teacher respondents (n=20), however, indicated that students' abilities had an impact on Business English programmes, while a minority of the teachers (n=12) identified factors in the instructional context, such as the number of students per classroom, or teaching workload. In the interview, the term *students' abilities* was clarified to mean students' English abilities, particularly their English proficiency entry level. Although six teachers in the questionnaire did not answer this question, those who did answer identified three factors which they believed did not affect the programme: teaching colleagues, working atmosphere, and the ASEAN Economic Community (AEC). The responses to this question thus seem to indicate that the teachers in this study placed primary importance on matters relating to their teaching practices.

The teachers who took part in this study explained the reason for their decisions, both in the survey questionnaire and in the interviews. These explanations will be clarified in the two subsections below, which deal firstly with internal challenges, and then external challenges.

Internal challenges

The English language competence of the students was one of the most significant internal factors which many teachers, particularly in the interviews, worried about. Ajarn Jarunee from a university in the central region observed, “I think students’ English abilities impact on Business English teaching the most, because the competence of students nowadays is lower than before” (ILJarunee 261115). In line with Ajarn Jarunee, the teachers were especially concerned about the English entry level of the students, especially in universities outside of Bangkok. For example, one teacher in the questionnaire stated: “The students from small cities had a lower level of English competence than the students from big cities, so their learning progress was slower” (Q27).

The reason students who entered the Business English programme had lower English competence than might be expected was probably because, in some universities, there was no entrance examination or specific criteria for admission into the programme. As Ajarn Waree from a university in the northern region reported:

The students who intended to enrol on the programme did not need to take any entrance examinations. We accepted everyone. Most of our students were locals who were unable to go to a university in big cities [due to financial limitation or limited academic competence]. As a result, their

English abilities were quite a bit lower than they should be. ... If we impose an entrance requirement, there will be no students enrolling in our programme. This is because we already have just a small number of students entering our programme. (ITWaree 211215)

The views above reflect how, although the teachers in this study thought the English entry level of the students was one of the major challenges for the programme, they were hesitant to conduct the standardised English entrance examination (see Section 6.2.3, English proficiency entrance and exit examinations).

Ajarn Sakda, who came from a university in the north-eastern region, believed the low English entry level of the students placed his programme at a disadvantage. He explained: “The major obstacle for the development of our students’ English skills was the level of competence of students entering our programme. As their English competence was quite low, it was difficult for them to achieve the required standard” (ILSakda 191215). This was because the teachers had to spend time revising, or filling students’ English knowledge gaps, instead of imparting certain aspects of course content (Q8, and Q72).

The teachers also reported that the large multilevel classes obstructed success in Business English teaching (Q26, and Q42). Ajarn Sida reported having some difficulties in managing her listening and speaking class. She particularly mentioned that it was difficult for her to monitor the progress of each student (ITSida 111115). Moreover, some teachers said they needed to slow down their teaching pace occasionally to give low ability students a chance to keep pace with the class. They reported this consequently slowed down the learning progress of some other students (Q5, and Q34) and therefore those students lost their learning motivation (Q6).

However, some teachers also thought that a change in students' learning style could provide a new and interesting challenge for the teaching of Business English. For example, Ajarn Kwanta found the change in her students' characteristics inspiring, as it encouraged her to keep broadening her own knowledge:

In the past, students were passive learners, but now they are very active. They always come up with questions which they found during their independent study outside the classroom. We, the teachers, have to be ready at all times to answer their questions. (ILKwanta 191115)

Another key internal challenge, which teachers thought impacted on Business English teaching, was the level of knowledge of the teachers in both language and business. As the teachers considered this knowledge an essential professional requirement (see Section 5.4.1), a lack of this knowledge was expected to affect their teaching. In particular, teachers viewed the knowledge of English language as the key component of this programme (Q9, Q28 and Q36). This meant that they were expected to be role models for their students (Q58), and had to use English as the medium of instruction (Q18). Therefore, the teachers were required to have high levels of English proficiency.

In accordance with the findings in Section 5.4.2, the teachers seemed convinced that business knowledge was the area they particularly lacked. It was also possible that this perception dented teachers' confidence, particularly with regard to the perceived effectiveness of their teaching. In her interview, Ajarn Mookda shared an instance that caused her discomfort during her class: "I felt uneasy when I wanted to share something with the class, but I could not find the right words [business terms] to say. It would be better if I had some business knowledge" (ITMookda 261115). Similarly, Ajarn Waree

indicated that her lack of business knowledge made her feel uncertain about the quality of her teaching:

I was sometimes assigned to the courses which I was unfamiliar with, because the programme could not find other teachers. If those courses were English courses which related to business fields [for example, *English for Accounting*], I felt unsure about what I could give to my students. I had no idea whether the content I provided was rich enough. I thought teachers' previous experience in business was very important, but I did not have this kind of experience. (ITWaree 211215)

From the leaders' point of view, the level of knowledge of the Business English teachers was one of the key factors contributing to quality professional practice and the assurance of the academic quality of the programme. Ajarn Sakda remarked that:

A major challenge of the programme related to us as teachers who were responsible for this programme. We needed to think about what we should do to develop our professional competence. We also had to connect our professional practices to research by developing research projects which related to English for Business Purposes. To fulfil the new criteria for the [Thai] tertiary education quality assurance, the teachers of the programme were required to conduct at least one piece of research. (ITSakda 191215)

In addition to the two key internal challenges (the level of knowledge of students and the level of knowledge of teachers) instructional contexts were also linked to other internal challenges which the teachers identified. The challenges associated with teachers' instructional contexts were: workload, teaching income or salary, teaching

colleagues, and professional development opportunities. In particular, the huge workload was blamed for the decline in the Business English teaching quality. Many teachers complained that they had no time for lesson and/or extra-curricular activities preparations. They therefore believed this would have considerable impact on the quality of the students and the programme (Q24, Q56, Q67, and Q76).

In the interviews, workload was identified as directly inhibiting professional development opportunities. Many teachers suffered from heavy teaching workloads, and they perceived this as the key obstacle to their professional development. Evidence of this restriction can be seen from Ajarn Tida's statement: "I sometimes wanted to conduct a research or do something to develop my skills. However, I was assigned to many courses, so I have no spare time for other activities" (ITTida 261115). The matter of workload was also raised in relation to teachers' concern about balancing their professional development needs with their income. As Ajarn Piraya explained, "I am now a doctoral student, so I would like to reduce my workload. However, my request was rejected. Anyway, if the university agreed to my request, my income would be reduced accordingly" (ITPiraya 261115). This was because, from the teachers' viewpoint, teaching income or salary was an incentive for their hard work.

Some teachers cited relationships among teaching colleagues as a challenge during their interviews. Ajarn Mookda (ITMookda 261115) and Ajarn Kwanta (ITKwanta 191115) considered positive relationships with co-workers and supervisors as important because harmonious relationships created a smooth-running workplace. Furthermore, Ajarn Sida (ITSida 111115) and Ajarn Tanee (ITTanee 201215) believed that the attitudes of their colleagues towards changes had a direct impact on the development of the programme. For instance, Ajarn Sida shared her experience: "I once

encouraged the integration of knowledge across disciplines, but some of my colleagues deemed this impossible to do. They just did not want to change their teaching method". This response illustrates how maintaining harmonious relationships among teaching colleagues is important when initiating a change in the programme.

Overall, the findings presented in this section suggest that, in one way, the internal challenges were related to the external challenges. For example, the issue of workload was a result of external challenges, such as the institutional policy and the national education standards. As a result, the impact of these external influenced internal challenges at the individual level that could bring about effects on the whole programme.

External challenges

The external challenges that had a significant influence on the Business English programme, in the view of the participating teachers, were the government policy, the national higher education quality assurance, and the institutional policy. These three challenges were found to be intertwined. In other words, the national higher education quality assurance was a government policy, and the institutional policy was under the influence of these two challenges. Based on the findings, the issue concerning quality assurance seemed to be an initial concern of many teachers in this study. However, from a practitioners' point of view, quality assurance was viewed as a necessary institutional policy. In addition, the institutional policy appeared to have a direct relationship on every internal challenge which was mentioned in the earlier section, especially the professional development of the teachers.

Firstly, the teachers in this study thought the quality of Business English teaching had suffered because of the institutional policy. As the teachers were required to deal with

various kinds of paperwork, according to the quality assurance measurement, they believed that this increased their workloads unnecessarily. They also thought this time-consuming process frittered away their preparation time for class and extra-curricular activities, and the time for their professional development. For example, Ajarn Waree commented, “I thought preparing documentation for the quality assurance measurement imposed an additional burden on the teachers. Also, my time for class preparation and professional development was idled away” (ITWaree 211215)

The conflict between the reality and the measurement framework was another key concern of the teachers in this study. As Ajarn Jarunee commented, “the quality assurance assessment placed a burden on the teachers. Although it was a reflection of teachers’ performance, some criteria for the assessment were not practical” (ITJarunee 261115). Another key point raised was the appropriateness of the quality assurance measurement. For example, Ajarn Sida commented on the criteria for students’ learning assessment:

I understood that we [teachers] had to follow the policy on the national higher education quality assurance of the government and the university. However, I worried about my students because the students’ learning standards framework, which was adopted from European countries, was clearly inappropriate to my students. The level of learning achievement indicated in the framework was a lot higher than my students’ level of ability. ... Enforcing students’ learning standards was good but the criteria for measurement should be adapted to a certain context. (ITSida 111115)

From the standpoint of Ajarn Sakda, the institutional policy concerning the restricted number of teaching staff in the programme obstructed the quality improvement of the programme. He pointed out:

At the time, the number of teachers in our programme was at a minimum, and all of them had an excessive workload. As a result, nobody was granted any study leave [because this would cause a teacher shortage]. ... [The] limited number of teachers made us lose the opportunity to improve the quality of our programme. (ILSakda 191215)

Other external factors affecting the Business English programme were the world situation and the development of new technology. The teachers who participated in the questionnaire viewed the world situation as a factor stimulating the development of the curriculum and strategies of the programme (Q11, and Q69). In particular, in the interviews, the teachers pointed out one specific situation which was applicable to them, that is Thailand's entry into the AEC. In the questionnaire, teachers also indicated they believed that involvement in the AEC possibly led to revisions in the curriculum of the programme (Q4, Q44, and Q45). For instance, it was noted that the emphasis of the programme was likely to shift towards the diversity of cultures and economies of the ASEAN countries (for example, Q5, Q7, and Q28). These statements were also in line with what the teachers thought would take place in the future of the Business English programme (see Section 6.2.2).

In addition to the revision of the curriculum, Ajarn Risa thought it was important to develop a coherent strategy for preparing the Business English students for the new social context: "I thought it was challenging to find appropriate ways to prepare the students for the changes in this region [the commencement of ASEAN Community]" (ITRisa 011215).

In terms of the development of new technology, the teachers in this study appeared to think of this as an individual professional challenge. On the one hand, teachers found

new technology very inspiring, but on the other hand, teachers thought this could be quite burdensome. One reason for this was that while the new technology inspired the teachers to improve their teaching practices (Q30, and Q80), to do that they had to keep up-to-date with the changing technology and learn to exploit it in education more fully (Q44).

Overall, the findings point to the probability that the external challenges, such as the institutional policy and the national higher education quality assurance, affected the quality of Business English teaching in the short term. In the long term, the current issues might impair the quality of the whole programme and damage teachers' morale. As the AEC is directly relevant to Thailand, the Business English teachers' insights about this subject are explained in more detail in the next section. The complex relationships among factors challenging Business English programme are illustrated in Figure 6.4 below.

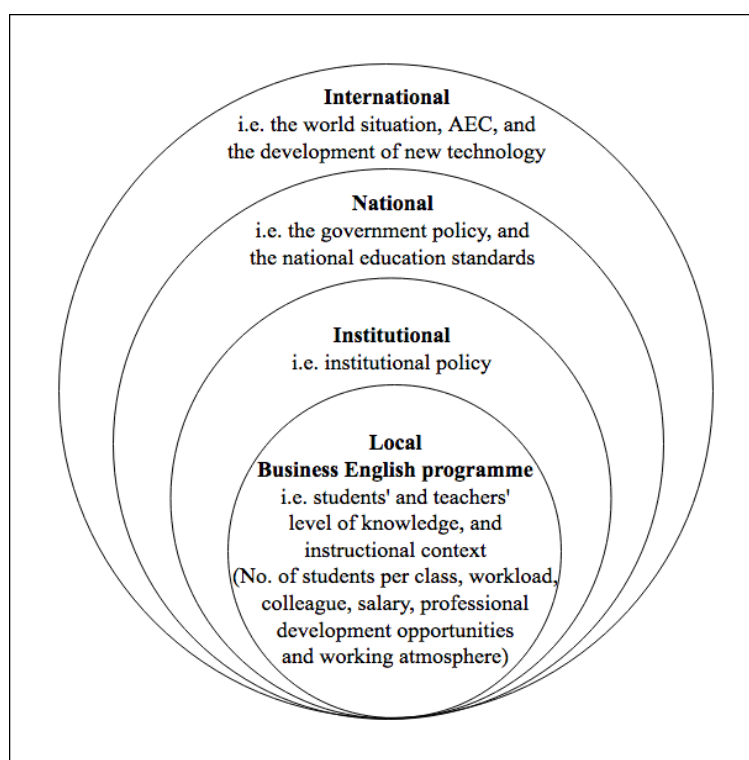


Figure 6.4 Challenges for the Business English programme

Figure 6.4 shows the relation among different levels of challenges identified for the Business English programme. The factors in the outermost area were found to have a significant impact upon the lower levels, and factors such as the local or institutional level, the lowest level, were influenced by factors in all of the higher levels. Moreover, inside the local area, there were internal factors which were found to affect the programme. For example, to increase the international competitiveness of Thai higher education, the government had formulated a quality assurance policy. The universities accordingly adopted this policy, and this led to the assignment of additional duties to the teachers. In line with the findings reported earlier, in Section 6.2.3, this heavy workload then hindered the teachers from pursuing their professional development and developing their teaching practices. These internal challenges therefore eventually affected the quality of the Business English programme.

6.3.2 Perceptions of the ASEAN Economic Community

In the questionnaire, when the teachers were asked whether they believed involvement in the ASEAN Economic Community (AEC) would affect the programme (see Appendix C: Q3, Section 2 of the questionnaire), the majority (n=69, 82.14%) responded that it would. These teachers thought the commencement of the AEC would bring this programme both advantages and disadvantages. On the contrary, however, a small number of teachers (n=11, 13.10%) were not convinced that the AEC would have any impact on the Business English programme. This was because, in Southeast Asia, English had been used widely in business before the commencement of the AEC (Q3, Q62, and Q72). Thus, some teachers were fully confident about their programme because they believed they were well prepared for this situation (Q16, and Q71).

The teachers' perspectives on the advantages and the disadvantages of Thailand's involvement in the AEC are explained in more detail in the next two subsections below.

Advantages of involvement in the ASEAN Economic Community

Drawing on the views of the teachers in this study, the Business English programme was expected to gain considerable advantage from belonging in the AEC. Teachers believed the programme would receive more public attention, as English was regarded as the working language in the ASEAN Community (Q21, and Q51). Thus, it was thought this might lead to an increase in the number of students enrolling in the programme (Q34, Q41, Q64, and Q75), including an expansion of international students (Q52).

Furthermore, the teachers viewed the AEC as a golden opportunity for their students. The teachers were especially convinced that the AEC would create more employment opportunities in Southeast Asia, and people who could communicate in English would have an advantage over people who could not. Therefore, there would be plenty of opportunities for the Business English students to get job training and/or employment (after their graduation), both in Thailand and other ASEAN countries (Q43, Q52, and Q80).

Finally, it was thought that Business English programmes would gain more public acceptance after the commencement of the AEC. Moreover, the students on the programme were expected to benefit from the economic development after the AEC commencement. However, it was also noted that involvement in the AEC might place the programme at a disadvantage as explained below.

Disadvantages of involvement in the ASEAN Economic Community

In connection with their concerns about the English competence of the students (see Section 6.3.1, Internal challenges), the teachers expected that commitment to the AEC could place the Thai students at a disadvantage. Due to the workforce mobility in the ASEAN countries, many foreigners might come to work in Thailand. Therefore, the Thai students might lose their job training and/or employment opportunities to these foreigners because the Thai students had low English proficiency (Q31, Q42, and Q84). Some teachers believed that their English teaching jobs might also be at risk because there might be more teachers from English speaking countries coming to teach in Thailand (Q38, and Q41).

Although the Business English programme taught by Ajarn Waree was an international programme (using English as a medium of instruction), she thought there was no opportunity for this programme to increase international student enrolment. She was convinced that the ranking and location of the university were further factors influencing students' educational decision making:

I thought the foreign students who were interested to study in Thailand would pay attention to top universities, not ours. I did not think our university, which is small and located in a small city, would get any benefit from the AEC (ITWaree 211215).

Ajarn Piraya, who taught in the international Business English programme in the central region, also assumed that Thai universities were likely to lose the opportunity to increase international student enrolment as these students would go to other ASEAN countries:

Our university relied on the students from neighbouring countries. When the AEC commenced, I thought the number of foreign students who came to Thailand might decrease, especially the students enrolling in the Business English programme. This was because the students might be interested in other countries which are best-known for their business knowledge. If I were a student, I would go to those countries. (ITPiraya 2611115)

Given these results, it would be reasonable to assume that both the level of English proficiency of the Thai students and the level of competitiveness of the Thai universities would become key indicators for the success of the programme and its students when the AEC commenced.

Overall, the findings seem to indicate that the commencement of the AEC was potentially relevant to the survival of the Business English programme in Thailand. However, it could also have both positive and negative impacts on the employment of the teachers and the employability of the students.

6.3.3 Teacher responses to challenges for Business English programmes

In the interviews, some of the teachers mentioned strategies for coping with the particular challenge resulting from the level of students' English competence. Hence, strategies were designed to develop students' English abilities in two ways: attending to the English background of the new entry students, and the English language performance of the students during their academic journeys. For the English knowledge that the students had on entry to the programme, there were plans to prepare students for their tertiary study in the Business English programme. As her programme did not have any

student selection processes, Ajarn Waree explained that she had designed a transitional programme, based on an English proficiency test for the new entry students:

After the students enter the programme, they have to take the English proficiency test. If the students do not pass the specified criteria of the programme, they are required to enrol in the fundamental English course(s) prior to their enrolment in the Business English courses. (ITWaree 211215)

At another university that also employed student selection processes, the admission criteria were not so strict. Therefore, Ajarn Risa had also developed a plan to develop the English abilities of the students who entered her programme: “Before the semester starts, our programme has arranged an intensive English course for the new entry students. This is aimed to prepare the students for further study in the Business English programme” (ITRisa 011215).

In relation to his strategy for enhancing the English language performance of the students during their academic journey, Ajarn Tanee initiated English chat groups during his free time. He stated:

I initiated an extra-curricular activity called *English Clinic*. I arranged to meet with the groups of my advisees at a time convenient for both of us. The students form their own group and meet with me at the appointed time. I meet with one group per week. During the meeting the students are encouraged to talk about any topics which they prefer. Each session takes approximately one hour. (ITTanee 201215)

In order to improve the Business English writing performance of her students, Ajarn Sida used formative assessment instead of summative assessment. She clarified:

“Nowadays, I have to make my teaching, including assessment, more flexible. ... I give the students more opportunities to practice in class. ... Instead of assessing their writing assignments, I focus on the development of their writing skills” (ITSida 111115).

In addition to their plans to cope with the issue concerning the level of students’ English proficiency, during their interviews the teacher participants showed an interest in setting up a network of Business English teachers in Thailand. They thought this network would be a forum where teachers in this field could discuss and exchange ideas about what is going on in this field. In addition, Ajarn Lalita believed this network would help the programme to cope with the issue relating to a lack of teachers who specialise in specific fields of business. She commented:

It would be great if we have a group of Business English teachers from different universities with whom we could share information about our programmes, including teacher profiles. ... This [the Business English teacher network] would make our work a lot easier. We could ask some of them to be our guest lecturers or to collaborate in teaching some courses. This network would not only benefit us [teachers] but also our students and the programme. (ITLalita 171215)

In line with the findings in Section 6.3.1, the findings in this section have suggested that the teachers’ primary concern was the students, especially the level of English competence of the students. It was found that, in order to cope with this challenge, the teachers had developed strategies which could be applied at both the programme level and the classroom level.

6.4 Summary

In conclusion, it was found that Business English programmes in Thailand instigated changes in two areas in order to produce skilled, employable graduates: the curriculum and the teaching practices. The curriculum was revised, for example by adding new courses relating to new business fields and/or languages other than English to the curriculum. In terms of teaching practices, student-centred approaches were used, and more new technology was brought into the classroom than before. These changes were made in response to ongoing changes in the national business sphere. The changes made in the curriculum also reflected a shift in the focus of the programme.

The findings revealed that the teachers thought future changes would occur in response to contemporary changes. They expected that the curriculum would still be the vehicle of change in Business English programmes. However, they also anticipated that the scope of the curriculum would broaden beyond the traditional use of Business English, to focus more on the use of Business English as a Lingua Franca (BELF). Correspondingly, it was thought that the programme would focus more on internationalisation by creating partnerships with foreign universities, and business organisations.

CHAPTER SEVEN

DISCUSSION

7.1 Introduction

This chapter aims to discuss the participating teachers' perspectives on the complexity and dynamics of the evolution of the Business English field in the Thai tertiary context, in the light of current literature. The three sections in this chapter correspond to the three research questions. Discussion on the answers to these questions will be informed by the theoretical and analytical frameworks underpinning this study. In the first section, Section 7.2, teachers' perspectives on the emergence and development of Business English programmes in Thailand are discussed. Then, in Section 7.3, reflection is provided on current changes in the programme. In the last section, Section 7.4, future challenges that the programme may face will be discussed.

7.2 Emergence and Development of Business English

In this section, the emergence and development of Business English in the Thai tertiary context are discussed in the light of existing literature. I will firstly look at the initiation of the programme, and then consider the development of the programme.

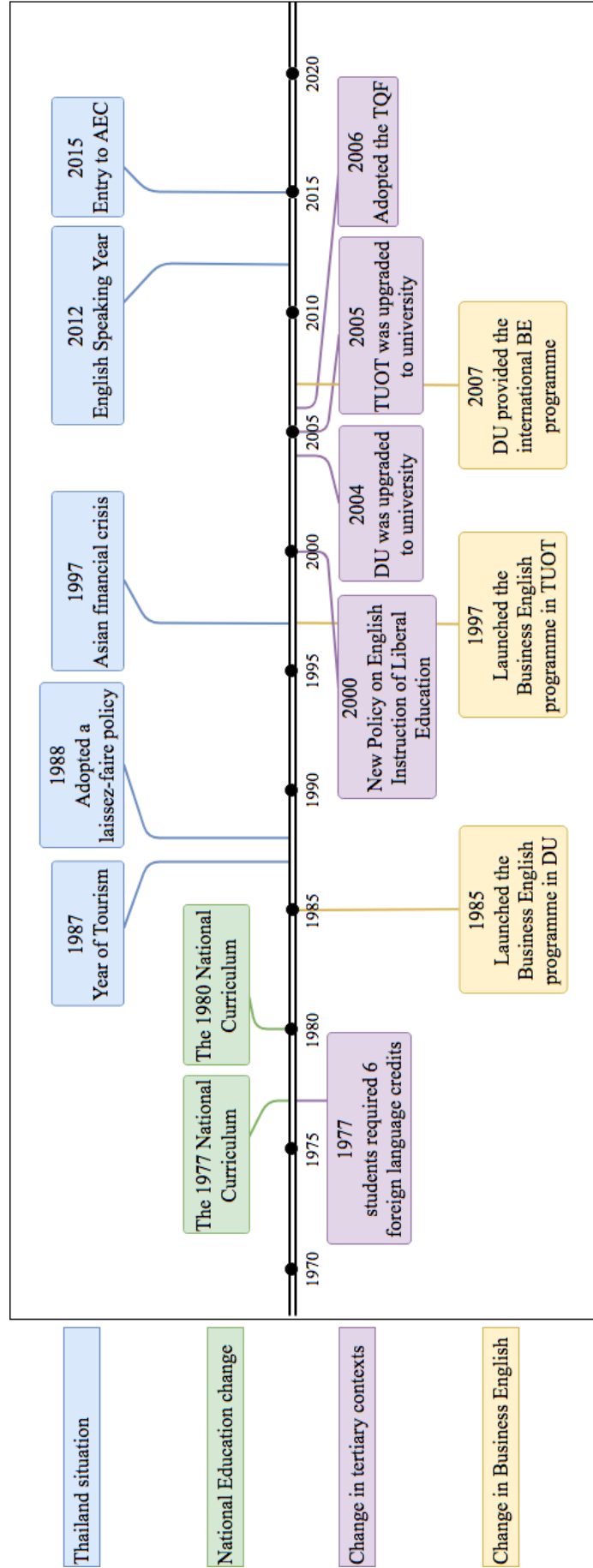
7.2.1 Initiation of Business English programmes

The findings in the current study indicated that Business English programmes in the two university contexts described in Chapter Four (TUOT and DU) were both launched during the 1980s and 1990s, during a period of dramatic change in both the Thai economy and English education. Figure 7.1 shows the links between the development of

the Business English field in Thailand and changes which took place in Thai economy, society, and English education. At that time, there was explosive growth in tourism and foreign investment in Thailand (Methitham & Chamcharatsri, 2011). As a result, according to the 1977 and 1980 National Curricula, English language study was designated as an elective subject for primary school students and a compulsory subject for secondary students.

The new curricula developed in 1977 and 1980 were primarily aimed at developing students' communicative skills (Darasawang, 2007; Wongsothorn et al., 2002; Yiamkhamnuan, 2016). In line with these curricula, undergraduate students were required to take six foreign language credits as part of general education. The literature indicated that English was the most popular foreign language in which undergraduates enrolled (Methitham & Chamcharatsri, 2011; Wongsothorn et al., 2002). Moreover, the focus of English teaching in the tertiary contexts at that time was consistent with the aims of the aforementioned national curricula, namely to develop students' abilities to use English in real-life contexts. The findings from the current study confirmed that the initiation of the Business English programme in TUOT, at least in part, was motivated by aspirations to develop students' English language skills in relation to real-life needs.

The findings in the present research align with the observation of Brieger (1997) that Business English programmes arose from the need to communicate in international business contexts. In particular, participating teachers noted that the Business English programmes in both of the university contexts for this study emerged in response to the development of the tourism industry and the increasing importance of English in Thailand at that time (see Figure 7.1). However, they also indicated that, at the beginning, the programme aimed at producing skilled workers for the domestic labour market rather than



Notes: AEC stands for ASEAN Economic Community

TQF stands for Thailand Qualifications Framework for Higher Education

BE stands for Business English

Figure 7.1 Overview of change influencing Thai Business English

the international labour market. Evidence of this perspective is seen in the comment of Ajarn Sunee about her plan to initiate collaboration with foreign universities and use this collaboration as the gateway for her students to be trained in the business of those foreign countries (see Sunee in Section 4.4.4).

Although both TUOT and DU launched Business English programmes at a similar time, a key difference was in the origin of the initiation, with significant implications for the ongoing nature of change. In line with Markee (1997), the initiation in these two contexts can be classified into two types of change “based on who recognizes a need for change and who proposes change” (p.48). At TUOT, the launch of the degree in Business English could be considered as *immanent change* or *self-motivated change*. This type of change takes place when a need for change and its solutions are recognised and proposed by insiders (Markee, 1997). From the findings of the current study, immanent change is seen in how the leader of the Tourism programme was the one who recognized the demand for further study by her Tourism students, and subsequently initiated ways to expand their knowledge into the field of Business English (See Section 4.3.1). In contrast, at DU the Business English programme began as part of an institutional policy to diversify the fields of study. Therefore, the emergence of the programme in this context was considered by Markee (1997) as *directed contact change*, or change which was introduced by outsiders. These different kinds of starting points and key initiators of change continued to have effects on teachers, and curriculum developments of the Business English programmes at TUOT and DU.

The findings from the teachers’ perspectives on the emergence of the Business English in the Thai tertiary context do not appear to fully support those of Hargreaves (2004) study, in which the interview data indicated that teachers had different emotional

reactions to self-initiated change and mandated change. In Hargreaves' study, teachers in Canadian elementary and secondary schools showed positive emotions when they were involved in self-initiated change. On the contrary, they were found to be more likely to experience negative emotions when they underwent a change which was mandated from higher-up. However, in the present study, the findings from the retrospective interviews seem to suggest that the tertiary Business English teachers in both TUOT and DU had mixed feelings (both positive and negative) about the self-initiated as well as the mandated changes which they had experienced during the emergence of the Business English programme.

The mixed feelings in relation to self-initiated change were evident in relation to Ajarn Kanlaya, the founder of the Business English programme at TUOT. While she was very enthusiastic about the foundation of the programme, she also showed considerable concern over the management of the programme. She worried that she could not find the teachers with the qualifications she thought were appropriate to her programme (see Kanlaya in Section 4.3.3). Moreover, the establishment of the programme increased the workload and created new challenges for the teachers who initially worked as Tourism teachers. This seemed to be the reason why Ajarn Prasert initially disagreed with the founding of the programme in the first place (see Prasert in Section 4.3.5). However, after he had spent some time in this field, he then seemed to affirm the initiative.

Similarly, it was found that even mandated change might cultivate positive emotions if the teachers received considerable support from those in high-up positions. In the current study, the two Business English pioneers at DU, Ajarn Pranee and Ajarn Karuna, reported that they were sent to be trained for the upcoming programme before the commencement of the Business English programme (see Pranee and Karuna in

Section 4.4.3). Hence, although these two pioneers thought that the change was challenging, nonetheless they seemed satisfied with the university's initiation of the programme. For instance, Ajarn Karuna said she was happy with her new role as a Business English teacher because she realised the potential of the programme in the labour market. She therefore became confident in the future of the programme.

The culturally different perspectives of teachers in Canada (referred to earlier in the study by Hargreaves) and teachers in Thailand might be another factor which could affect the feelings of Thai Business English teachers about mandated change. In general, Thai teachers tend towards compromise. They therefore might be more inclined to comply with, without resistance, with what their management required, as found in the present study. Looking at that early period of change, nearly three decades later, it is now clear that the teachers who participated in this study found the emergence of Business English programmes to be very positive. They therefore sought to identify and build on what they thought was good for their programme. In the next section, the development of Business English will be discussed.

7.2.2 Development of Business English

Prior to the emergence of the Business English programmes, this field had not received much attention in the Thai tertiary contexts. The two sub-fields of English for Specific Purposes (ESP) which gained special attention were English for Academic Purposes (EAP) and English for Science and Technology (EST). According to the interview with experienced teachers in the current study, English teaching for the undergraduate students at that time was focused on English for everyday use and EAP. However, in terms of universities with a focus on science and technology, there was evidence that external EST teaching experts came to help develop the teaching of EST in

Thai universities (The Seminar on Teaching English for Science and Technology, 1982). Furthermore, articles published in PASAA (which literally means language in Thai and is the oldest professional language teaching journal in English in Thailand), confirm that the focus of research on English language teaching during the late 1970s to 1980s was on EAP and EST (Navarat, 1991).

In comparison with the emergence of EAP and EST, the development of the Business English field seemed to be more challenging, because at that time there was relatively little literature about this field either at the international or the national level. At the global level, research on Business English started in the 1980s but the amount of research on this field was still limited (Bargiela-Chiappini & Zhang, 2013; Johnson, 1993; Nickerson, 2015). Most of the early research in this field focused on lexical and grammatical features of written business texts. Although, in Thailand, research on Business English started a little later than at the international level, the situation was similar to what happened in other regions. That is to say, the Business English field received little attention despite the increasing interest in the use of English in business contexts. In Thailand, there were less than ten journal articles on Business English published in the PASAA journal during the 1980s, and most of these focused on pedagogy (Navarat, 1991). Therefore, it appears that, at the time when the Business English programme emerged, there were limited data resources about the use of English in real-world business contexts, which was the objective at the founding of the programme.

In the light of the above discussion, it appears that the pioneer teachers of the Business English programme in the current study had to think independently about how they were going to manage this programme, based on their own understanding and experiences. This practice initially may have led to the difference between the

development of the programme in TUOT and DU, the two university contexts in this study (see Chapter Four). At TUOT, the Business English programme emerged from the field of business because the founder of the programme had experience in teaching business. Therefore, the programme initially focused more on business than on English language. In contrast, the Business English programme at DU emerged from the field of English language teaching. However, the focus of the programme at DU was on English for business communication, perhaps because the pioneer teachers at this university had benefitted from the opportunity to be trained in Business English teaching. The findings about the development of the Business English programme in these two university contexts, however, were similar to the development of the Business English materials at the early stage, as described by St John (1996) who noted that those materials that emerged initially were developed from individual intuition or the informed understanding about business communication of the writers. Similarly, in the present study, the Business English programme appeared to develop from the teachers' perceived understanding about this field.

The findings of the current study also partially support Zhang's (2007) review of the development of Business English teaching in China, which found that the field of Business English evolved from intuition-led practices to include more content-based teaching, and finally more research-led practices. However, the present study looked at the development of Business English in terms of the teachers' perspectives on this programme of study, so it presents an insider overview of the development of this programme in Thailand. Although the development of the programme seemed to be intuition-led at the beginning, it later seemed to become more of a response to current situations at a national level. This development also seemed to be in line with the development of the Business English field at a global level in which, as indicated by

Nickerson and Planken (2015), the focus of the field shifted towards business interactions in intercultural contexts. The teachers who participated in this current study reported that they planned to add more content related to intercultural communication into their courses (see Section 6.2.2). The first reason for this shift was that the programme was required to adapt to the world's situation in order to be able to answer the needs of the international labour market. Another possible reason might be that, with the advancement of technology, the teachers were now more easily able to access resources and to keep up with the latest business world trends. In terms of research, however, there was still little research reported on this field in Thailand. Most of the existing research focused on improving the quality of classroom practices and enhancing the students' English abilities, rather than analysing Business English communication in authentic multinational contexts. A similar trend has also been observed by many international scholars in this field (e.g. Bargiela-Chiappini & Zhang, 2013; Nickerson, 2015; Nickerson & Planken, 2015). Overall, in the current study, it was found that the development of Business English in the Thai tertiary had not evolved to being a research-led movement yet, but rather that it tended to be a response to particular global changes and classroom needs.

In addition, regarding the findings about teachers' awareness of cross-cultural communication skills, it appears that the contemporary development of Business English in Thailand may have been a response to an increasing use of English as a Lingua Franca (ELF) in the Asia region. Although the teacher participants did not explicitly mention that they took an ELF approach, their reported plan to include knowledge of intercultural communication in their courses, as mentioned earlier, was evidence that they had started to adopt a broader ELF perspective. This practice was consistent with Baker's (2012b)

study, which aimed to raise the intercultural awareness of the teachers who teach English communication, especially in an ELF context such as Thailand.

The findings of Zhang (2007) and other scholars (e.g. Bargiela-Chiappini & Zhang, 2013; Ellis & Johnson, 1994; St John, 1996), about the development of Business English, were based on their review of literature in this field. However, the findings of the current study were mainly drawn from experience of teachers who were pioneers of this field or who worked in this field in the Thai tertiary context. This study therefore not only builds on current literature, but also presents the development of the Business English field from a fresh angle, that is from the perspectives of practitioners.

During the three decades of the development of Business English in Thailand, the current study shows that many changes took place. In the next section, changes in the Business English programme, as seen through the participating teachers' eyes, will be discussed in the light of wider literature.

7.3 Reflection on Current Changes in Business English Programmes

This section provides discussion about changes which participating teachers reported took place in their Business English programmes. The first sub-section not only looks at changes at the programme level but also identifies those changes which went beyond curriculum level change. Then, in the second sub-section, I will focus on changes that took place at the individual teacher level and discuss how Business English teachers responded to these changes.

7.3.1 Looking beyond curriculum change in Business English

Exploring changes in Business English programmes through the teachers' perspectives revealed several insights which go beyond visible changes in the curriculum. Firstly, the findings of the current study (see Section 6.2.1 and 6.2.2) suggest that the concept of Business English became broader than how it was initially defined by the literature in the 1980s. That is to say, Business English at that time did not involve only knowledge of business language, but also knowledge of business communication and practices. Primarily, according to Pickett's (1986, 1988, 1989) explanation, Business English during that decade seemed to refer only to business terminologies. Pickett viewed Business English as a type of business language that differs from lay language.

The findings from the current study particularly reflect the later literature on Business English, which involved other areas that encouraged the development of communicative competence for business contexts, such as grammar, discourse, and so on (Boyd, 1991). In fact, many scholars who were active after 1990 (e.g. Baker, 2012b; Brieger, 1997; Doyle, 2012; Ellis & Johnson, 1994; Nickerson & Planken, 2015; Pratoomrat & Rajprasit, 2014b) refer to the necessity to integrate practical business knowledge and skills, and intercultural communication skills into the teaching of Business English. In particular, Nickerson and Planken (2015) emphasized that business competence and the understanding of communication norms in business contexts were useful in authentic business contexts. In line with this literature, the questionnaire findings in the current study indicated that more than 50 per cent of the respondents thought practical knowledge about business and business practices (71.43%), together with cross-cultural communication skills (51.19%) were very important to the field (see Section 5.3.1). These teachers' responses, particularly cross-cultural communication

skills, therefore support the notion that the teacher participants had started to develop an awareness of the importance of intercultural communication in Business English (see Section 7.2.2).

However, despite the recognition of the need to integrate business and language content, the current study's findings suggest that Business English in the Thai tertiary context has changed since its initial conceptualization. In fact, in this context the focus of Business English was found not only to be on developing students' English communicative competence in the business context but also on building their capabilities for specific business performances. As Ajarn Niwat explained, his students needed to be prepared for the particular business area they were interested in (see Niwat in Section 5.3.1), so the course he designed was based on individual student needs.

The wide difference in the needs of current students in Business English courses is likely to be the reason for modifications in the aims of these courses over time. Business English courses were initially stand-alone courses which were targeted mainly at work-experienced learners (Dudley-Evans & St John, 1996; Johnson, 1993). It was thus reasonable to focus mainly on developing their English communicative competence for business settings in the local context. However, Business English in the Thai tertiary context was provided as a degree programme, in which most of the learners were inexperienced with regard to business contexts. In the process of developing the national economy, universities play an important role as suppliers of professionals for the workforce. Therefore, it was important for the undergraduate programmes to prepare students with the necessary employability skills that would benefit their future entry into the labour market.

In Thailand, the mismatch between graduate profiles and labour market requirements has been of great concern to the Thai government and led to the Thai Education Reform in 1999 (Kirtikara, 2001; Navy, 2013). The goal of this educational reform was to develop well-rounded graduates (Navy, 2013; Sangnapaboworn, 2003). As a result, the university programmes added skills and knowledge areas, other than just English language, into the curriculum, and established connections with relevant business organizations. This change in focus was particularly aimed at getting prospective employers to value the programme. The change to placing more emphasis on business contexts is also identified by Robrue and Bamrungratanakul (2015), who indicated that employers need Thai Business English graduates who have English language competence together with other additional knowledge and skills in areas such as business management and other languages.

The findings of the present study also lend support to Bargiela-Chiappini and Zhang's (2013) review of the development of the Business English field in China. They found that, "in China, Business English has become an umbrella concept that incorporates a range of subjects deemed to be necessary for the development of well-rounded specialists [who are] trained to satisfy the needs of the fastest growing economic power in the world" (p.198). The current study provided evidence that the intention to connect the programme with the real world, by providing links with the labour market and by integrating Business English with other subject disciplines, led to expanding the scope of the field. Therefore, the field of Business English has now come to be seen as a multidisciplinary field.

As the changes that took place in the programmes had a direct influence on the teachers, how Business English teacher reportedly responded to those changes will be discussed next.

7.3.2 Looking at Business English teachers' responses to change

In the light of the previous discussion, the expansion in the scope of Business English, in the Thai tertiary context, was also related to a shift in teachers' conceptions of Business English. The findings in Section 6.2.1 (Changes at the individual level) indicated that many teachers who participated in this study had changed their ideas about the focus of Business English teaching over their time in the field. This finding suggests that change in Business English is *systemic*, in that it takes place in an environment which consists of several interconnecting systems, and a change which occurs in any of these individual systems is likely to have an impact on the other systems to which it is connected (Kennedy, 1988; Schon, 1971).

However, the findings on the changes in the Business English programme in this study do not fully support Kennedy's (1988) observation about the order of influence. Kennedy explained that a change context consists of many interrelated subsystems, such as administrative, institutional, and classroom innovation subsystems (Kennedy, 1988). These subsystems are hierarchical, so higher-level systems consecutively influence those below them (See Figure 2.1 in Section 2.2.1). Waters (2009) also added that features of classroom practices were influenced by the higher-level subsystems such as institutional and administrative subsystems. However, in these comments, it appears that Kennedy and Waters were referring to a large-scale change. In contrast, the present study explored responses to change on a smaller scale, as observed through practitioners' perspectives.

In the current study, the change context was found to consist of different levels including: programme, institutional, national, and international systems (see Figure 7.2). Within the programme level, there are subsystems such as teachers, and students. In this context, change was not only adopted but also initiated within the programme level, in response to external influences outside the programme, such as the labour market. The teachers therefore had flexibility to make changes in their programme, to some extent. As a result, changes which occurred in the Business English programme did not necessarily occur in a hierarchical order. Instead, these changes both influenced and were influenced by the teachers as well as factors in the external context at the time.

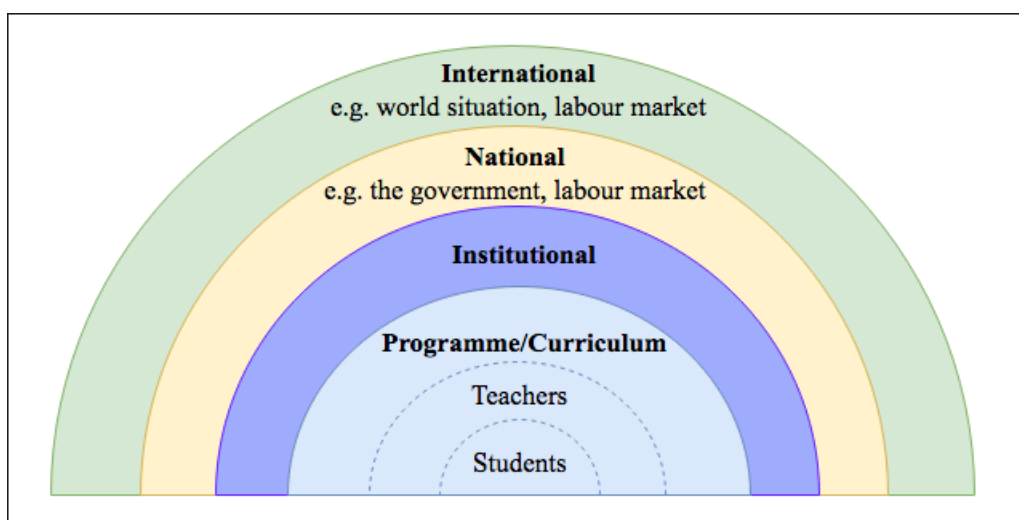


Figure 7.2 Change context of the Business English programme (adapted from Kennedy, 1988, p. 332)

In line with changes identified in the curriculum, the Business English teachers appeared to become increasingly aware of as well as accepting of the multidisciplinary nature of the Business English programme. The findings strongly indicated that the teachers gradually brought disciplinary elements, other than those within their initial areas of expertise, into their programme when they had worked for a longer time in this

field (see Section 6.2.1, Changes at the individual level). For example, teachers who had an educational background in an English language field became engaged in developing their business knowledge and skills. This supports the explanation by Fullan (1985) that change at the individual level is a process of learning new knowledge, “developing new skills, and finding meaning and satisfaction in new ways of doing things” (p. 396). In the case of the Business English teachers who participated in this study, they experienced changes from both internal factors within the Business English programme (such as a change in the curriculum) and external factors (such as a change in the business world). These changes were ongoing and the direction was often unpredictable. As a result, the teachers reported that they needed to keep learning and updating their professional skills. It is interesting that teachers’ intention to engage in ongoing professional learning, to deal with change, is also identified by Gillies (2015) as a necessary route for teachers to take in the era of globalisation.

To keep up with ongoing changes, especially those in real-world situations, the teachers who participated in this study realised there was a need to pursue professional development. In this regard, they particularly paid attention to pursuing activities which helped them connect to real-world professional business practices. A possible reason for this interest might be the realization that they lacked relevant business knowledge and skills. Interestingly, the issue of Business English teachers lacking business knowledge and/or business experience has previously been pointed out (Arthur, 1983; Nolan & Reed, 1993 cited in Johnson, 1993). However, as the findings from the current study show, this issue also persists in the Thai tertiary context. A reason for this situation might be that because the job requirements for Business English teachers were typically similar to those for general English teachers. Most of the Business English teachers therefore had an educational background in English or related fields. In addition, it is significant that many

teachers in the current study reported entering the Business English teaching career by chance. Nonetheless, teacher participants mentioned the importance of taking account of the personal business experience of the Business English teaching candidates. They thought that personal business experience would enable them to adjust their teaching content to meet the needs of the labour market and to make use of opportunities to share students' knowledge in class (see Section 5.4.1). The findings of the current study also strongly indicate that the teachers had planned or tried to develop their knowledge of business skills by pursuing a number of professional development routes.

The teacher participants in the present study, particularly those who majored in English related fields, were interested in taking up an internship with business organisations. They viewed the benefit of this kind of professional development as a bridge which linked them to the real-world business sphere (see Section 5.4.2). However, teachers in the current study indicated that they had not yet had an opportunity to take an internship with a business organisation due to their lack of available time and the limited accessibility of support (this issue will be discussed further in Section 7.4.2).

Another professional development route that the teachers in this study were interested in was conducting and publishing research. For example, Ajarn Risa reported that she conducted research which would familiarize her with certain business fields (see Risa, Section 6.2.1). To the teachers, conducting and publishing research was not only perceived to be a way to develop their profession, however, but also a way to fulfil one of their professional responsibilities and enhance their career advancement. This decision was because conducting and publishing research was one of the criteria for the annual teacher performance evaluation and was seen as a way of gaining more professional status. The teachers thus thought of undertaking research as a professional duty which

tertiary teachers had to accomplish (see Section 6.2.3, Professional development for Business English teachers). The teachers' responses are similar to ideas noted in the literature, which highlights how the research on Business English in Thailand during the 21st century mainly focused on classroom practices rather than the use of English in the workplace (see Section 2.7.2). This focus is different from the global trend, which indicates a shift towards the study of English used in real-world settings, especially in multicultural contexts (Nickerson, 2015; Nickerson & Planken, 2015). For example, there were two large research projects conducted in Finland from 2000 to 2009 to explore the language and communication practices of internationally operating business professionals in Finnish-Swedish mergers (Kankaanranta & Louhiala-Salminen, 2013). Although English is widely used as a lingua franca in various areas, including business sectors, in Thailand (Baker, 2012a), teachers in the current study were found to still have limited opportunity to conduct similar research in international or multinational business organisations.

Overall, in response to ongoing changes in the Business English programme, the teachers had to cope with an expansion of their roles and responsibilities. The findings of the current study indicate that the Business English teachers took on multiple roles, such as teacher, needs analyst, course-designer, and researcher. Theoretically, Business English practitioners are supposed to play all of these roles (Dudley-Evans & St John, 1998; Johnson, 1993). However, Anthony (2008) questions whether this multi-role profile of the teacher could really work in practice and whether teachers have time to fulfil all of these roles. Nonetheless, the teachers in the current study seemed to think of the roles, such as needs analyst and course designer, as an integrated part of their teaching duty. Hence, they did not report any difficulties in dealing with these two roles at the same time.

Contrary to their attitude towards the ongoing expansion of their teaching roles, the teachers appeared to view the role of researcher as a new challenge. One possible explanation for their position might be that conducting research was recently designated as one of the professional duties of tertiary teachers (Ministry of Education, 2015), and an indicator for the internal quality assurance for higher education institutions (Ministry of Education, 2011). It was reported by the participants in the current study that most universities required their teachers to write or present at least one research paper per academic year. However, as the teachers in this study had to deal with a heavy workload in the context of ongoing change, they found it difficult to cope with the extra workload related to conducting research.

In light of the above discussion, the findings from the present study lend support to Fullan's (2001, 2005) acknowledgement of teacher responses to educational change, in that the process of learning new skills and expanding the roles of tertiary teachers is time-consuming, and requires considerable physical and mental effort. Consequently, the teachers sometimes felt uncertain and ambivalent about whether they had the competencies necessary to perform their new roles. Although the teachers who participated in this current study saw professional development (e.g. taking up an internship and conducting research) as valuable to them, many teachers worried that putting time and effort into these additional tasks would have an impact on the quality of their teaching practices. Furthermore, due to both the time and support constraints, they were convinced that they might not be able to conduct quality research at a level that would be good enough to be published. The issue about the availability of time and support will be discussed along with other matters in the next section on future challenges.

7.4 Future Challenges

In this section, three future challenges, which were identified by teacher participants, are discussed. The discussion begins by focusing on the largest challenge, students' English proficiency level, followed by the availability of time and support, and finally the need for international networking and cooperation.

7.4.1 Students' English proficiency level

One of the main challenges that the Business English teachers thought most affected their programme was the level of students' English proficiency. In general, the teachers who participated in the current study shared similar concerns over the low English entry level of the students. In Thailand, the students who achieve high academic performance, including English competence, are usually attracted to highly popular college majors which are offered by the high-ranking institutions (Boriboon, 2008). However, Boriboon's findings indicated that the Business English programme was not the top-rated degree for new students enrolling and most of the universities which offered this major were not seen as highly-ranked universities in Thailand. According to a newspaper interview, the Chairperson of the Council of University Presidents of Thailand revealed that the top-rated degree in the field of social science were Laws and Communication Arts (Matichon Online, 2018). Therefore, most of the students who enter Business English programmes are students with moderate or low abilities. Teachers who participated in the current study also shared this concern.

Moreover, due to the prevalence of educational inequality in Thailand, as confirmed by Lao (2017) and Prasartpornsirichoke and Takahashi (2013), there is a huge gap between schooling achievements in big and small cities. Baker (2012a) also observed

that, compared to urban areas, access to English language education was limited in rural communities. The teachers in the current study were similarly convinced that there was a disparity in English language levels between the students in different parts of the country. In particular, the teachers from small cities thought that their students had a lower level of English competence than students who came from big cities (see Section 6.3.1).

On the face of it, the issue about the low English entry level of the students could be easily resolved by establishing specific criteria for admission into the programme, such as conducting a standardized English entrance examination. In reality, however, the participating teachers were aware that this resolution might pose a barrier for students wishing to enter Business English programmes, especially to those programmes which are provided in less famous universities. As mentioned earlier, Business English is not a hugely popular major, so there is currently less possibility that those students with high-abilities will choose to study in this programme. Therefore, there was concern that imposing specific criteria for programme admission might cause a further decrease in the number of students entering Business English in the universities. Ajarn Waree pointed out the worst-case scenario would be the probability that no students would enrol in the programme (see Waree in Section 6.3.1). This outcome was seen as more likely because the level of English proficiency held by many candidates was reported by teacher participants to be low, therefore the entry standard might be difficult to change, particularly in light of the provincial location of the university.

Looking at this challenge from a local perspective, the findings of the current study indicate that the teachers thought the present low level of students' English competence limited the effectiveness of their Business English teaching. For example, the teacher participants mentioned that they found it difficult to cover all of the necessary

content areas that were relevant to the course within the time frame available. That was because they spent most of their time filling the students' English knowledge gaps (see Section 6.3.1). Ideally, an ESP course can be taught to students at any level of competence, since it is supposed to be *tailor-made* to meet students' needs (Dudley-Evans & St John, 1998; Robinson, 1980). In practice, however, the teachers who participated in this study found it challenging to do that effectively since they usually had to deal with large multilevel classes. As a result, they believed it would be too difficult for them to design their courses to suit a group of students who had different levels of competence.

Taking a wider view, the low level of students' English skills could place the Business English students and the programme at a disadvantage, especially once the ASEAN Economic Community (AEC) came into effect. Ajarn Sunee and some other teachers who responded to the questionnaire expressed their concern about the possibility that the Thai Business English students would lose the opportunity to pursue job-related training and/or to gain employment due to competition from students in other countries in Southeast Asia (see Sunee in Section 4.4.4, and Q31, Q42, and Q84 in Section 6.3.2). This erosion of opportunities was thought to be likely to occur because the level of English proficiency of the Thai students was lower than that of foreign students. Moreover, it was perceived that businesses preferred to employ foreign students rather than Thai students since the foreign students could generally communicate better in English, especially in authentic contexts (see Sunee in Section 4.4.4, and Q31, Q42, and Q84 in Section 6.3.2). The concerns raised by Business English teachers in the present study, over the English abilities of their students, correlates with a comment by Sakkarin Niyomsilpa, a demographic expert at Mahidol University's Institute for Population and Social Research (IPSR), about the weakness of the Thai workforce. He pointed out that Thailand might lose its competitive edge in the labour market to the Philippines and

Vietnam as the people from those countries were known to speak better English than Thais (Tansubhapol, 2011). In addition, it is possible that a high number of students with limited proficiency in English could reduce perceptions of the reliability of the graduates in the labour market, which would in turn negatively affect the reputation of the Business English programme. This outcome might then lead to a lower number of graduates being employed, and ultimately affect the acceptability of the programme in the education market.

However, there was an interesting argument concerning English proficiency of the Thai students from a study, on English as a Lingua Franca (ELF) in Thailand, by Baker (2012a). Given that, in Thailand, English tends to be used as a lingua franca, Baker questioned the appropriateness of the current English language proficiency evaluation in this specific context. Baker argues that the seemingly low English proficiency of the Thai students might be because the international evaluation standards were developed in contexts very different to the Thai contexts. Consequently, Baker recommended that the students should be evaluated according to “local pedagogic practices and proficiency in relation to the needs of these learners and the communicative situations that are of relevance to them” (p.5). Consistent with Baker’s work, the findings of the current study present evidence of the teacher participants’ awareness of this suggestion. The teacher participants’ opinions, with regard to the teacher scenarios in the questionnaire, about which teacher they thought the most suitable for Business English teaching reflected how they placed more value on students’ abilities to communicate in real-world situations than on the accuracy of their language structures (see Section 5.3.3). Nevertheless, it appears that English language teaching in Thailand still relies on the international English language proficiency evaluation systems, as evidenced in the Thai universities’ policy

which requires their students to take one of the international English proficiency tests (such as IELTS, or TOEIC) and achieve specific scores before their graduation.

In order to address the issue about the students' English competence, the teacher participants had come up with different plans. For example, Ajarn Tanee had initiated extra-curricular activities, such as English chat groups, to give his students a chance to practice their English communication skills in a friendly atmosphere (see Tanee in Section 6.3.3). This plan was in line with a recent project by the Thai government to encourage Thai students (from pre-primary to high school level) to speak English. This project was called the *2012 English Speaking Year* (Hodal, 2012). However, Kaur, Young, and Kirkpatrick (2016) observed that the English speaking skills of the Thai students had not improved at a sufficient rate, even though the government put in a great deal of effort to support many such related projects. The English language proficiency of the students highlights an issue which not only arises at the programme level but also at the national level.

In addition, in the AEC context, graduates with only average English competence might not be good enough to attract the interest of prospective employers. According to an executive in Thailand's largest company, Siam Cement Group (SCG), the current labour market needs a workforce which is equipped with both professional skills and English skills (Sucharikul, 2014). Similarly, the changes, which the teachers who participated in this study initiated, would seem to indicate that they took the needs of the labour market into account (see Kwanta, and Sakda in Section 6.2.1).

Overall, the most significant future challenge for the Business English programme, from the perspective of participating teachers, appeared to be how to enhance students' integrated skills (English, business knowledge or skills, and employment skills).

This view represents a change from the traditional focus on grammatical accuracy. Meeting this challenge is likely to increase the competitiveness of the Business English students and gain more acceptance for the programme in the labour market. To be able to enhance their students' integrated abilities, the teachers will firstly need to be equipped with relevant skills. However, due to their heavy workload and the limited support from the institutions, they reportedly found it difficult to pursue relevant professional development. In the next section, the issues in relation to the teachers' time and support constraints are discussed further.

7.4.2 The availability of time and support

As mentioned in Section 7.3.2, the teachers who participated in this study had to cope with many ongoing changes, so they recognized the need for professional development. However, based on the findings, it appears they found that meeting this challenge was neither straightforward nor simple. Many teachers identified two key factors which obstructed their professional development: the availability of time and the accessibility of support. In this section, limited time for professional development is firstly discussed, followed by issues related to a lack of support from the teachers' institutions.

Limited time for professional development

The first factor which the teachers who participated in this study viewed as an obstacle to their professional development was their time constraints. According to the Ministry of Education of Thailand (Ministry of Education, 2015), the standard workload for any academic staff member has to be no less than 35 hours per week. The Ministry has also identified the compulsory duties for academic staff, which included: teaching,

research and publications, academic services to community, preservation of art and culture, and service and other duties which support the institutional mission. However, the teachers who participated in this study mentioned only three compulsory duties: (1) teaching, (2) research and publications, and (3) other service duties (in this case, class cohort mentor, and quality assurance). Therefore, in this section, the discussion will focus on issues related to these three duties. Among these three compulsory duties, in the current study teaching workload was reportedly approximately 50% of the minimum weekly hours of work. Although the teachers were supposed to spend the rest of their weekly hours of work on their other compulsory duties, they found it was difficult to do so. They explained that this was because their teaching workload involved not only in-class teaching practice, but also class preparation, commenting on and marking students' work, and test or examination preparation and marking. In some universities, the teachers also had to take the role of class cohort mentor. A teacher who has this role is required to take care of both academic and personal matters of all of the students in his/her class from the beginning to the end of their studies in the programme. Therefore, these teacher participants found it difficult to manage their time to enable them to include other duties, such as research and professional development.

The findings of the current study are consistent with findings from research in other countries, such as a study by Abdal-Haqq (1995) which indicates that lack of time was an important challenge for teachers in the United States who wish to pursue professional development. He points out that, due to the inflexible school schedule, the teachers in the United States schools had no time to undertake professional development. To pursue professional development, the teachers needed to sacrifice their personal time, or the time for class preparation and other duties. At the individual level, professional development offers the teachers an opportunity for career advancement, encourages

personal and professional growth, and increases job security. At the institutional level, professional development results in the improvement of the school and classroom practices, while it also improves the reputation and acceptability of the universities. Although the study of Abdal-Haqq and this current study looked at teachers in different contexts (i.e. Abdal-Haqq looked at teachers in schools in the United States, and the current study looked at tertiary teachers in Thailand), the findings of these two studies, about teachers' time constraints, are very similar. That is to say, the teachers in both contexts experienced difficulty in managing the time allocated for teaching duties as well as allowing sufficient time for their ongoing professional development. Interestingly, professional development was also viewed on the personal level rather than seeing its wider impact on the reputation of the university and the Business English programme.

Quality assurance responsibilities

In addition to teaching duties and class cohort mentoring, another duty, which the teachers who participated in this study thought took away most of their time for professional development, was paperwork, particularly that relating to the internal quality assurance for Thai higher education institutions policy. The measurement of this quality assurance covers nine major areas (OHEC, 2013a). Within these nine areas, there are 23 indicators that determine the internal quality of the higher education institutions (see Appendix A). As a result, the teachers are required to deal with various kinds of paperwork contributing to this quality assurance measurement. The teachers in the current study thought that this administrative task resulted in significant additional workload and exacerbated teachers' stress due to their lack of time to engage in other important responsibilities. Ajarn Watee pointed out that preparing documentation for the quality assurance took away her time for class preparation and professional development (see

Waree in Section 6.3.1, External challenges). This insight fits with the findings of Rattananuntapat's (2015) study, which indicated that the majority of university administrators in Thailand agreed that the quality assurance policy added to the workload burden for faculty members, as it was a time-consuming job. Similar findings on academics' complaints about the time-consuming process of paperwork preparation for quality assessment system in western countries emerged in Newton's (2002) study on quality assurance in the United Kingdom and Hannis's (2007) review of the Performance Based Research Funding (PBRF) in New Zealand.

Lack of support from the institution

In addition to lack of time, the teachers who participated in this study were convinced that their institutions did not wholeheartedly support their professional development. They noted a lack of support from their institutions and a conflict between the institutional policy and its procedures. Evidence of this lack of support can be seen in the comments from two teachers. For example, from his standpoint as the leader of the Business English programme, Ajarn Sakda mentioned that, according to the quality assurance policy of the institution, the teachers were required to pursue professional development. However, due to an institutional policy restricting the number of teaching staff in the programme, the teachers in his programme lost their opportunities to take study leave (see Sakda in Section 6.3.1, External challenges). Similarly, Ajarn Sunee complained that her institution encouraged teachers to conduct research, but they were not able to access funding or support staff to reduce the time spent on administrative tasks that teachers had to carry out (see Suree in Section 4.4.5).

As shown in this section of the discussion, the issues relating to limited time and support for professional development from the institutions arose from the implementation

of both the institutional and the higher level Ministry policies. The changes arising from these policies brought about many challenges in teachers' working lives. Therefore, the teacher participants seemed to be under considerable stress when they talked about subjects that were directly relevant to the institutional policies, such as workload and the opportunity to pursue their own professional development. The findings in this current study therefore lend support to Fullan's (1985) comment which indicates that "any significant change always involves anxiety and uncertainty" (p. 396). In this study, the teachers experienced stress when they suddenly had to deal with increased workload due to the implementation of the quality assurance policy and the new standard workload, especially when there was a lack of time and technical support from their institutions. The teachers clearly felt nervous that the additional pressure might lead to burnout, which would eventually influence the quality of the Business English programme in general. Evidence of this stress can be seen from the comment of Ajarn Prasert in Section 4.3.4, who complained that he had to use his teaching preparation time to produce documents for quality assurance instead. Ajarn Prasert therefore was concerned that lack of preparation time might reduce the quality of his teaching and affect the quality of the students' learning.

The last key challenge for Business English in the future, the need for international networking and cooperation, will be discussed in the next section.

7.4.3 The need for international networking and cooperation

The findings of the present study suggest that one significant challenge for the Business English programme is seeking and establishing international networking and cooperation opportunities with foreign universities and business organisations. Due to the effects of globalisation and the commencement of the AEC, the findings from the current

study reflect the fact that Thai higher education faces a high demand for specific educational and skills development (Gillies, 2015). In order to improve the knowledge and skills needed for international economic competitiveness of the country, the plans by the National Economic and Social Development Board (1996) and the Office of the National Economic and Social Development Board (2016) indicated that higher education institutions should create networks and promote cooperation with both Thai and foreign tertiary institutions and business organisations. This networking and cooperation was intended to help Thai universities gain global and regional perspectives in teaching and research, and lead to the improvement of teaching quality and research capacity. With this goal in mind, the teachers in the current study reported that they had started to develop relationships with some universities in countries such as China, Taiwan, and Bangladesh (see Pranee, and Sunee in Section 4.4.4). Nevertheless, the scope of this relationship was still limited, as there were only student exchange programmes operating, and very few Business English programmes had achieved success in establishing connections with foreign universities.

Based on the findings, it appears that the teacher participants needed a bridge to connect their programme with real-world business contexts. Since the programme aimed at producing a skilled workforce, which would address the needs of the international labour market, the teachers thought it would be useful to collaborate with business organisations. For example, Ajarn Niwat was deeply convinced that close connections with business organisations would benefit both the programme and its students (see Niwat in Section 5.4.1). He believed that the students would then have an opportunity to be trained in a real-world workplace, and the programme would also get some recommendations concerning curriculum design from the prospective employers. These findings, about teachers' intentions to send their students to be trained in the authentic

workplace, are in line with the suggestions of scholars in the field of Business English as a Lingua Franca or BELF (Kankaanranta & Louhiala-Salminen, 2013; Louhiala-Salminen, Charles, & Kankaanranta, 2005). These scholars advise that the Business English learners should have an opportunity to practise language in a real-life workplace. Implementing this practice would enable Thai learners to become aware of appropriate English for use in the business sphere.

Although many teachers in the present study valued the importance of cooperation with business organisations, some teachers expressed their concern regarding the wide range of business fields. These teachers believed that it would be impossible for the programme to collaborate with every type of business. Networking and cooperation with business organisations was a new initiative in the Business English field, so the teachers were understandably hesitant about promoting this idea. The finding on this point is consistent with the observation of Siddiqui and Adams (2013), who stated that it is difficult for the teachers to accept new ideas which are not within their existing frames of reference. They added that teachers tend to adopt new ideas only if they find evidence that these ideas are more effective than their existing practices. As partnerships between universities and business sectors in Thailand focused mainly on the field of science (Intarakumnerd & Schiller, 2009; Mala, 2018), it is possible that the teachers who participated in the current study might have been unfamiliar with this practice, and were therefore not convinced that it would be possible to form a partnership with business organisations. Nonetheless, they were able to see the potential future benefits of such partnerships.

The possible barriers to establishing cooperation between the Business English programme and foreign universities or foreign business organisations might be linked to

the future challenges that were previously mentioned, which are: students' English proficiency level, and the availability of time and support (see Section 7.4.1 and 7.4.2). In terms of the student training programme, business companies might not be willing to recruit students with a low level of English competence as their trainees. Furthermore, in terms of initiating a student exchange programme, the level of English of the students might be lower than the requirements for entry to the study courses which are provided in foreign universities. Moreover, the students might be unable to afford fees and costs associated with participating in an exchange or training programme abroad.

With regard to establishing a partnership programme, the findings of the current study suggest that the teachers might be unable to participate in an internship with a business organisation and have no time for cooperative research projects due to their heavy workload. Despite these reservations, while many teachers were interested in having internship with business organisations, none of them mentioned any plan to create cooperation in this area. The teacher participants appeared to think about networking and cooperation in terms of the benefit for their students, rather than for themselves or the programme.

The relationship among the three future challenges mentioned in this section (i.e. students' English proficiency level, the availability of time and support, and the need for international networking and collaboration) is shown in Figure 7.3. The three future challenges for the Business English programme were influenced by external factors, such as the government policy, and AEC. In fact, it became evident in the current study that these three challenges were closely intertwined. It is possible that limited time and support from the institution can obstruct plans to improve students' English proficiency level, as well as inhibiting the creation of networks and promotion of collaboration with other

universities and business organisations. Moreover, it is likely that the programme might not be able to achieve the goal of collaborating with foreign universities and business organisations if the perceived low level of students' English competence continues.

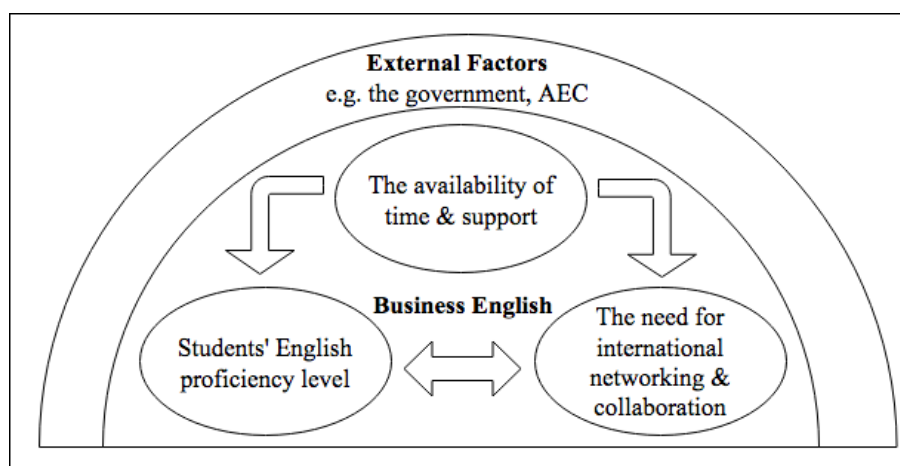


Figure 7.3 The relationship among the three future challenges for the Business English programme

Teachers' motivation and innovation were also key factors in creating positive future change. As Hiver, Kim, and Kim (2018) point out, teachers' motivation influences their decision to make change both in classroom practice and individual level. Thoonen, Slegers, Oort, Peetsma, and Geijsel (2011) have also suggested that collaboration among teachers has positive effects on teachers' motivation, as it reduces teachers' feeling of uncertainty when they are faced with changes. It was for reasons such as these that Fullan (2007) emphasized in his book the usefulness of building collaboration among teachers, especially collaboration across schools and districts. Interestingly, during their interviews, teachers in the current study showed an interest in setting up a network of Business English teachers in Thailand. They thought that cooperation in teaching and research might help to broaden the field of Business English in Thailand. Furthermore,

this cooperation might lead to developing resolutions for any ongoing issues which might arise in this field.

7.5 Summary

This chapter discussed the evolution of Business English in the Thai tertiary context in light of relevant existing literature. The discussion responded to the three research questions, which aimed to investigate the beginning of Business English programmes, the changes which are currently taking place in the programme, and the future trajectory of the programme.

The emergence of Business English programmes in the Thai tertiary context appeared to be a response to pressures linked to the development of the Thai economy and education at that time. The origin of the programme in the two university contexts in the current study was, however, slightly different. While the Business English programme at TUOT emerged from the initiative of one teacher, the programme at DU was initiated by the institution. The emergence of this new field of study also inspired both positive and negative feelings in the pioneer teachers who took part in the current study. They seemed to find it both affirming and challenging at the same time.

Moreover, the development of the programme appeared to progress in line with the development of the Business English field at the international level particularly in terms of the increased focus on English as a Lingua Franca in Business, which put more emphasis on communicative skills. This development involves a change in focus of students' performance assessment which started to shift from the accuracy of English language structures to students' abilities to communicate in real-world context. Nevertheless, the focus of the research on Business English in Thailand was found to be

still mainly focused on classroom teaching rather than the wider issues in global research on Business English trends.

On the surface, there appeared to be major changes in the Business English programme. In reality, however, the changes which occurred in the programmes were beyond that. The findings of the present study indicate that the changes resulted from the endeavours of teachers and institutions in the programme to build and maintain the bridges between universities and the labour market. These endeavours thus led to expanding the scope of the Business English field, which can now be seen as a multidisciplinary field. In accordance with the changes at the programme level, the teachers who participated in this study appeared to become increasingly aware of and accepting of the multidisciplinary nature of the programme. They therefore had an intention to broaden their knowledge of business, which was not their initial area of expertise, by pursuing professional development such as taking up an internship with business organisations and/or conducting research. However, due to limited time and support from their institutions, the Business English teachers found it difficult to achieve their aims of developing their professional skills in these ways.

Looking to the future of Business English programmes three challenges were identified which needed to be addressed and resolved: the students' English proficiency level, the availability of time and support, and the need for international networking and cooperation. These three challenges shared some similarities and were found to be intertwined.

Finally, to enhance the development of the field, the teachers who participated in this study showed an interest in setting up a network of Business English teachers in

Thailand. This was because they hoped that the collaboration with other teachers in this field would lead to solutions for dealing with any ongoing matters which might arise.

Overall, the findings of the current study indicate that the development of the Business English programme is ongoing, and consequently the specific nature of the future direction of the programme tends to be rather unpredictable. In the next chapter, recommendations for the development of the Business English programme in the Thai tertiary context will be presented, along with ideas for future research in this field of study.

CHAPTER EIGHT

CONCLUSIONS AND IMPLICATIONS

8.1 Introduction

This chapter concludes the thesis and presents implications from the findings. It begins with an overview of the current study by revisiting the answers to the research questions, highlighting the significance of the research and its key findings. Next, the theoretical and methodological implications of the research will be discussed. After that, the limitations will be acknowledged and suggestions will be made for future research. Finally, a number of practical recommendations arising from the study will be provided.

8.2 Summary of Key Findings

In Thailand, there is an increasing demand for English language in the workforce, and it is especially important for those working in the business sectors. The Business English programme, as the degree which aims to provide the future workforce with both English competence and business knowledge, therefore deserves special attention. The study that is central to this thesis explored the development of the programme in the Thai tertiary context, in order to deepen understanding of the influences on the current programme and to contribute to the constructive growth of the programme in the future. In particular, the retrospective interviews with five experienced teachers provided initial insights into the emergence and early development of the Business English programme. Following this, a questionnaire, including focused scenarios, was distributed to relevant teachers throughout Thailand. The results from this questionnaire provided useful insights into teachers' contemporary perspectives concerning Business English in the Thai tertiary

context and the future prospects for the field. Finally, the findings from follow-up interviews, which were conducted with thirteen teachers, helped to enhance the researcher's understanding about contemporary perspectives and the wider trajectory of Business English as a tertiary subject. Overall, these tools combined to help provide insights into teachers' perspectives on the past, present, and future development of the Business English field. The key findings to each of the three research questions will now be summarised below.

8.2.1 Research question 1: How do teachers perceive the emergence and development of Business English programmes in the Thai tertiary context?

Research question one related to the emergence and development of Business English programmes in the Thai tertiary context. Based on the findings to this question, it appears that the programme emerged in response to the changes which took place in the national context over time. Business English programmes were launched during a period when there was rapid growth in the Thai economy and a major change to approaches in English education in Thailand. However, the study showed that, in the two university contexts for the current study, Thanat University of Technology (TUOT) and Deelert University (DU), the beginning of the programme was different in terms of its initiation approach and the reasons provided for the initiation. At TUOT, the programme emerged through a bottom-up approach as a result of the initiation of one teacher who aimed to meet her students' demand for further study in this field. Differently from TUOT, the emergence of the Business English programme at DU took a top-down approach, in response to that institution's policy to diversify its field of study. The pioneer

teachers who participated in the present study reported that the emergence of this new programme was both affirming and challenging at the same time.

It was interesting to find that the emergence of the development of Business English programmes in Thailand appeared to be initiated by the programme teachers themselves. It was only later that the programme developed more in response to particular global changes and classroom needs. One example of how the teaching of Business English in Thai universities changed was the increasing focus on (Business) English as a Lingua Franca or (B)ELF. In addition, unlike in other international contexts, Business English programmes in the Thai tertiary context appeared to have initially evolved from the sub-field of English for Specific Purposes (ESP), and only later became a more multidisciplinary field. Furthermore, in terms of research on Business English in Thailand, the primary focus remained on classroom teaching rather than addressing the broader issues mentioned in international research on this field, such as identifying the language used in authentic intercultural business contexts.

8.2.2 Research question 2: How do teachers respond to contemporary changes in Business English in the Thai tertiary context?

The key findings on research question two were provided through the questionnaire and interviews with present and past teachers of Business English, which not only provided further insights into the changes to this field that took place in Thailand, but in particular how the teachers in those contexts responded to those changes. Two main areas where changes occurred in contemporary Business English were in the curriculum and in teaching practices. These changes were made in response to internal factors such as the availability of resources, and external factors such as the government policy and the world situation. Changes in the programme also resulted from the efforts of teachers

and institutions concerned with the programme, which aimed to connect their universities with the labour market in order to satisfy these external needs.

The teachers who participated in this study appeared to realise how the changes they had made responded to the need to broaden the scope of Business English programmes. In addition, the participating teachers understood there was a need for them to pursue professional development, for example by conducting research and/or taking up an internship with a business organisation.

8.2.3 Research question 3: What do teachers perceive to be the current and future challenges for the Business English field in the Thai tertiary context?

The key findings on research question three concerned how teachers perceived the current and future challenges for the field of Business English in the Thai tertiary context. With regard to their perspectives on the current challenges, the teachers who took part in the current study seemed to focus primarily on challenges which were directly relevant to them and their day-to-day teaching. In particular, they were convinced that the level of students' and the teachers' English proficiency as well as teachers' knowledge of the business field had the most effect on their programmes. Nonetheless, these teachers also realised that the Business English programme was concurrently influenced by not only external challenges, including the world situation and government policies, but also by institutional policies such as the demand for quality assurance.

The aforementioned challenges seem likely to continue to have a significant influence on Business English programmes. However, in particular, the findings from the current study identified three specific challenges which may need to be addressed in the

future: the students' English language proficiency level, the availability of time and support for teachers, and the need for increased international and national networking and cooperation. These three challenges were found to be intertwined as each had an influence on the others.

8.3 Implications Arising from the Research

The theoretical and methodological implications of the current research are described in this section.

8.3.1 Theoretical implications

The findings from the current study led to extending existing theories on teacher cognition. In particular, the study breaks new ground by showing how Thai tertiary teachers changed over time and became more open to expanding their insights into and their knowledge of the nature of Business English. The focus on teachers' perspectives draw on literature related to teacher cognition, or what they think and believe about their practices (Borg, 1999; Kagan, 1992); it is derived from their experiences, and it also has a relationship with their current practices (Borg, 2003a). In the present study, the participating teachers' specific educational backgrounds and working experiences, prior to the start of their teaching careers, considerably influenced how these teachers viewed the field of Business English. Those teachers who had developed prior background knowledge in English initially perceived Business English as a sub-field of ESP teaching. Nevertheless, after spending time in this field, and having experienced the changes which were taking place in Business English, their perceptions about the field began to change, and they then started to consider that Business English was in fact a more multidisciplinary field.

A key theoretical implication of the current research into the Business English teachers' thinking about their field is the more profound understanding it has provided of the complexity underlying the ongoing developments in the field of Business English. In addition, the current study looked beyond individual teachers' practices, which teacher cognition research has typically focused on, to consider their perspectives on the wider dynamics that have occurred in the Business English field across time and how these changes have differed across institutional settings. In particular, the findings of the present study revealed the intertwined influences of institutional, local, national, regional, and international environments on the field of Business English. Each of these five contextual levels has been identified as playing a significant role in the development of the Business English. For instance, the entry to the ASEAN Economic Community (AEC) increased teachers' awareness of the importance of (Business) English as a Lingua Franca or (B)ELF and intercultural communication. This awareness led them to revise their teaching content and endeavour to create partnerships with foreign organisations. Nonetheless, for universities in small cities, this endeavour might be more difficult to accomplish and they may not yet be ready for such a major change.

In addition, the current study shows the value of tracing the evolution of an under-research area of a broader field of English for Specific Purposes (ESP). This research is the first study on the development of Business English in a specific context because most of the research in this area focus mainly on one dimension, how to teach Business English effectively. The current study shed some light on the other dimensions of Business English field such as the management of the field, and the teachers' profession. It also shows value of looking at the other under-research areas of ESP, for example English for Medicine, or English for Agriculture. Therefore, the current study provides a basis for comparison with similar programmes at a wider international level.

8.3.2 Methodological implications

There are several methodological implications from the current study. Firstly, a key benefit of the questionnaire that was distributed to the Business English teachers throughout Thailand was that it provided an overview of Business English programmes in a variety of Thai tertiary institution contexts. In particular, the use of scenarios, which explored the realities of Business English in Thai tertiary contexts, helped encourage the teachers to feel comfortable about answering more open-ended questions. This strategy seemed to work well with the Thai respondents, since “scenarios are not about oneself or one’s actions but about what happens to one independent of agency” (Ramireza, Mukherjeeb, Vezzolic, & Kramer, 2015, p. 71). As a result, the use of scenarios within the questionnaire helped to reduce any uncomfortable feelings which the teachers might have had when answering questions concerning their teaching practices or performances. A further benefit of the questionnaire used in the present study was that it contributed to the selection of the interview participants and provided a basis for the follow-up interviews (along with further and follow-up questions).

A further methodological benefit of the current study is that, in aiming to explore the development of Business English programmes, different types of in-depth interviews were conducted to gain insights into the perspectives of both experienced teachers and current teachers. These interviews helped to gain in-depth insights into the teachers’ perspectives about the development of the programme. The participating teachers’ insights were important because they portrayed the development of the programme through the eyes of the practitioners who had been directly involved in and could have an influence on its development. Talking with two groups of current teachers from different university contexts also provided a clearer understanding about how changes occurred in

Business English in the Thai tertiary context, both across time and within different institutional settings.

In addition, the use of activity cards during the interview helped to break the ice between the researcher and the interviewees since they had never met each other beforehand. Including such activities in the interview process helped to make the atmosphere less formal. As a result, the interviewees became more relaxed. Moreover, as the options in the activity cards were quite similar to the response options shown in the questionnaire, these questions became clearer to participants and provoked them to reflect more deeply on the issues that the study addressed. This activity also provided the participants with a chance to clarify their responses and to explain the reasons behind their decisions. Hence, the activities provided the opportunity to extend and validate the questionnaire findings.

8.4 Limitations of the Study

A key limitation of the current study concerns the relatively small number of interviewees and questionnaire respondents, and hence the limited ability to generalise the findings to other contexts.

In the current study, the questionnaires were mailed to 231 Business English teachers, in 33 universities which were situated across the four main regions of Thailand. However, only 84 completed questionnaires were returned, which is less than 50 per cent. The relatively low number of questionnaires returned might have been because some teachers may have felt some conflict of interest about taking part in the study. This could occur because, in many universities, Business English programmes are under the same department as the General English programme, so both programmes shared resources,

including staff. The teachers often worked within both of these programmes, rotating across each for a defined period of time (usually about three years). The teachers therefore were not responsible just for courses relating to Business English, but also for courses related to general English. In addition, because of their heavy workload, the teachers might not have time to complete the many open-ended questions included in the questionnaire, or found it tiring to do so.

Another possible reason for the low questionnaire return was that some Thai people might have a fear of losing face. In my experience, some teachers do not answer a questionnaire which is directly related to their teaching field because they feel like they are being evaluated. Dörnyei (2003) notes that a low response rate in postal questionnaires, especially when this comes from a researcher that the recipients are unfamiliar with, is typical. He also notes that a postal questionnaire usually attracts an initial response rate of about 30 per cent. Therefore, the response rate to the questionnaire in the current study could be regarded as relatively good. In addition, all of those who did respond provided in-depth insights about the field of Business English. The questionnaire also helped in recruiting a useful sample of participants for the follow-up interview; therefore, the number of respondents in this part of the study was not as significant as it would have been if the questionnaire had been the only data collection tool.

Finally, in qualitative research, generalisability is not seen as the main concern (Lazaraton, 2003). It is important to consider that “the findings of qualitative research must be understood within the context of the particular ... geographical area in which the fieldwork was carried out” (Shenton, 2004, p. 70). Consequently, the findings from any subsequent research conducted in different settings should be considered only as a way of complementing the previous work. In the current study, the primary aim was to gain

in-depth insights into the development of Business English programmes in the Thai tertiary context. The findings therefore provided a useful window to begin to build this understanding. Suggestions for future research, to further extend this understanding, will be presented in the following section.

8.5 Suggestions for Future Research

In this section, ideas for undertaking future research to extend the current study on the field of Business English in Thailand will be outlined. Firstly, it could be useful to investigate the development of the Business English field by taking into account the perspectives of a wider range of key people in this field in Thailand. For example, future studies could include education policy makers and senior institutional administrators, as well as educators from private English language schools which provide Business English courses. These additional in-depth interviews would assist in deepening the current insights into the evolution of the Business English field in Thailand and, more importantly, would provide a wider perspective on the future trajectory of the field. The more comprehensive views gained from such a study would also provide a stronger and more informed basis for enhancing the effective and sustainable development of the field of Business English in the Thai context.

As mentioned in Chapter 3 (see Section 3.2.2), there were four universities which no longer taught Business English, so it is worth conducting future research to find out why their Business English programmes had been terminated. The findings from this study would provide an insight about the development of Business English in the Thai tertiary context from a different angle.

In addition, future study on Business English could be extended into international business contexts. Such research could include a more quantitative survey on the language needs in different types of business outside of Thailand, especially in Southeast Asia. The findings from such a future study would therefore expand the knowledge of Business English used in real-life international business contexts. Teachers could also use these findings as guidelines to improve their teaching and to more effectively prepare their students for the international labour market.

A further important matter that could be addressed in future research is the professional development of Business English teachers. Since Business English in Thailand is now regarded as a multidisciplinary field (see Section 7.3.1), teachers are increasingly required to be equipped with knowledge outside their immediate fields of expertise (Johnson, 1993). Future study on planning a professional development programme for Business English teachers could also be undertaken. That study could include a wider survey to explore the professional development needs of teachers; for example, questions could include the areas of expertise they would prefer to develop and the support they need to receive in order to help them achieve these goals. Moreover, the survey might include questions on the possibilities for teachers in the Business English field who wish to pursue professional development as well as the hindrances and constraints they face. The findings from these surveys could be useful in informing the development of appropriate Business English teachers' professional development programmes.

Another interesting future research project, which could be conducted on professional development of Business English teachers, is action research on the development of a professional network. That study could be carried out to investigate

teachers' needs, the ways to set up and/or operate the network, the hindrances to network development, and the benefits of the network. Also, the research on the development of Business English teacher professional networks should be extended to a wider international context.

Finally, a future collaborative research project, between universities and high schools, could be conducted to identify ways to better prepare high school students for English language education in the university. It would be useful to start this project by further investigating the reasons for the current relatively poor performance in English language learning of secondary students. In addition, the focus of a subsequent study could be on how to develop high school students' English proficiency, especially the nature of the English skills which are needed to further their university study and enhance their future career prospects.

8.6 Practical Recommendations

The practical recommendations arising from the current study highlight matters which should be addressed in order to improve the quality of developments in Business English programmes, and to stimulate this further in the Thai tertiary context. In this section, recommendations are offered for four parties: policy makers, institutions, programme leaders, and teachers.

8.6.1 Recommendations for policy makers

One issue raised in this study was the need to improve the tertiary entry level of students' English language proficiency. The findings in the current study linked the issue of the low English entry level of the university students to secondary school expectations. Therefore, policy makers should consider:

- 1) creating cooperation between tertiary institutions and secondary schools in addressing the issues of students' low English proficiency; for example, by conducting joint research projects (as suggested in Section 8.5); and
- 2) providing both tertiary institutions and secondary schools with all necessary support for their cooperation in preparing students for English language study at the tertiary level and for the world of work.

In the long term, building cooperation between universities and schools might lead to improving the English level of secondary students and, in particular, those entering Business English programmes.

8.6.2 Recommendations for institutions

At the institutional level, the findings from the current study suggest that universities might find it useful to cooperate with secondary schools in preparing students for English language study at the tertiary level. These two educational institutions could collaborate in designing English lesson plans and resources, which in turn would help develop students' specialised English skills for tertiary education and real-world communication.

As noted in Section 8.5, professional development programmes for Business English teachers should be carefully planned, based on current and future research findings, in order to sustain and enhance the programme. In particular, as found here, business knowledge was the participating teachers' area of most concern (see Section 6.3.1). The teachers therefore need to be upskilled in relation to their business knowledge and practical understanding of this field. As a result of these findings, it is recommended that universities:

- 1) establish relevant professional development programmes for Business English teachers;
- 2) provide Business English teachers with opportunities to pursue those avenues of professional development which they believe are appropriate to their learning needs;
- 3) consider providing teachers with appropriate financial and technical support to achieve their professional development aims; for example, the teachers should be allowed to take leave in order to participate in an internship with business organisations, to take part in relevant workshops, and/or to enrol in appropriate short courses (such as business, or information technology); and
- 4) provide support for developing cooperation and networking with foreign universities and business organisations to enhance the programme; for example, universities might need to introduce regulations which facilitate the exchange of their students or staff members with other universities.

Support from the institution is very important to the success of teacher development and educational change (Fullan, 1985; Fullan & Hargreaves, 1992a), because providing supportive conditions not only reduces teachers' stress but also raises teachers' morale.

8.6.3 Recommendations for programme leaders

To encourage the growth and improve the quality of Business English programmes, programme leaders should consider addressing the professional development needs of their teachers as well as the issue of students' low English entry level from a programme standpoint. With regard to teachers' professional development, the establishment of networking and cooperation with foreign universities and business

organisations could be of benefit to teachers' professional development and to the development of the programme. A key benefit of the collaboration between Thai universities and foreign universities could be the enhancement of teaching quality and research capacity, as well as the opportunity to promote student and staff mobility (Thanosawan & Laws, 2013). In addition to the benefit of enhanced teaching quality improvement and research capacity expansion, establishing partnerships with business organisations could help both partners in developing relevant skills (i.e. education, and training), and the promotion of entrepreneurship (Guimón, 2013). As a result, it is recommended that Business English programme leaders:

- 1) consider creating initial cooperation and networking with foreign universities within Southeast Asia, and then expand to other regions; and
- 2) consider establishing partnerships with both local and international business organisations.

Since the issue of students' low English entry level has considerable impact on the quality of Business English teaching, it is also recommended that programme leaders:

- 3) create opportunities to enhance English skills of both secondary and tertiary students by including cooperative activities (e.g. English chat groups) between their programme and regional schools, especially those located in small cities; and
- 4) consider ways to achieve a balance between setting appropriate English language standards, for entry to the programme, and maintaining/extending enrolment levels; for instance, the assessment for programme entrance examinations should base success on using English to communicate with English speakers (both native and non-native speakers) in intercultural

contexts, rather than just on grammatical correctness. That is to say the entrance test and/or the oral interview should primarily aim to assess the students' abilities to communicate in real English situations.

In addition to the improvement of students' English competency, the cooperation with secondary schools would help Business English programmes to be better recognized publicly. Moreover, including assessment in using English to communicate in real-life contexts will give those students, who have low scores in the Ordinary National Education Test but are able to communicate in English, a better chance to enter the programme.

8.6.4 Recommendations for teachers

Educational change can arouse feelings of insecurity for the teachers involved in this process (Fullan, 1985). To cope with this change, Fullan (2001) indicates that teachers need to increase their proactive capacity, so they do not become victims of change. The Business English teachers who took part in this study worked in a context which was being influenced by many ongoing changes. Therefore, it is recommended that teachers should:

- 1) be appropriately prepared to cope with future changes that might take place in the Business English field.

However, due to the current limitations of university budgets and resources, it might be difficult for all teachers to receive the necessary support for their professional development from their universities. Therefore, it is suggested that teachers:

- 2) develop their professional skills through creating a formal partnership among Business English teachers in Thailand. This partnership could take the form

of a network where the teachers can freely share and exchange their thoughts and knowledge relating to this field.

A Business English teacher network would benefit teachers not only in terms of technical support, but also in the sharing of relevant knowledge. The teachers' feelings of uncertainty could thus be decreased because they would be able to seek and receive advice and assistance from other teachers who are in a similar situation, as recommended by both Ashton and Webb (1986), and Fullan and Hargreaves (1992b). Therefore, it is recommended that teachers:

- 3) work to expand their networks to include both regional and international levels.

This kind of network, especially in the international level, would later benefit the development of the Business English field in long term.

8.7 Final Reflections

When I began this study, I wanted to gain more understanding about Business English in Thailand and find ways to improve the quality of this field. The field of Business English is quite a significant tertiary subject, but it has previously received little research attention in the Thai tertiary context. To the best of my knowledge, there have been no past studies on its development in this particular country, although this field first emerged in Thailand more than three decades ago. The present study, therefore, was carried out to investigate the evolution of this field, as well as the future trajectory of Business English programmes from the perspectives of Thai Business English teachers.

The findings from the current study provide a comprehensive overview of the development of Business English programmes in Thailand from the past to the future. In particular, this programme was developed in response to ongoing changes which took place at a range of different levels, including institutional, local, national, regional, and international contexts. In the course of the study it also became evident that the programme would face both internal and external challenges in the future. Identifying these challenges may make it possible for teachers to be better prepared in responding to future changes.

As a Business English teacher, I have gained an in-depth understanding about Business English in terms of its position as a Thai tertiary subject. I am now realising what I should do next, in order to better prepare the students for their future careers. For example, I see there is a growing need to enhance students' knowledge and skills of English communication in intercultural business contexts. As a member of the programme, I now also recognise the pressing necessity not only for me, but also my colleagues and their national counterparts to pursue and participate in appropriate professional development. Increasing understanding of the significance of changes in and challenges for Business English in the Thai tertiary context is also expected to open up a pathway to progress the future of Business English in a constructive and globally responsive way.

On reflecting at the end of the study, an important personal benefit for me has been the opportunity to exchange opinions and discuss issues relating to Business English with teachers from different universities across Thailand. Moreover, this opportunity has provided me with the chance to establish a relationship with many other Business English

teachers. I think this relationship will certainly be helpful for promoting future research and teaching cooperation among Business English teachers in Thailand.

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APPENDICES

Appendix A: The Quality Components and Indicators for Quality Assurance

Quality Components	Indicators
1. Philosophies, Commitment, Objectives, and Implementation Plans	1.1 Plan development process
2. Graduate Production	2.1 System and mechanisms for curriculum development and administration 2.2 Full-time instructors holding doctoral degrees 2.3 Full-time instructors holding academic titles 2.4 System for faculty and supporting personnel development 2.5 Library, educational equipment, and learning environment 2.6 System and mechanisms for teaching and learning management 2.7 System and mechanisms for developing educational achievements according to graduates' qualifications 2.8 Success rate in reinforcing moral and ethical character traits in students
3. Student Development Activities	3.1 System and mechanisms to provide guidance and information services 3.2 System and mechanisms to promote student activities
4. Research	4.1 System and mechanisms to develop research or creative work 4.2 System and mechanisms to manage the knowledge gained from research or creative work 4.3 Funds for research or creative work per full-time faculty/researcher
5. Academic Services to Community	5.1 System and mechanisms for academic services to community 5.2 Process of academic services to benefit community
6. Preservation of Art and Culture	6.1 System and mechanisms for the preservation of arts and culture
7. Administration and Management	7.1 Leadership of the institution council and administrators at all levels of the institution 7.2 Institutional development towards becoming a learning institution 7.3 Information system for administration and decision-making 7.4 Risk management system
8. Finance and Budgeting	8.1 System and mechanisms for finance and budgeting
9. System and Mechanisms for Quality Assurance	9.1 System and mechanisms for internal quality assurance

Appendix B: Retrospective Interview Questions Guide

Interview questions (Phase One)

คำถามสัมภาษณ์ (เฟสหนึ่ง)

1. When did you begin teaching?
ท่านเริ่มสอนหนังสือตั้งแต่เมื่อไหร่
2. When did you begin teaching Business English?
ท่านเริ่มสอนภาษาอังกฤษธุรกิจตั้งแต่เมื่อใด
 - How did you get into Business English? How did you learn about this programme?
ท่านเริ่มมาสอนหลักสูตรภาษาอังกฤษธุรกิจได้อย่างไร ท่านรู้จักหลักสูตรนี้ได้ได้อย่างไร
 - Why did you decide to work in the Business English programme?
ทำไมท่านจึงตัดสินใจทำงานในหลักสูตรภาษาอังกฤษธุรกิจ
 - What was English teaching like at that time?
การสอนภาษาอังกฤษในช่วงเวลานั้นเป็นเช่นไร
 - At that time, how did you feel about Business English?
ในช่วงเวลานั้น ท่านรู้สึกอย่างไรกับภาษาอังกฤษธุรกิจ
3. Can you tell me about the Business English at that time?
ท่านช่วยเล่าเกี่ยวกับภาษาอังกฤษธุรกิจในช่วงเวลานั้นให้ฟังได้หรือไม่
 - Were you the only one teaching Business English? Did you have colleagues?
ท่านเป็นอาจารย์คนเดียวที่สอนภาษาอังกฤษธุรกิจหรือไม่ ท่านมีเพื่อนร่วมงานหรือไม่
 - How many courses were there? What kind of courses did you teach?
ในตอนนั้นหลักสูตรนี้มีกี่รายวิชา ท่านสอนวิชาอะไรบ้าง
 - What kind of things did you teach?
ท่านสอนอะไรบ้างในตอนนั้น
 - What kind of materials did you use? Where did you get them from?
ท่านใช้สื่อการสอนชนิดใดบ้าง และท่านนำสื่อการสอนนั้นมาจากที่ไหน
 - Was this programme popular among students? (If yes, why did they choose it?)
หลักสูตรนี้เป็นที่นิยมในหมู่นักศึกษาหรือไม่ (ถ้าใช่ ทำไมนักศึกษาจึงเลือกเรียนหลักสูตรนี้)
4. What were challenges when the programme started?
ในช่วงเริ่มแรกของหลักสูตร ปัจจัยที่ส่งผลกระทบต่อหลักสูตรมีอะไรบ้าง
 - Now, do you see any new challenges? What are they?
ตอนนี้ ท่านพบปัจจัยใหม่ที่ส่งผลกระทบต่อหลักสูตรหรือไม่ อะไรบ้าง

5. In your opinion, was the Business English programme successful in the beginning?
 ในความเห็นของท่าน หลักสูตรภาษาอังกฤษธุรกิจประสบความสำเร็จหรือไม่ในช่วงเริ่มแรก
 - If yes, what made it successful?
 ถ้าใช่ อะไรคือปัจจัยที่ทำให้ประสบความสำเร็จ
 - If no, what were the obstacles?
 ถ้าไม่ อะไรคืออุปสรรค
6. Were there any changes in this programme that you noticed? (Did it grow?/ Did courses change?/ Did the focus of the programme change?/ etc.)
 ตลอดช่วงที่ผ่านมา มีความเปลี่ยนแปลงใดเกิดขึ้นกับหลักสูตรนี้หรือไม่ (หลักสูตรนี้เติบโตขึ้นหรือไม่ / มีการเปลี่ยนแปลงรายวิชาหรือไม่ / มีการเปลี่ยนจุดเน้นในหลักสูตรนี้หรือไม่ / ฯลฯ)
 - In what way and when did that happen?
 มีการเปลี่ยนแปลงด้านใดบ้าง และเกิดขึ้นเมื่อใด
 - Did you face any challenges?
 การเปลี่ยนแปลงนี้ส่งผลกระทบต่อท่านหรือไม่
7. You have finishes your career, how would you describe Business English?
 (เมื่อท่านเลิกสอนแล้ว) ท่านจะอธิบายเกี่ยวกับหลักสูตรภาษาอังกฤษธุรกิจว่าอย่างไรบ้าง
 - Which part of Business English did you enjoy the most?
 ในขณะที่ทำงานในหลักสูตรนี้ ท่านพอใจกับสิ่งใดมากที่สุด
 - Which part of Business English was the most challenging?
 สิ่งที่ท่านคิดว่าท้าทายที่สุดในหลักสูตรนี้คืออะไร
8. In your view, what makes business English programme different from other programmes?
 ในความเห็นของท่าน หลักสูตรภาษาอังกฤษธุรกิจต่างจากหลักสูตรอื่นอย่างไร
9. Do you think about the future of Business English?
 ท่านเคยคิดเกี่ยวกับอนาคตของหลักสูตรภาษาอังกฤษธุรกิจหรือไม่
 - If you do, what do you think will be the future of Business English?
 ถ้าเคย ท่านคิดว่าอนาคตของหลักสูตรภาษาอังกฤษธุรกิจจะเป็นอย่างไร
10. Do you have any other thoughts or experiences you would like to share?
 ท่านต้องการแสดงความคิดเห็นหรือเล่าประสบการณ์เพิ่มเติมอีกหรือไม่

Appendix C: Questionnaire

Questionnaire

แบบสอบถาม

Business English in the Thai tertiary context

หลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

This questionnaire aims to explore Business English teachers' thinking and beliefs about Business English in the Thai tertiary context. There are three sections in the questionnaire.

แบบสอบถามนี้จัดทำขึ้นเพื่อสำรวจความคิดเห็นของอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจเกี่ยวกับหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย โดยแบบสอบถามฉบับนี้มี 3 ส่วนดังต่อไปนี้

Section 1 Business English in the Thai tertiary context (page 1-6)

ส่วนที่ 1 หลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย (หน้า 1-6)

Section 2 The future of the field of Business English (page 7-10)

ส่วนที่ 2 หลักสูตรภาษาอังกฤษธุรกิจในอนาคต (หน้า 7-10)

Section 3 Background information (page 11-12)

ส่วนที่ 3 ข้อมูลส่วนตัว (หน้า 11-12)

Section 1: Business English in the Thai tertiary context

ส่วนที่ 1 หลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

1. In your Business English teaching, which area of business do you spend most time on?

(Choose only **one**.)

สำหรับการสอนในหลักสูตรภาษาอังกฤษธุรกิจ ท่านให้ความสำคัญกับความรู้ทางธุรกิจด้านใดต่อไปนี้มากที่สุด (กรุณาเลือกเพียง **1** ข้อ เท่านั้น)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Accounting
การบัญชี | <input type="checkbox"/> Commerce
การพาณิชย์ | <input type="checkbox"/> Economic
เศรษฐศาสตร์ | <input type="checkbox"/> Financial
การเงิน |
| <input type="checkbox"/> Hospitality
การบริการ | <input type="checkbox"/> Logistics
โลจิสติก | <input type="checkbox"/> Management
การจัดการ | <input type="checkbox"/> Marketing
การตลาด |
| <input type="checkbox"/> Public Relation
การประชาสัมพันธ์ | <input type="checkbox"/> Tourism
การท่องเที่ยว | <input type="checkbox"/> other (Please identify) _____
อื่นๆ (กรุณาระบุ) | |

2. Which of these topics are important in Business English programmes?

ท่านคิดว่าหัวข้อใดต่อไปนี้สำคัญสำหรับหลักสูตรภาษาอังกฤษธุรกิจ

Please tick **up to 3** that you think are the most important.

กรุณาเลือกหัวข้อที่ท่านคิดว่าสำคัญที่สุด (ท่านสามารถเลือกได้สูงสุด 3 ข้อ)

- | | | |
|---|---|---|
| <input type="checkbox"/> business discussions & negotiations
การเจรจาต่อรองทางธุรกิจ | <input type="checkbox"/> business reading
การอ่านทางธุรกิจ | |
| <input type="checkbox"/> business writing
การเขียนทางธุรกิจ | <input type="checkbox"/> business e-mail
การเขียนอีเมลทางธุรกิจ | <input type="checkbox"/> job applications
การสมัครงาน |
| <input type="checkbox"/> translation
การแปล | <input type="checkbox"/> business meetings
การประชุมทางธุรกิจ | <input type="checkbox"/> business presentations
การนำเสนอทางธุรกิจ |
| <input type="checkbox"/> business culture
วัฒนธรรมทางธุรกิจ | <input type="checkbox"/> socializing
มารยาทการเข้าสังคม | <input type="checkbox"/> problem solving
การแก้ปัญหา |
| <input type="checkbox"/> team-work
การแก้ปัญหา | <input type="checkbox"/> other (Please identify) _____
อื่นๆ (กรุณาระบุ) | |

3. Which part of the curriculum do you think your students are the **most** interested in? (Choose up to **3** items.)

ในหลักสูตรภาษาอังกฤษธุรกิจของท่าน ท่านคิดว่าสิ่งใดต่อไปนี้ที่นักศึกษาคิดว่าสำคัญที่สุด (ท่านสามารถเลือกได้สูงสุด 3 ข้อ)

- | | |
|--|---|
| <input type="checkbox"/> opportunities to have experience in business organizations
โอกาสในการฝึกประสบการณ์กับหน่วยงานทางธุรกิจ | |
| <input type="checkbox"/> meeting the demands of the labour market
วิชาที่เปิดสอนตรงกับความต้องการของตลาดแรงงาน | <input type="checkbox"/> future job opportunities
โอกาสในการทำงานในอนาคต |
| <input type="checkbox"/> studying practical English
โอกาสในการเรียนภาษาอังกฤษที่สามารถนำไปใช้ได้ในชีวิตจริง | |
| <input type="checkbox"/> studying more than one language
โอกาสในการเรียนภาษาต่างประเทศมากกว่าหนึ่งภาษา | <input type="checkbox"/> contemporary issues
วิชาที่เปิดสอนมีความทันสมัย |
| <input type="checkbox"/> other (Please identify) _____
อื่นๆ (กรุณาระบุ) | |

4. How important do you think these topics or skills are in Business English programmes?

ท่านคิดว่าหัวข้อหรือทักษะต่อไปนี้สำคัญต่อหลักสูตรภาษาอังกฤษธุรกิจมากน้อยเพียงใด

Topic หัวข้อ	very important สำคัญมาก	important สำคัญ	somewhat important สำคัญน้อย	not important ไม่สำคัญ
business terms คำศัพท์ทางธุรกิจ				
business content เนื้อหาวิชาทางธุรกิจ				
practical knowledge about business & business practices ความรู้ด้านธุรกิจและการปฏิบัติงานจริง				
English language structures โครงสร้างทางภาษาอังกฤษ				
business English communication skills & practices ทักษะด้านการสื่อสารภาษาอังกฤษธุรกิจสำหรับการ ปฏิบัติงานจริง				
skills for exam success ทักษะเพื่อผลสัมฤทธิ์ในการสอบ				
cross-cultural communication การสื่อสารข้ามวัฒนธรรม				
life-long learning skills ทักษะการเรียนรู้ตลอดชีวิต				

5. How useful do you think the following materials are for Business English programmes?

ท่านคิดว่าสื่อการสอนต่อไปนี้ มีประโยชน์ต่อการสอนในหลักสูตรภาษาอังกฤษธุรกิจมากน้อยเพียงใด

Materials for Business English courses สื่อการสอนสำหรับหลักสูตรภาษาอังกฤษธุรกิจ	very useful มีประโยชน์มาก	useful มีประโยชน์	not useful ไม่มีประโยชน์
published textbooks/course books แบบเรียนที่จัดจำหน่ายโดยสำนักพิมพ์			
self-compiled textbooks/course books แบบเรียนที่ผู้สอนจัดทำขึ้นเอง			
business news ข่าวธุรกิจ			
business articles บทความทางธุรกิจ			
Websites เว็บไซต์			
audio materials โสตทัศนูปกรณ์			
video clips คลิปวิดีโอ			
PowerPoint presentations by teachers การนำเสนอ PowerPoint ที่จัดทำโดยผู้สอน			
PowerPoint presentations by students การนำเสนอ PowerPoint ที่จัดทำโดยผู้เรียน			
electronic mail จดหมายอิเล็กทรอนิกส์			
social media สื่อสังคมออนไลน์ เช่น เฟสบุ๊ก			
other (Identify) _____ อื่นๆ (กรุณาระบุ)			



Now, please **circle** the materials which you use in your courses.

กรุณา **วงกลม** สื่อการสอนที่ท่านใช้ในการสอนของท่าน

6. Please tick up to **3 qualities** which you think are **important** in terms of Business English teachers' professional knowledge.

คุณสมบัติด้านใดที่ท่านคิดว่า**สำคัญ**สำหรับการเป็นอาจารย์ในหลักสูตรภาษาอังกฤษธุรกิจ (ท่านสามารถเลือกได้สูงสุด 3 ข้อ)

- good command of Business English
มีความสามารถในการใช้ภาษาอังกฤษได้เป็นอย่างดี
- knowledge of business principles
มีความรู้ด้านเนื้อหาวิชาทางธุรกิจ
- personal business experience
มีประสบการณ์ในการทำงานด้านธุรกิจ
- good Business English teaching techniques
มีเทคนิคการสอนภาษาอังกฤษธุรกิจที่ดี
- awareness of real world business practices
เข้าใจการปฏิบัติงานจริงในโลกธุรกิจ
- awareness of students' future needs in Business English
ตระหนักถึงความต้องการด้านอาชีพของนักศึกษาในอนาคต
- awareness of students' expectations concerning Business English programmes
ตระหนักถึงความต้องการของนักศึกษาที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจ
- other (Please identify) _____
อื่นๆ (กรุณาระบุ)

7. Teachers say many challenges impact on Business English teaching such as the following:

ตัวอย่างต่อไปนี้เป็น**ปัจจัย**ที่อาจารย์หลายท่านคิดว่า**ส่งผล**ต่อการสอนในหลักสูตรภาษาอังกฤษธุรกิจ

- | | |
|--|--|
| • teachers' English language knowledge
ความรู้ภาษาอังกฤษของผู้สอน | • teachers' business knowledge
ความรู้ด้านธุรกิจของผู้สอน |
| • the number of students per classroom
จำนวนผู้เรียนต่อห้องเรียน | • students' abilities
ความสามารถของผู้เรียน |
| • teaching colleagues
เพื่อนร่วมงาน | • working atmosphere
บรรยากาศการทำงาน |
| • teaching workload
ภาระการสอน | • teaching income/salary
ค่าตอบแทนในการสอน |
| • professional development opportunities
โอกาสก้าวหน้าในอาชีพ | • institutional policy
นโยบายของสถานศึกษา |
| • national education standards
มาตรฐานการศึกษาระดับชาติ | • government policy
นโยบายรัฐบาล |
| • the development of new technology
การพัฒนาเทคโนโลยีสมัยใหม่ | • ASEAN Economic Community
ประชาคมเศรษฐกิจอาเซียน |
| • the world situation
สถานการณ์โลก | |

Please underline **the one** challenge in the list above that **most** affects **your** teaching and explain why you have chosen it.

กรุณาขีดเส้นใต้ปัจจัยที่นำเสนอข้างต้นที่ท่านคิดว่าส่งผลกระทบต่อ**การสอน**ของท่านมากที่สุด **1** ข้อ พร้อมอธิบายเหตุผลในการเลือกปัจจัยนั้น

8. Here are five scenarios showing different teaching approaches of several teachers of Business English. Please check ✓ in the box to identify....
how well these teaching approaches suit today's Business English courses in Thailand.

ข้อความต่อไปนี้เป็นกรรณการการจัดการเรียนการสอนของอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจจำนวน 5 คน
ท่านคิดว่ากรรณการการเรียนการสอนของอาจารย์แต่ละคนมีความเหมาะสมกับหลักสูตรภาษาอังกฤษธุรกิจในประเทศไทยมากแค่ไหน กรุณาใส่เครื่องหมาย ✓ ลงในช่องที่
ตรงกับความคิดเห็นของท่านมากที่สุด

Business English Instruction Scenarios ภาพจำลองการจัดการเรียนการสอนหลักสูตรภาษาอังกฤษธุรกิจ	Definitely not suit ไม่เหมาะสม เลย	Probably not suit ไม่ค่อย เหมาะสม	Probably suit ค่อนข้าง เหมาะสม	Definitely suit เหมาะสม มาก
<p>Wichai uses Thai written Business English textbooks for his class. He teaches the whole course in Thai and does not use any multimedia equipment in his class. He spends most time teaching vocabulary and English structures. He emphasizes students need to practice the patterns they have learned repeatedly and corrects students' mistakes immediately. His main focus is on correct language patterns.</p> <p>วิชัย ใช้ภาษาไทยและแบบเรียนภาษาอังกฤษที่เขียนเป็นภาษาไทยในการสอน โดยไม่ใช้สื่อการสอนใดๆ ให้ความสำคัญส่วนใหญ่ไปกับการสอนคำศัพท์และโครงสร้างภาษาอังกฤษ เขาให้ความสำคัญกับการใช้ประโยคตัวอย่างให้ถูกต้อง ดังนั้นเขาจึงเน้นให้นักเรียนฝึกฝนประโยคที่เรียนซ้ำๆ และจะทำการแก้ไขข้อบกพร่องที่เกิดขึ้นทันที</p>				
<p>Chujai compiles her own course book in order to make it more understandable for Thai students. She uses a bilingual approach together with PowerPoint presentations in her class. She usually pairs or groups students to practice according to topics they have learned together. She does not correct students' mistakes as long as their meaning is understandable and she usually gives feedback to her students at the end of each activity. She centres on students' ability to communicate in English.</p> <p>ชูใจ เรียบเรียงแบบเรียนในวิชาของตนเองเพื่อให้นักเรียนไทยเข้าใจยิ่งขึ้น เธอใช้ทั้งภาษาไทยและภาษาอังกฤษประกอบกับการนำเสนอพاورต์ประกอบการสอน เธอมีกรอบหมายให้นักเรียนฝึกทักษะที่เรียนมาด้วยกันทั้งแบบคู่และแบบกลุ่ม เธอให้ความสำคัญกับความสามารถในการสื่อสารด้วยภาษาอังกฤษของนักเรียน ดังนั้นเธอจะไม่แก้ไขข้อบกพร่องที่เกิดขึ้นหากนักเรียนยังคงสามารถสื่อความหมายที่ต้องการได้ และเธอมักจะให้ข้อเสนอแนะหลังจบแต่ละกิจกรรมเสมอ</p>				

Business English Instruction Scenarios ภาพจำลองการจัดการเรียนการสอนหลักสูตรภาษาอังกฤษธุรกิจ	Definitely not suit ไม่เหมาะสมเลย	Probably not suit ไม่ค่อยเหมาะสม	Probably suit ค่อนข้างเหมาะสม	Definitely suit เหมาะสมมาก
<p>Manee chooses English for business textbooks published by internationally famous publishers for her class. These textbooks come with complete audio materials, focus on the four skills of English and are well organized. Her teaching plan follows the order of textbook content. She pays attention to the correctness of the use of English structures so she teaches grammar explicitly and asks her students to do exercises in the course books after that.</p> <p>มานี้ เลือกใช้แบบเรียนที่มาจากสำนักพิมพ์ต่างประเทศที่มีชื่อเสียง เนื่องจากแบบเรียนเหล่านี้มีการออกแบบโครงสร้างเนื้อหาเป็นอย่างดี เน้นพัฒนาทักษะทั้งสี่ด้าน และมีทั้งแบบเรียนที่มีเสียงคัมภีร์ตามลำดับโครงสร้างของแบบเรียนที่ใช้ เธอมุ่งเน้นเรื่องความถูกต้องในการใช้โครงสร้างภาษาอังกฤษ ดังนั้นเธอจึงสอนไวยากรณ์อย่างชัดเจนก่อน แล้วจึงให้นักเรียนทำแบบฝึกหัดที่มีในแบบเรียนหลังจากนั้น</p> <p>Weera uses a range of textbooks to guide his teaching and adapts some authentic materials such as business articles to use as a supplement to his teaching. He focuses on students' ability to use English in a business context. So, he starts his lesson with the content in the textbook then he asks his students to practice using what they have learned through exercises created with simplified authentic materials. He sometimes uses PowerPoint presentations to make his lesson more interesting.</p> <p>วีระ ใช้แบบเรียนที่หลากหลายเป็นแนวทางในการสอน และนำสื่อสภาพจริง เช่น บทความทางธุรกิจ มาปรับเพื่อใช้เสริมเข้าไป เขามุ่งเน้นให้นักเรียนสามารถใช้ภาษาอังกฤษได้ในบริบททางธุรกิจ ดังนั้นเขาจึงเริ่มด้วยการสอนเนื้อหาในแบบเรียน จากนั้นจึงให้นักเรียนฝึกใช้ภาษาผ่านแบบฝึกหัดที่รับมาจากสื่อสภาพจริง บางครั้งเขาก็ใช้การนำเสนอพาวเวอร์พอยท์เพื่อเพิ่มความสนใจ</p>				
<p>Instead of using textbooks, Mana uses different kinds of authentic materials such as business newspapers and video clips in his class. He aims to encourage his students to use English in class as well as expose them to real world business practices as much as possible. He thus creates group activities and assigns them to summarise what they have learned from each activity through PowerPoint presentation. He also communicates with his students through social media and e-mail.</p> <p>มานะ ใช้สื่อสภาพจริงต่างๆ เช่น หนังสือพิมพ์ธุรกิจ และคลิปวิดีโอแทนการใช้แบบเรียนในการสอน เขาตั้งใจที่จะให้นักเรียนมีโอกาสใช้ภาษาอังกฤษและเรียนรู้เกี่ยวกับโลกธุรกิจจริงๆ ใ้ให้มากที่สุด ดังนั้นเขาจึงให้นักเรียนทำกิจกรรมเป็นกลุ่มและสรุปสิ่งที่ได้เรียนรู้จากแต่ละกิจกรรมโดยใช้การนำเสนอพาวเวอร์พอยท์ นอกจากนี้เขายังติดต่อกับนักเรียนผ่านสื่อสังคมออนไลน์และอีเมลด้วย</p>				

Imagine you have the opportunity to choose a new colleague to come to work in your Business English programme for a year. All applicants have a Masters degree and the same amount of teaching experience.

จากภาพจำลองการจัดการเรียนการสอนข้างต้น สมมุติว่าท่านมีโอกาสเลือกอาจารย์คนใหม่เพื่อมาทำงานร่วมกับท่านในหลักสูตรภาษาอังกฤษธุรกิจเป็นเวลาหนึ่งปี โดยผู้สมัครทุกคนจบการศึกษาระดับปริญญาโท และมีประสบการณ์ในการสอนมาเป็นเวลาเท่ากัน

Which teacher would you choose? Why?

อาจารย์ท่านใดต่อไปนี่ที่ท่านจะเลือกเข้ามาร่วมงานกับท่าน เพราะเหตุใด

- | | | | | |
|---------------------------------|---------------------------------|--------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Wichai | <input type="checkbox"/> Chujai | <input type="checkbox"/> Manee | <input type="checkbox"/> Weera | <input type="checkbox"/> Mana |
| วิชัย | ชูใจ | มานี | วีระ | มานะ |

Because (เนื่องจาก) _____

Which teacher do you think would be the **least** suitable? Why?

อาจารย์ท่านใดต่อไปนี่ที่ท่านคิดว่ามีความเหมาะสมน้อยที่สุด เพราะเหตุใด

- | | | | | |
|---------------------------------|---------------------------------|--------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Wichai | <input type="checkbox"/> Chujai | <input type="checkbox"/> Manee | <input type="checkbox"/> Weera | <input type="checkbox"/> Mana |
| วิชัย | ชูใจ | มานี | วีระ | มานะ |

Because (เนื่องจาก) _____

Section 2: The future of the field of Business English

ส่วนที่ 2 หลักสูตรภาษาอังกฤษธุรกิจในอนาคต

1. What are some of the changes that have taken place in Business English teaching in Thailand? (including from when you were a student)

ท่านคิดว่าการเปลี่ยนแปลงที่เคยเกิดขึ้นกับการสอนภาษาอังกฤษธุรกิจในประเทศไทยมีอะไรบ้าง (กรณีที่ท่านจบการศึกษาจากหลักสูตรนี้ กรุณารวบรวมความเปลี่ยนแปลงในช่วงที่ท่านยังเป็นนักศึกษาไว้ด้วย)

2. How do you think Business English programmes in Thailand might change in the future?

ท่านคิดว่าในอนาคตหลักสูตรภาษาอังกฤษธุรกิจในประเทศไทยจะเปลี่ยนแปลงไปอย่างไรบ้าง

3. Do you think AEC¹ will affect Business English teaching in Thailand? Yes No

ท่านคิดว่าการเข้าร่วมประชาคมเศรษฐกิจอาเซียน (AEC) จะมีผลกระทบต่อการสอนภาษาอังกฤษในประเทศไทยหรือไม่ มี ไม่มี

If yes, how?

ถ้ามี เพราะเหตุใด

¹ AEC represents the ASEAN Economic Community.

If no, why not?

ถ้าไม่มี เพราะเหตุใด

4. What will be the main implications of future changes for you as a teacher of Business English?

ท่านคิดว่า อะไรคือผลกระทบสำคัญที่เกิดจากการเปลี่ยนแปลงในอนาคตที่มีต่อท่านในฐานะอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจ

5. In the future, what else will students expect from Business English programmes? (Choose **up to 3** items.)

ในอนาคตท่านคิดว่าอะไรคือสิ่งที่นักศึกษาคาดหวังจากหลักสูตรภาษาอังกฤษธุรกิจ (ท่านสามารถเลือกได้สูงสุด 3 ข้อ)

- | | |
|---|---|
| <input type="checkbox"/> English language competence
ความสามารถในการใช้ภาษาอังกฤษ | <input type="checkbox"/> specific professional competencies
ความสามารถเฉพาะทางในอาชีพ |
| <input type="checkbox"/> communicative skills
ทักษะการใช้ภาษาในการสื่อสาร | <input type="checkbox"/> real world business knowledge
ความรู้ด้านงานธุรกิจที่ใช้ได้จริง |
| <input type="checkbox"/> experience in business organizations
ประสบการณ์ในหน่วยงานธุรกิจ | <input type="checkbox"/> competencies in other languages
ความสามารถในการใช้ภาษาอื่นๆ |
| <input type="checkbox"/> life-long learning skills
ทักษะการเรียนรู้ตลอดชีวิต | <input type="checkbox"/> interpersonal skills
ทักษะการสื่อสารระหว่างบุคคล |
| <input type="checkbox"/> access to professional networks
การเข้าถึงเครือข่ายด้านอาชีพ | <input type="checkbox"/> other (Please identify) _____
อื่นๆ (กรุณาระบุ) |

Why?

เพราะเหตุใด

6. The following is a possible scenario of what Business English programmes might be like in the future.

ข้อความต่อไปนี้เป็นกรบรรยายภาพจำลองของหลักสูตรภาษาอังกฤษธุรกิจที่อาจเกิดขึ้นได้ในอนาคต

Please **write any comments** you would like to share. For example, someone has commented on the first sentence.

กรุณาเขียนความคิดเห็นของท่านในประเด็นใดก็ได้ที่มีต่อภาพจำลองนี้ โดยวงกลมประเด็นที่ท่านต้องการแสดงความคิดเห็น และเขียนความคิดเห็นของท่านในกรอบด้านขวามือดังตัวอย่างที่แสดงไว้ในย่อหน้าแรกของภาพจำลอง

<p>After Thailand became a part of AEC, most of the Business English courses were changed to <u>international courses</u>. Each curriculum involved collaboration between the higher education institutions and business organizations. The students have to accomplish a specific English proficiency standard before entering and completing the programme.</p> <p>หลังจากประเทศไทยเข้าร่วมประชาคมเศรษฐกิจอาเซียน หลักสูตรภาษาอังกฤษธุรกิจส่วนใหญ่ได้เปลี่ยนเป็นหลักสูตรนานาชาติ โดยแต่ละหลักสูตรได้จัดทำขึ้นโดยความร่วมมือระหว่างสถาบันการศึกษากับองค์กรธุรกิจ ผู้เรียนต้องผ่านการทดสอบมาตรฐานความสามารถทางภาษาอังกฤษเพื่อเข้าศึกษาในหลักสูตรและก่อนจบการศึกษา</p>	<p><i>This is interesting but some students might not be able to afford the tuition fee which will be a lot higher.</i></p> <p>ประเด็นนี้น่าสนใจ แต่ค่าเล่าเรียนอาจสูงจนทำให้นักศึกษาบางคนไม่สามารถจ่ายได้ ซึ่งอาจเป็นการปิดกั้นทางการศึกษา</p>
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As a Business English teacher, Sandee uses English together with various kinds of authentic materials especially virtual resources in her class such as video and podcasts. Her class is student-centered and she acts as a facilitator who aims to extend students meaningful learning experiences. Her practice is influenced by the high demand from the labour market for graduates who have relevant English competency. Moreover, in order to be a qualified teacher for this course, she is required to develop her professional skills such as conducting and publishing research related to Business English, and attending an internship program with business organizations.

ในฐานะอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจ แสแนดีใช้ภาษาอังกฤษและสื่อสภาพจริงหลากหลายรูปแบบ โดยเฉพาะอย่างยิ่ง สื่อเสมือนจริง เช่น วีดีโอ และ คลิปเสียงในการสอน แสแนดีใช้การสอนแบบเน้นผู้เรียนเป็นสำคัญ โดยเธอทำหน้าที่เป็นผู้อำนวยความสะดวกในการเรียนที่มุ่งให้นักศึกษาได้รับประสบการณ์การเรียนรู้ที่มีความหมาย การสอนของแสแนดีเป็นผลมาจากความต้องการบัณฑิตที่สามารถใช้ภาษาอังกฤษได้อย่างดีของตลาดแรงงาน นอกจากนี้ เพื่อให้มีคุณสมบัติเหมาะสมสำหรับหลักสูตรนี้ แสแนดีจำเป็นต้องพัฒนาทักษะทางอาชีพด้านต่างๆ เช่น ทำวิจัยและตีพิมพ์งานวิจัยด้านภาษาอังกฤษธุรกิจ รวมทั้งเข้าร่วมการฝึกประสบการณ์กับหน่วยงานธุรกิจต่างๆ

7. Here are four teachers of Business English describing their way of developing their professional skills.

ต่อไปนี้คือภาพจำลองการพัฒนาตนเองของอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจจำนวนสี่ท่าน

Mali often attends both national and international TESOL conferences held in Thailand because she thinks it is the best way to update her English teaching knowledge.

มะลิ มักจะเข้าร่วมการประชุมด้านการสอนภาษาอังกฤษ (TESOL) ทั้งระดับชาติและระดับนานาชาติที่จัดขึ้นในประเทศไทยเสมอ เพราะคิดว่าเป็นวิธีที่ดีที่สุดในการปรับปรุงความรู้ด้านการสอนภาษาอังกฤษให้ทันสมัย

Manus loves to conduct research and participate in both national and international TESOL conferences held in Thailand as he has opportunity to discuss and exchange idea with other teachers. He believes these experiences enhance his professional skills.

มนัส ชอบทำวิจัยและเข้าร่วมการประชุมด้านการสอนภาษาอังกฤษทั้งระดับชาติและระดับนานาชาติที่จัดขึ้นในประเทศไทย เพราะคิดว่าเป็นโอกาสที่ดีในการพูดคุยแลกเปลี่ยนความคิดเห็นกับอาจารย์ท่านอื่น และเชื่อว่าประสบการณ์เหล่านี้จะช่วยส่งเสริมทักษะทางอาชีพของเขา

Malai would like to learn and develop her teaching techniques so she usually attends TESOL workshops arranged by different institutes in Thailand.

มาลัย ต้องการเรียนรู้และพัฒนาเทคนิคการสอนของตัวเอง จึงมักจะเข้าร่วมการสัมมนาเชิงปฏิบัติการด้านการสอนภาษาอังกฤษที่จัดขึ้นโดยสถาบันการศึกษาต่างๆ ในประเทศไทย

During the semester break, **Madee** usually takes up an internship with a business organization in Thailand (for example communicating in English as a tour guide or working for a shipping company) in order to gain experience in business and real world English communication.

ในช่วงปิดภาคการศึกษา มาดี มักจะเข้าร่วมการฝึกประสบการณ์กับหน่วยงานธุรกิจต่างๆ ในประเทศไทย เช่น บริษัทนำเที่ยว หรือ บริษัทรับส่งสินค้าระหว่างประเทศ เพื่อเรียนรู้ประสบการณ์ในการใช้ภาษาอังกฤษในสถานการณ์จริง

Imagine you are a new Business English teacher; which teacher you would **prefer to be like**?

สมมุติว่าท่านเพิ่งเข้ามาทำงานเป็นอาจารย์ในหลักสูตรภาษาอังกฤษธุรกิจ ท่านประสงค์จะพัฒนาตนเองแบบอาจารย์ข้างต้นท่านใด

- | | | | |
|-------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> Mali | <input type="checkbox"/> Manus | <input type="checkbox"/> Malai | <input type="checkbox"/> Madee |
| มะลิ | มนัส | มาลัย | มาดี |

Can you explain why?

เพราะเหตุใด

Section 3: Background Information**ส่วนที่ 3 ข้อมูลส่วนตัว**

Directions: Please **check** ✓ to provide information on yourself.

กรุณาใส่เครื่องหมาย ✓ ลงในช่องที่ตรงกับตัวท่านมากที่สุด

1. Gender

เพศ

 Male

ชาย

 Female

หญิง

2. Age

อายุ

 under 30

ต่ำกว่า 30 ปี

 31-40

31-40

 41-50

41-50

 51-60

51-60

 61 and over

61 ปีขึ้นไป

3. Nationality _____

สัญชาติ

4. Highest Education Degree

ระดับการศึกษาสูงสุด

 Bachelor's

ปริญญาตรี

 Master's

ปริญญาโท

 Doctoral

ปริญญาเอก

 Post-Doctoral

หลังปริญญาเอก

5. Majored in _____

สาขาวิชาเอก

6. Which university do you now work at?

มหาวิทยาลัยที่ท่านสังกัดอยู่

 government university

มหาวิทยาลัยรัฐ

 private university

มหาวิทยาลัยเอกชน

 Rajamangala university

มหาวิทยาลัยเทคโนโลยีราชมงคล

 Rajabhat university

มหาวิทยาลัยราชภัฏ

 other tertiary institution (Please identify) _____

สถาบันการศึกษาระดับอุดมศึกษาอื่นๆ (กรุณาระบุ)

7. Academic Position

ตำแหน่งทางวิชาการ

 Lecturer

อาจารย์

 Assistant Professor

ผู้ช่วยศาสตราจารย์

 Associate Professor

รองศาสตราจารย์

 Professor

ศาสตราจารย์

8. Which region of Thailand is your current university/institute located in?

สถาบันการศึกษาของท่านตั้งอยู่ในภาคใดของประเทศไทย

- Northern Northeastern Central Southern
เหนือ ตะวันออกเฉียงเหนือ กลาง ใต้

9. Please identify areas you have taught in and for how long, as shown in the example.

กรุณาระบุประสบการณ์ด้านการสอนของท่านพร้อมทั้งระยะเวลาดังตัวอย่าง

<i>3 years high school</i> ระดับมัธยมปลาย 3 ปี	<i>7 years tertiary General English</i> ภาษาอังกฤษทั่วไป ระดับอุดมศึกษา 7 ปี	<i>5 years Business English</i> ภาษาอังกฤษธุรกิจ 5 ปี
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10. Have you ever worked in any fields other than teaching? Yes No
ท่านเคยทำงานในสายงานอื่นที่นอกเหนือจากการสอนหรือไม่ เคย ไม่เคย

If yes, what kind of job did you do? (Please identify) _____

ถ้าเคย ท่านเคยทำงานในสายงานใด (กรุณาระบุ)

11. How many teachers are teaching Business English in your current university? _____

อาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจในสถาบันการศึกษาของท่านมีจำนวนกี่คน

12. Imagine someone is asking you about Business English teaching. **What would you tell them about this as a career?**

สมมุติว่ามีคนถามท่านเกี่ยวกับการสอนภาษาอังกฤษธุรกิจ ท่านจะบอกพวกเขาเกี่ยวกับอาชีพนี้อย่างไร

** I have planned to conduct follow-up interview after this survey. If you are interested in participating in an interview, please leave your name and contact details here:

** เนื่องจากผู้วิจัยมีแผนที่จะทำการสัมภาษณ์ต่อจากแบบสอบถามชุดนี้ หากท่านสามารถให้ความช่วยเหลือในการสัมภาษณ์ครั้งนี้ได้ กรุณาแจ้งชื่อพร้อมสถานที่ติดต่อของท่านที่ด้านล่างนี้ค่ะ



Thank you for your kindness.

ขอขอบพระคุณสำหรับการเสียสละเวลาในการตอบแบบสอบถามชุดนี้ค่ะ

If you have any questions, please feel free to contact me at:

หากท่านมีข้อสงสัยประการใดเกี่ยวกับการวิจัยครั้งนี้ กรุณาติดต่อผู้วิจัยได้ที่

Panithi Amatayakul

ปณิธิ อมาตยกุล

e-mail: panithi.a@gmail.com

อีเมล panithi.a@gmail.com

Mobile: 081 386 6224

โทร. 081 386 6224

Appendix D: Cover Letter to the Dean of the Faculty of the Questionnaire

Respondent



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

School of Humanities
Private Bag 11222
Palmerston North 4442
New Zealand

Date

Dear Dean of the Faculty of ...,

Subject: Request the permission for data collection

My name is Panithi Amatayakul, a Business English lecturer at Rajamangala University of Technology Lanna, Chiangmai. I am currently a PhD student majoring in Applied Linguistics at Massey University, New Zealand. I am also conducting my study entitled *Teacher Cognition about Business English in the Thai Tertiary Context*, which is aimed to contribute to the development of Business English programme in the future.

Since your institution has a well-deserved reputation for good Business English teaching and learning management, I would like to ask for a favor from your Business English lecturers to complete the attached questionnaires and return them to me using the stamped-addressed envelope attached to each questionnaire set within (*date*).

Thank you for your kind considerations.

Yours sincerely,

Panithi Amatayakul
Business English lecturer
Rajamangala University of Technology Lanna

Enclosures: (*no.*) questionnaire sets



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

School of Humanities
Private Bag 11222
Palmerston North 4442
New Zealand

วันที่....

เรื่อง ขอความอนุเคราะห์เก็บข้อมูล

เรียน คณบดีคณะ.... มหาวิทยาลัย....

สิ่งที่ส่งมาด้วย แบบสอบถาม จำนวน ... ชุด

ด้วยดิฉัน นางสาวปณิธิ อมาตยกุล นักศึกษาปริญญาเอก สาขาวิชาภาษาศาสตร์ประยุกต์ คณะมนุษยศาสตร์ มหาวิทยาลัยแมสซี (Massey University) ประเทศนิวซีแลนด์ กำลังทำวิทยานิพนธ์เรื่อง “กระบวนการรับรู้ของอาจารย์ที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย” ซึ่งในการศึกษาครั้งนี้ได้กำหนดกลุ่มตัวอย่างในการเก็บรวบรวมข้อมูลคือ ประธานหลักสูตร และอาจารย์ประจำหลักสูตร ภาษาอังกฤษธุรกิจ จำนวน ... ท่าน ดังนั้น เพื่อให้การศึกษาครั้งนี้สำเร็จลุล่วงด้วยดี ดิฉันจึงใคร่ขอความอนุเคราะห์บุคคลดังกล่าวในการตอบแบบสอบถามที่แนบมา พร้อมส่งคืนตามที่อยู่ดังปรากฏบนซองจดหมายที่แนบมาพร้อมกันนี้แล้ว ภายในวันที่

จึงเรียนมาเพื่อโปรดพิจารณา ดิฉันหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(นางสาวปณิธิ อมาตยกุล)

อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ
มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา

School of Humanities

Private Bag 11222, Palmerston North 4442, New Zealand T 06 951 6587 <http://soh.massey.ac.nz>

Appendix E: Information Sheet for Questionnaire Respondent



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

Teacher Cognition about Business English in the Thai Tertiary Context

INFORMATION SHEET FOR QUESTIONNAIRE RESPONDENT

Researcher Introduction

My name is Panithi Amatayakul. I am a lecturer in the Business English Programme at Rajamangala University of Technology Lanna, Chiangmai, Thailand. I am currently a doctoral student at the School of Humanities, Massey University, New Zealand and I am conducting research on Thai Business English teachers' thinking about the Business English field.

I would like to invite you to participate in my research.

Project Description and Invitation

The purpose of this study aims to investigate the past, present, and future of the Business English field in the Thai tertiary context through teachers' perspectives. The findings will contribute to the future development of this field.

If you agree to participate in this research, please return the questionnaire to the researcher using the stamped-addressed envelope attached to this information sheet.

Participant Identification and Recruitment

You have been invited to participate in this study as one of about 250 lecturers in 53 universities, who are providing Business English or English for Business Communication programmes throughout Thailand.

Project Procedures

Completing this questionnaire is consent to participate in the study. It will take about 30 minutes to complete.

School of Humanities

Private Bag 11222 Palmerston North 4442 New Zealand T 06 951 6587 <http://soh.massey.ac.nz>

Data Management

Your identity will not be disclosed. The collected data will be used solely for this study and publications arising from this research project. All data will be kept securely and will be destroyed 5 years after the thesis examination has been completed. Also, once the examination has been completed, the thesis will be made available electronically through the Massey library.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study at any time up until two weeks after the questionnaire have been returned;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings when it is concluded.

I appreciate your valuable time and assistance.

Yours sincerely,

Miss Panithi Amatayakul
PhD Student, Massey University

Project Contacts

Contact details:

Panithi Amatayakul
In Thailand
501/48 Moo 3, Sansai-noi
Sansai, Chiangmai 50210
Tel: 081 3866224
E-mail: panithi.a@gmail.com

In New Zealand
School of Humanities
Massey University (Turitea Campus)
Private Bag 11222
Palmerston North 4442
Tel. 64 6 9516587, extn 83587

Project Contacts

Contact details:

Panithi Amatayakul

In Thailand

501/48 Moo 3, Sansai-noi

Sansai, Chiangmai 50210

Tel: 081 3866224

E-mail: panithi.a@gmail.com

In New Zealand

School of Humanities

Massey University (Turitea Campus)

Private Bag 11222

Palmerston North 4442

Tel. 64 6 9516587, extn 83587

Supervisors and contact details:

Professor Cynthia White

E-mail: c.j.white@massey.ac.nz

Associate Professor Penny Haworth

E-mail: p.a.haworth@massey.ac.nz

If you have any questions or comments regarding this research, please feel free to call or e-mail the researcher and/or the supervisors.

Committee Approval Statement

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director (Research Ethics), telephone 06 356 9099, extn 86015, e-mail humanethics@massey.ac.nz.



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

ความรู้ความเข้าใจของครูที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

เอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัยที่ใช้แบบสอบถามตอบด้วยตนเอง

ข้อมูลนักวิจัย

ดิฉัน นางสาวปณิธิ อมาตยกุล อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคล
ล้านนา เชียงใหม่ ขณะนี้กำลังศึกษาต่อระดับปริญญาเอก สาขาวิชาภาษาศาสตร์ประยุกต์ คณะมนุษยศาสตร์
มหาวิทยาลัยแมสซี (Massey University) ประเทศนิวซีแลนด์ และกำลังทำวิทยานิพนธ์เกี่ยวกับความรู้ความ
เข้าใจของอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจที่มีต่อสาขาวิชานี้

ดิฉันใคร่ขอเรียนเชิญท่านเข้าร่วมในโครงการวิจัยนี้

จุดประสงค์โครงการวิจัยโดยย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความเป็นมาของหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย
ตั้งแต่ อดีต ปัจจุบัน และอนาคต ผ่านมุมมองของอาจารย์ประจำหลักสูตร โดยมุ่งหวังให้ผลของการวิจัย
สามารถนำไปปรับใช้ในการพัฒนาหลักสูตรภาษาอังกฤษธุรกิจในอนาคต

หากท่านยินดีเข้าร่วมในโครงการวิจัยนี้ กรุณาตอบแบบสอบถามพร้อมส่งคืนตามซองที่แนบมาพร้อมนี้

กลุ่มเป้าหมาย

กลุ่มเป้าหมายสำหรับโครงการวิจัยนี้คือ อาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจ หรือ หลักสูตร
ภาษาอังกฤษเพื่อการสื่อสารธุรกิจ ซึ่งมีจำนวนประมาณ 250 ท่าน จากสถาบันการศึกษาจำนวน 50 แห่งที่เปิด
สอนหลักสูตรดังกล่าว ด้วยเหตุนี้ ดิฉันจึงใคร่ขอเรียนเชิญท่านเข้าร่วมโครงการวิจัยนี้

ขั้นตอนการดำเนินงาน

การตอบแบบสอบถามนี้ถือเป็นการยินยอมเข้าร่วมโครงการวิจัย โดยแบบสอบถามนี้ใช้เวลาประมาณ 30 นาที
ในการตอบ

School of Humanities

Private Bag 11222, Palmerston North 4442, New Zealand T 06 951 6587 <http://soh.massey.ac.nz>

การจัดการข้อมูล

ข้อมูลเฉพาะเกี่ยวกับตัวท่านจะไม่มีเปิดเผย ข้อมูลที่รวบรวมได้จะถูกนำมาใช้เพื่อประโยชน์ทางการศึกษา และตีพิมพ์บทความที่เกี่ยวข้องกับการวิจัยนี้เท่านั้น โดยข้อมูลทั้งหมดจะถูกเก็บรักษาอย่างปลอดภัย และจะถูกทำลายภายหลังจากการสอบวิทยานิพนธ์สิ้นสุดไปแล้วเป็นเวลาห้าปี ส่วนวิทยานิพนธ์จะถูกนำเสนอในรูปแบบของไฟล์อิเล็กทรอนิกส์บนเว็บไซต์ห้องสมุดมหาวิทยาลัยแมสซี้หลังจากการสอบสิ้นสุด

สิทธิของผู้เข้าร่วมโครงการวิจัย

ท่านมีสิทธิ์ที่จะปฏิเสธการเข้าร่วมโครงการวิจัยนี้ได้ อย่างไรก็ตามหากท่านเข้าร่วมโครงการวิจัยนี้ ท่านจะได้รับสิทธิ์ดังต่อไปนี้

- ปฏิเสธที่จะตอบคำถามข้อใดก็ได้
- บอกละเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ภายในระยะเวลาสองสัปดาห์หลังจากส่งคืนแบบสอบถาม
- ถามคำถามเกี่ยวกับโครงการวิจัยได้ทุกเมื่อในระหว่างเข้าร่วมโครงการ
- ให้ข้อมูลโดยมีความเข้าใจเป็นอย่างดีว่าจะไม่มีการระบุชื่อของท่านในงานวิจัย ยกเว้นผู้วิจัยได้รับอนุญาตจากท่านเท่านั้น
- ได้รับข้อสรุปงานวิจัยเมื่องานวิจัยเสร็จสมบูรณ์

ขอขอบพระคุณสำหรับการสละเวลาให้ความอนุเคราะห์โครงการวิจัยนี้

ขอแสดงความนับถือ

นางสาวปณิธิ อมาตยกุล

นักศึกษาระดับปริญญาเอก มหาวิทยาลัยแมสซี้

ผู้รับผิดชอบโครงการ

สถานที่ติดต่อผู้วิจัย

ปณิธิ อมาตยกุล

ประเทศไทย

501/48 หมู่ 3 ตำบลสันทรายน้อย

อำเภอสันทราย จังหวัดเชียงใหม่ 50210

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สถานที่ติดต่ออาจารย์ที่ปรึกษาโครงการวิจัย

Professor Cynthia White

E-mail: c.j.white@massey.ac.nz

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E-mail: p.a.haworth@massey.ac.nz

หากท่านมีข้อสงสัยหรือคำแนะนำประการใดเกี่ยวกับโครงการวิจัยนี้ กรุณาติดต่อมาได้ที่ผู้วิจัยหรืออาจารย์ที่ปรึกษาโครงการวิจัยได้ตามสถานที่ติดต่อที่แสดงไว้ข้างต้น

คำรับรองจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์

โครงการวิจัยนี้ได้รับการประเมินโดยผู้เชี่ยวชาญและได้รับการตัดสินว่ามีความเสี่ยงอยู่ในระดับต่ำ ดังนั้นโครงการวิจัยนี้จึงไม่ได้ผ่านการพิจารณาโดยคณะกรรมการจริยธรรมการวิจัยในมนุษย์ของมหาวิทยาลัยแมสซีย์ ผู้วิจัยตามรายนามข้างต้นถือเป็นผู้รับผิดชอบในการดำเนินการตามจริยธรรมการวิจัยของโครงการนี้

หากท่านมีข้อสงสัยประการใดเกี่ยวกับการดำเนินการวิจัยในโครงการนี้ที่ต้องการสอบถามจากบุคคลอื่น นอกเหนือจากผู้วิจัย กรุณาติดต่อ Dr Brian Finch ผู้อำนวยการ (Research Ethics), โทรศัพท์ 06 356 9099, ต่อ 86015, อีเมลล์ humanethics@massey.ac.nz.

Appendix F: Programme Leaders and Teachers Interview Questions

Guide

Interview questions (Phase 3)

คำถามสัมภาษณ์ (เฟสสาม)

Past

อดีต

1. Why did you decide to work in Business English programme?
เพราะเหตุใดท่านจึงตัดสินใจเลือกทำงานในหลักสูตรภาษาอังกฤษธุรกิจ
 - How did you learn about Business English? And, how did you get into this programme?
ท่านรู้จักหลักสูตรภาษาอังกฤษธุรกิจได้อย่างไร และท่านเริ่มมาสอนหลักสูตรนี้ได้ได้อย่างไร
 - At the beginning of your Business English teacher career, how did you feel about Business English? And how about now?
ในช่วงเริ่มต้นการสอนในหลักสูตรนี้ ท่านรู้สึกอย่างไรกับหลักสูตรนี้ และขณะนี้ท่านยังรู้สึกเหมือนเดิมหรือไม่
2. In your view, are there any differences between the Business English programme at present and at the time when you started working in this programme?
ในความเห็นของท่าน หลักสูตรภาษาอังกฤษธุรกิจในขณะนี้แตกต่างจากตอนที่ท่านเริ่มเข้ามาทำการสอนในหลักสูตรนี้หรือไม่
 - * For teacher with a degree in Business English
 - * สำหรับอาจารย์ที่จบจากหลักสูตรภาษาอังกฤษธุรกิจ
 - Are there any differences between the Business English programme at present and at the time when you were a student?
หลักสูตรภาษาอังกฤษธุรกิจในขณะนี้แตกต่างจากตอนที่ท่านเป็นนักศึกษาในหลักสูตรนี้หรือไม่
 - Can you tell me about the Business English at that time?
กรุณาเล่าเกี่ยวกับภาษาอังกฤษธุรกิจในช่วงเวลานั้นให้ฟังได้หรือไม่
 - Which one do you prefer (BE at present or BE in the past)? Why?
ท่านชอบหลักสูตรภาษาอังกฤษธุรกิจในช่วงเวลาใดมากที่สุด (อดีตกับปัจจุบัน) เพราะเหตุใด
3. Have there been any changes in this programme that you have noticed? (Have courses changed?/ Has the focus of the programme changed?/ etc.)
ตลอดช่วงที่ผ่านมา มีความเปลี่ยนแปลงใดเกิดขึ้นกับหลักสูตรนี้หรือไม่ (หลักสูตรนี้เติบโตขึ้นหรือไม่ / มีการเปลี่ยนแปลงรายวิชาหรือไม่ / มีการเปลี่ยนจุดเน้นในหลักสูตรนี้หรือไม่ / ฯลฯ)
 - In what way and when did that happen?
มีการเปลี่ยนแปลงด้านใดบ้าง และเกิดขึ้นเมื่อใด
 - What do you think are causes of changes in the Business English field
ท่านคิดว่าสาเหตุของการเปลี่ยนแปลงที่เกิดขึ้นคืออะไร
4. In your view, how and/ does this/these change(s) influence other programmes? (Is it similar to what happen in Business English?)
ในความเห็นของท่าน การเปลี่ยนแปลงที่เกิดขึ้นส่งผลต่อหลักสูตรอื่นหรือไม่ อย่างไร (ผลกระทบนี้เหมือนกับที่เกิดกับหลักสูตรภาษาอังกฤษธุรกิจหรือไม่)

5. Have your ideas about Business English changed? If so, in what ways? If not, why not?
ความคิดของท่านเกี่ยวกับหลักสูตรภาษาอังกฤษธุรกิจเปลี่ยนไปหรือไม่ ถ้าใช่ อย่างไร ถ้าไม่ เพราะเหตุใด
6. What changes or experiences have led to changes in your ideas about Business English?
การเปลี่ยนแปลงหรือประสบการณ์เรื่องใดที่ส่งผลต่อการเปลี่ยนความคิดของท่านที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจ

Present

ปัจจุบัน

7. Can you tell me about your Business English programme?
กรุณาช่วยเหลือเกี่ยวกับหลักสูตรภาษาอังกฤษธุรกิจของท่านให้ฟังได้หรือไม่
 - How many teachers are there in your programme?
ในหลักสูตรของท่านมีอาจารย์ทั้งหมดกี่คน
 - How many courses are there? What kind of courses do you teach?
ในหลักสูตรของท่านมีกี่รายวิชา ท่านสอนวิชาอะไรบ้าง
 - What kind of things do you teach?
ท่านสอนเรื่องอะไรบ้าง
 - What kind of materials do you use? Where do you get them from?
ท่านใช้สื่อการสอนชนิดใดบ้าง และท่านนำสื่อการสอนนั้นมาจากที่ไหน
 - Is this programme popular among students? (If yes, why they chose it?)
หลักสูตรนี้เป็นที่นิยมในหมู่นักศึกษาหรือไม่ (ถ้าใช่ ทำไมนักศึกษาจึงเลือกเรียนหลักสูตรนี้)
8. What do you think about Business English?
ท่านคิดอย่างไรเกี่ยวกับภาษาอังกฤษธุรกิจ
 - In your view, what makes business English programme different from other programmes?
ในความเห็นของท่าน อะไรคือสิ่งที่ทำให้หลักสูตรภาษาอังกฤษธุรกิจแตกต่างจากหลักสูตรอื่น
9. Do you face any challenges?
ในระหว่างการทำงาน ท่านพบกับปัญหาหรืออุปสรรคอะไรหรือไม่
10. What are the challenges of the Business English programme at present?
ปัจจัยที่ส่งผลกระทบต่อหลักสูตรภาษาอังกฤษธุรกิจในปัจจุบันคืออะไร

Future

อนาคต

11. Are there any possible changes in the near future?
ท่านคิดว่าในอนาคตจะมีการเปลี่ยนแปลงใดเกิดขึ้นหรือไม่
 - In what way and when did/will that happen?
จะมีการเปลี่ยนแปลงด้านใดบ้าง และจะเกิดขึ้นเมื่อใด
12. Do you see any new challenges of this programme in the future?
ท่านพบปัจจัยใหม่ที่ส่งผลกระทบต่อหลักสูตรในอนาคตหรือไม่

13. In the next 5 years, what do you think the Business English field will look like?

ในอีกห้าปีต่อจากนี้ ท่านคิดว่าหลักสูตรภาษาอังกฤษธุรกิจจะเป็นอย่างไร

- In your opinion, what influence this change? And, what will be obstacles to the change?

ตามความเห็นของท่าน สาเหตุของการเปลี่ยนแปลงคืออะไร และอะไรคืออุปสรรคของการเปลี่ยนแปลง

- What are the future needs for the field?

ในอนาคตสิ่งที่หลักสูตรต้องการนี้คืออะไร

- As a business English teacher, what are your future needs?

ในฐานะอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจ ท่านต้องการอะไรในอนาคต

14. Do you have any other thoughts or experiences you would like to share?

ท่านต้องการแสดงความคิดเห็นหรือเล่าประสบการณ์เพิ่มเติมอีกหรือไม่

**Appendix G: List of Interview Activities, Related Interview Questions,
and their Objectives**

Activities instructions	Interview question no.	objectives
1. Weighting the importance between knowledge and skills in language and business to Business English (past and present).	Q1 (supplementary)	To compare the interviewees' understanding about the field of Business English when they firstly started their career with the present
2. Choose quality (ies) that is/are the most suitable for Business English teacher (teacher profile). P1 majored in Business Administration/related fields P2 majored in English P3 specialised in English P4 had experience in business career P5 graduated from abroad P6 majored in Teaching English P7 majored in Foreign Language (other than English) P8 interested in business field	Q7	To investigate the interviewees' views about ideal Business English teacher and their reflections on their own profile.
3. Choose language which is most suitable for Business English class. A1 bilingual (Thai and English) A2 English A3 Thai	Q7	To explore current situations of Business English teaching in Thai tertiary context and how the interviewees think about the options they have chosen.
4. Choose focus of Business English programme. F1 understanding about business practices F2 ability to communicate in English in business context F3 experience in the use of English for business practices F4 correctness of English grammar		
5. Choose topic that is most appropriate for Business English teaching. T1 business practice skills T2 different fields of business content T3 business terms T4 English communication skills in business context T5 cross-cultural communication skills T6 life-long learning skills T7 skills for exam success T8 English language grammar and structures		

Activities instructions	Interview question no.	objectives
6. Choose materials which you use in Business English teaching. M1 business news M2 self-compiled textbooks/course books M3 PowerPoint presentations by teachers M4 business articles M5 websites M6 Web blog M7 commercial textbooks M8 audio materials M9 PowerPoint presentations by students M10 video clips M11 e-mail M12 social media e.g. Facebook, Twitter M13 e-learning	Q7	To explore current situations of Business English teaching in Thai tertiary context and how the interviewees think about the options they have chosen.
7. Choose activities which you use in Business English teaching. Ac1 games Ac2 simulation Ac3 group discussion Ac4 group presentation Ac5 group work Ac6 brainstorming Ac7 presentation (individual) Ac8 role play Ac9 pair work Ac10 case studies		
8. Choose challenges which affect Business English teaching. C1 teachers' business knowledge C2 teaching workload C3 ASEAN Community C4 professional development opportunities C5 the number of students per classroom C6 teaching income/salary C7 the development of new technology C8 institutional policy C9 teachers' English language knowledge C10 teaching colleagues C11 working atmosphere C12 students' abilities C13 government policy C14 national education standards C15 the world situation	Q9	To discover what challenges the interviewees have faced and how they perceive and cope with them.
9. Rate the extent of how Business English is important to Thailand.	Q13 (supplementary)	To investigate how the interviewees value Business English.
10. Rate the extent of how Business English is important to international.	Q13 (supplementary)	

Appendix H: Interview Activity Cards for Activities 2-7 (translated to English)

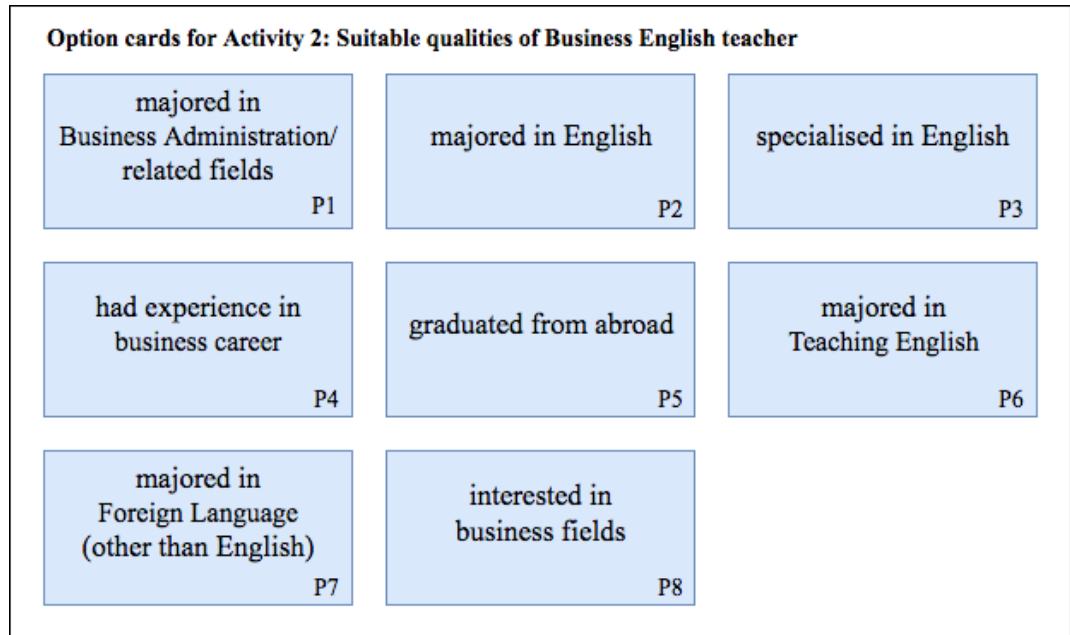


Figure H 1 Option cards for Activity 2: Suitable qualities of Business English teacher

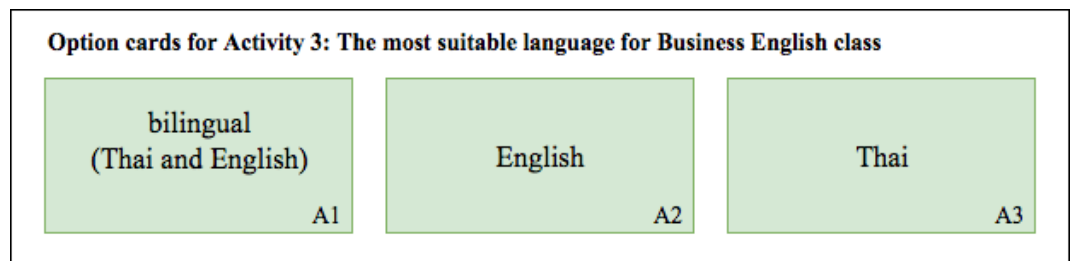


Figure H 2 Option cards for Activity3: The most suitable language for Business English class

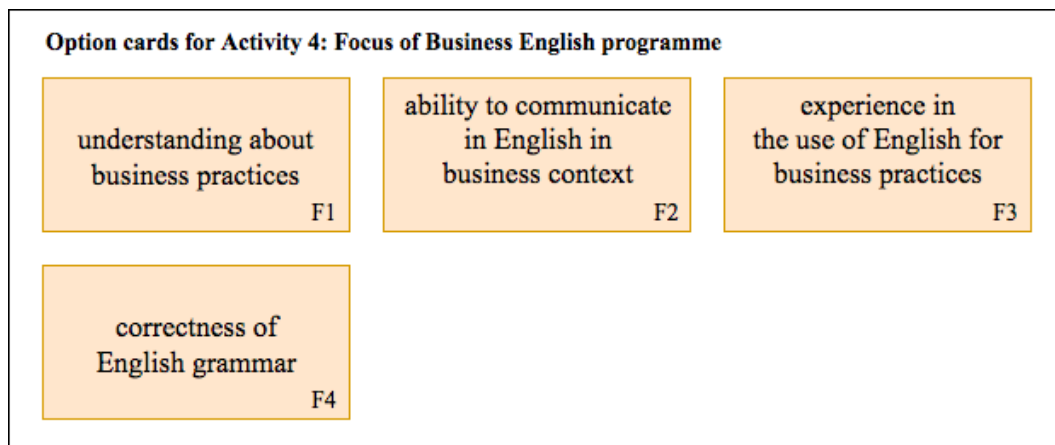


Figure H 3 Option cards for Activity 4: Focus of Business English programme

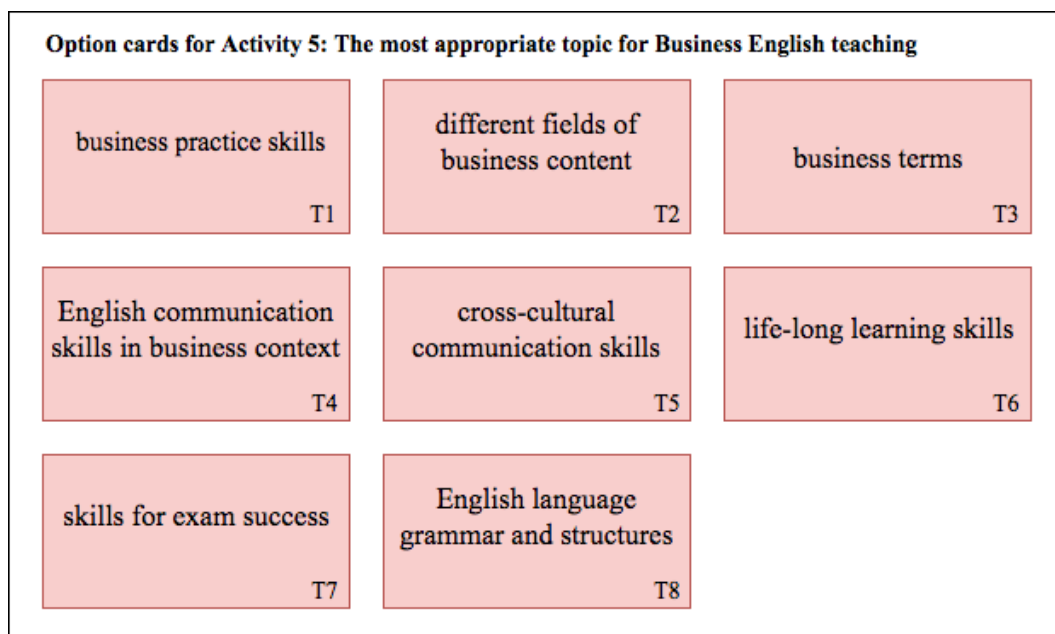


Figure H 4 Option cards for Activity 5: The most appropriate topic for Business English teaching

Option cards for Activity 6: Materials used in Business English teaching

business news M1	self-compiled textbooks/ course books M2	PowerPoint presentations by teachers M3
business articles M4	websites M5	web blog M6
commercial textbooks M7	audio materials M8	PowerPoint presentations by students M9
video clips M10	e-mail M11	social media e.g. Facebook, Twitter M12
e-learning M13		

Figure H 5 Option cards for Activity 6: Materials used in Business English teaching

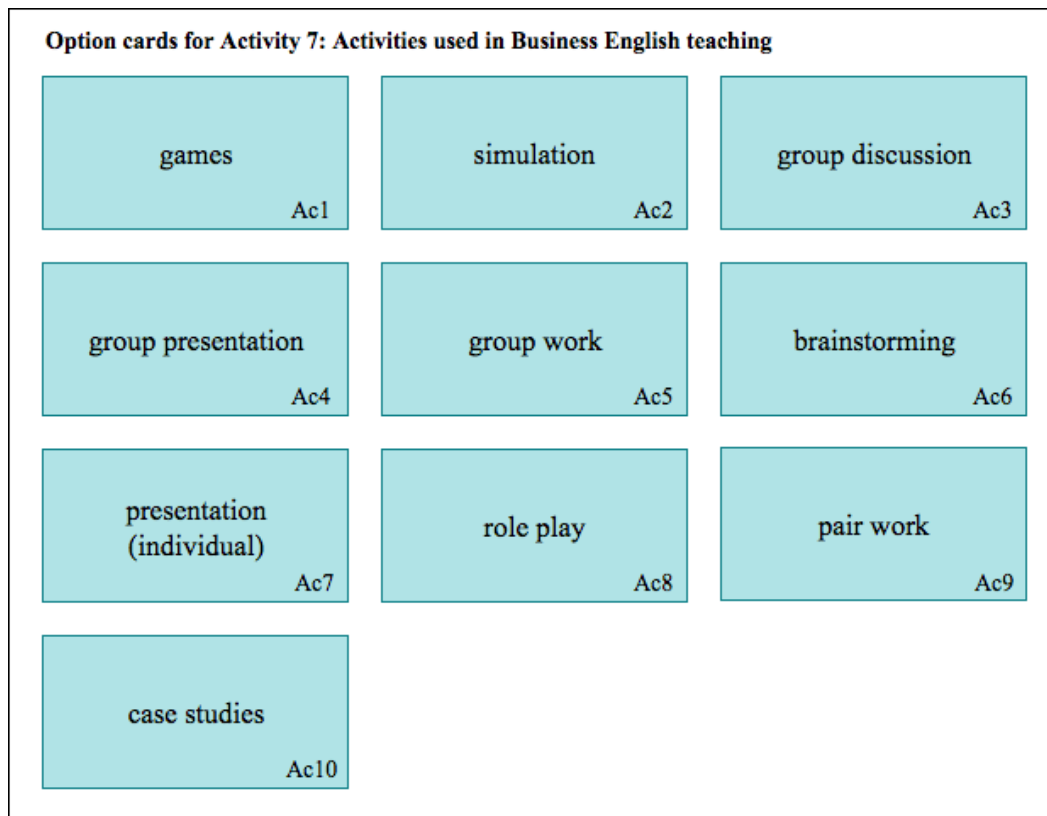


Figure H 6 Option cards for Activity 7: Activities used in Business English teaching

Appendix I: Example of a Transcript of a Programme Leader and Teacher interview

ถอดเทปการสัมภาษณ์

ดร.นิวัติ (นามสมมุติ)

วันพุธที่ 11 พฤศจิกายน 2558 ตั้งแต่เวลา 10.00 – 11.30 น. ใช้เวลา 1 ชั่วโมง 29.56 นาที

สถานที่ ห้องเรียนภายในมหาวิทยาลัย ก. จังหวัดเชียงใหม่

ปณิธิ : อ่านใน questionnaire นะคะของอาจารย์

ดร.นิวัติ : ครับผม

ปณิธิ : อาจารย์สอนที่นี้มาสิบปีแล้วใช่ไหมคะ สอนมาสิบปี

ดร.นิวัติ : ประมาณนี้ครับ ถ้าตามหลักสูตรก็ๆ ประมาณ 10 11 ปีนะฮะ

ปณิธิ : ค่ะ สิบเอ็ดปี ค่ะ อาจารย์ๆ ตอนแรกๆ อะคะ

ดร.นิวัติ : ครับ

ปณิธิ : ก่อนหน้าจะมาอังกฤษธุรกิจอาจารย์ทำอะไรมาก่อนรีเปลาะคะ

ดร.นิวัติ : อ้อ ถ้างานที่ทำใช่ไหมครับ

ปณิธิ : ค่ะ

ดร.นิวัติ : งานแรกก็จะเป็นงานด้านจัดซื้อต่างประเทศนะครับ ของบ. Strongpack อยู่ที่สมุทรปราการ แล้วก็ทำ
ด้านการโฆษณาของๆ โคล์พับลิชชิ่ง แล้วก็มีการท่องเที่ยวเป็นฟรีแลนซ์ของหลายบ.ครับ

ปณิธิ : ตำแหน่งอะไรคะ

ดร.นิวัติ : เป็นไกด์แล้วก็ เป็น operation ด้วยครับ

ปณิธิ : (เงยไปนิด) อ้อ แล้วก็มาเป็นอาจารย์

ดร.นิวัติ : ครับผม

ปณิธิ : อาจารย์เป็นอาจารย์พิเศษก่อนไหมคะ หรือว่า

ดร.นิวัติ : อ้อ ไม่ใช่ครับ

ปณิธิ : เป็นอาจารย์ประจำเลยหรอคะ

ดร.นิวัติ : คือ พอคือ อยากจะกลับมาอยู่ดูแลพ่อแม่อะไรเงี้ย ก็เลยมาสมัครเป็นอาจารย์ มันจะมีเวลามากกว่า (พูด
ยิ้มๆ)

ปณิธิ : อ้อ (เงยไป) ค่ะ เออ อาจารย์ๆ คิดยังไงถึงแบบมาสอน Business English ค่ะ อ.เป็นตัดสินใจว่า

Business English เลยหรือว่าๆ

ดร.นิวัติ : คือ...

ปณิธิ : อังกฤษทั่วไปก่อน

ดร.นิวัติ : คั้งเดิมเลยใช่ไหมครับ คั้งเดิมเลยเราังไม่มี Business English ก็คือมาสอนเพราะว่าตอนนั้นมาเป็น
อาจารย์ด้วยวุฒิป.ตรีก่อนครับ

ปณิธิ : ที่นี้หรอคะ

ดร.นิวัติ : ครับ (เงยไปนิด) สมัครเป็นอาจารย์สอนภาษาอังกฤษทั่วไป

ปณิธิ : อาจารย์พอจะจำได้ไหมคะว่า ประมาณเมื่อสิบกว่าปีที่แล้ว ตอนนั้นสอนภาษาอังกฤษยังไง

คร.นิวัติ : ครับๆ ก็สอนพวก Eng. พื้นฐานนะครับ Fundamental English ครับ

ปณิธิ : แล้วเข้ามาที่นี่ได้ยังไงคะ

คร.นิวัติ : อ้อ ก็พอดีมันมีการก่อตั้งคณะศิลปศาสตร์ใช่ไหมครับ แล้วก็ เออ คือร่วมร่างหลักสูตรตั้งแต่ๆ
เริ่มแรกเลย ครับ

ปณิธิ : ที่นี่มีตั้งแต่ปีไหนอะคะ

คร.นิวัติ : เออ เดียวนะอะ ปี 46 อะครับ

ปณิธิ : อ้อ

คร.นิวัติ : 2546 รุ่นแรก

ปณิธิ : ตอนๆ ตั้งเป็นหลักสูตรขึ้นมา ที่อ.คิดกันว่าเป็นธุรกิจ ทำไมอ.คิดเป็นภาษาอังกฤษธุรกิจคะ

คร.นิวัติ : อ้อ เพราะว่า ของเรานี้ๆ ของเราเป็น Business School เพราะฉะนั้น ไร้ตัวๆ ที่มันเป็นหลักสูตรทุก
หลักสูตรอะจะเกียร้เข้าเรื่อง business หมดเลย

ปณิธิ : อ้อ

คร.นิวัติ : ครับ

ปณิธิ : ก็เลยขออนุมัติเป็น Business English

คร.นิวัติ : อาใช่ แต่หลักสูตรของเราจะเรียน business ครึ่งนึง ตัวภาษาครึ่งนึง

ปณิธิ : ตอนแรก

คร.นิวัติ : คือปรัชญาตั้งแต่ตอนเริ่มแรกละ

ปณิธิ : ค่ะ (เงียบไปนิด) แสดงว่าๆ ตอนนั้นตั้งใจให้มันเป็นครึ่งๆ ไร้ไหมคะอ.

คร.นิวัติ : คือปรัชญาของหลักสูตรเรา เราคิดว่า หยังๆ เรียนภาษาอย่างเดียวมันก็ทำอะไรไม่ได้ คือจะเรียน
ธุรกิจอย่างเดียวแล้วก็สื่อสารไม่ได้ มันก็ไปทำอะไรไม่ได้

ปณิธิ : ค่ะ

คร.นิวัติ : ครับ เพราะฉะนั้นจะต้อง อย่างน้อยจะต้องมีสองตัวเนี้ย

ปณิธิ : ค่ะ (เงียบไป หยิบกิจกรรมที่ให้มาร์กจุกมาให้ทำ) อ.มาแรกๆ กับตอนนี้ อ.คิดว่า BE อยู่ประมาณ ไหน
คะ

คร.นิวัติ : น่าจะๆ มาครึ่งๆ นี้แหละครับ เพราะดูตามหน่วยกิตอะไรแล้วเนี้ย มันจะ คิดว่าน่าจะอยู่ประมาณ
ครึ่งๆ ละกันครับ ประมาณ 50 50 น่าจะอยู่ตรงเนี้ยละครับ

ปณิธิ : ตั้งแต่ตอนแรก จนปัจจุบัน

คร.นิวัติ : ปัจจุบัน น่าจะยังเหมือนเดิมนะ

ปณิธิ : ค่ะ

คร.นิวัติ : เพราะว่า

ปณิธิ : น่าจะเท่าเดิมอยู่หรือคะ

Appendix K: Massey University Human Ethics Committee documentation



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

7 August 2015

Panithi Amatayakul
Room 12, Baxter's Hostel
9 Ranfurly Street
Hokowhitu
PALMERSTON NORTH 4410

Dear Panithi

Re: Teacher Cognition about Business English in the Thai Tertiary Context

Thank you for your Low Risk Notification which was received on 31 July 2015.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

You are reminded that staff researchers and supervisors are fully responsible for ensuring that the information in the low risk notification has met the requirements and guidelines for submission of a low risk notification.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director (Research Ethics), telephone 06 356 9099, extn 86015, e-mail humanethics@massey.ac.nz".

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

Brian T Finch (Dr)
Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)

cc **Prof Cynthia White**
School of Humanities
PN242

Dr Kerry Taylor, HoS
School of Humanities
PN242

Mrs Roseanne MacGillivray
Institute of Education
PN500

Assoc Prof Penny Haworth
Institute of Education
PN500

Prof John O'Neill, Director
Institute of Education
PN500

Massey University Human Ethics Committee
Accredited by the Health Research Council

Research Ethics Office, Research and Enterprise

Massey University, Private Bag 11222, Palmerston North 4442, New Zealand T 06 3505573; 06 3505575 F 06 350 5622
E humanethics@massey.ac.nz; animaethics@massey.ac.nz; gtc@massey.ac.nz www.massey.ac.nz

Appendix L: Information Sheet for Retrospective Interview Participant



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

Teacher Cognition about Business English in the Thai Tertiary Context

INFORMATION SHEET FOR INTERVIEW PARTICIPANT (EXPERIENCED BUSINESS ENGLISH LECTURER)

Researcher Introduction

My name is Panithi Amatayakul. I am a lecturer in the Business English Programme at Rajamangala University of Technology Lanna, Chiangmai, Thailand. I am currently a doctoral student at the School of Humanities, Massey University, New Zealand and I am conducting research on Thai Business English teachers' thinking about the Business English field.

I would like to invite you to participate in my research.

Project Description and Invitation

The purpose of this study aims to investigate the past, present, and future of the Business English field in the Thai tertiary context through teachers' perspectives. The findings will contribute to the future development of this field.

Since you are a potential participant, I would like to invite you to participate in my study. If you agree to participate in this research, please return the consent form attached to this information sheet to the researcher in the attached envelope.

Participant Identification and Recruitment

Participants in this research are 4 Business English lecturers who have more than 15 years experienced in this field and volunteer to take part in this study. They have been introduced by my colleagues and participants in this research.

Project Procedures

You are being invited to participate in an interview about your perspectives about the Business English field. The interview will be arranged at a mutually convenient time. It will take approximately 45 minutes and will be audio recorded. After your interview has been transcribed, the transcript will be sent to you. You have the right to change or take out anything up to three months after the interview date.

* Please complete the consent form if you are willing to participate in the interview.

Data Management

Your identity will not be disclosed. The collected data will be used solely for this study and publications arising from this research project. All data will be kept securely and will be destroyed 5 years after the thesis examination has been completed. Also, once the examination has been completed, the thesis will be made available electronically through the Massey library.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study at any time up until two weeks after the interview;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings when it is concluded.
- ask for the recorder to be turned off at any time during the interview.

I appreciate your valuable time and assistance.

Yours sincerely,

Miss Panithi Amatayakul
PhD Student, Massey University

Project Contacts

Contact details:

Panithi Amatayakul

In Thailand

501/48 Moo 3, Sansai-noi

Sansai, Chiangmai 50210

Tel: 081 3866224

E-mail: panithi.a@gmail.com

In New Zealand

School of Humanities

Massey University (Turitea Campus)

Private Bag 11222

Palmerston North 4442

Tel. 64 6 9516587, extn 83587

Supervisors and contact details:

Professor Cynthia White

E-mail: c.j.white@massey.ac.nz

Associate Professor Penny Haworth

E-mail: p.a.haworth@massey.ac.nz

If you have any questions or comments regarding this research, please feel free to call or e-mail the researcher and/or the supervisors.

Committee Approval Statement

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director (Research Ethics), telephone 06 356 9099, extn 86015, e-mail humanethics@massey.ac.nz.



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

ความรู้ความเข้าใจของครูที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

เอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัยที่ให้สัมภาษณ์
(อาจารย์ผู้ทรงคุณวุฒิประจำหลักสูตรภาษาอังกฤษธุรกิจ)

ข้อมูลนักวิจัย

ดิฉัน นางสาวปณิธิ อมาตยกุล อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคล
ล้านนา เชียงใหม่ ขณะนี้กำลังศึกษาต่อระดับปริญญาเอก สาขาวิชาภาษาศาสตร์ประยุกต์ คณะมนุษยศาสตร์
มหาวิทยาลัยแมสซี (Massey University) ประเทศนิวซีแลนด์ และกำลังทำวิทยานิพนธ์เกี่ยวกับความรู้ความ
เข้าใจของอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจที่มีต่อสาขาวิชานี้

ดิฉันใคร่ขอเรียนเชิญท่านเข้าร่วมในโครงการวิจัยนี้

จุดประสงค์โครงการวิจัยโดยย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความเป็นมาของหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย
ตั้งแต่ อดีต ปัจจุบัน และอนาคต ผ่านมุมมองของอาจารย์ประจำหลักสูตร โดยมุ่งหวังให้ผลของการวิจัย
สามารถนำไปปรับใช้ในการพัฒนาหลักสูตรภาษาอังกฤษธุรกิจในอนาคต

เนื่องจากข้อมูลของท่านมีความสำคัญสำหรับงานวิจัยนี้ ดิฉันจึงใคร่ขอเรียนเชิญท่านเข้าร่วมในการวิจัยครั้งนี้
หากท่านยินดีเข้าร่วมในโครงการวิจัยนี้ กรุณาส่งคืนเอกสารแสดงความยินยอมเข้าร่วมโครงการวิจัยตามช่องที่
แนบมาพร้อมนี้

กลุ่มเป้าหมาย

กลุ่มเป้าหมายในการวิจัยครั้งนี้คือ อาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจที่มีประสบการณ์การสอนใน
หลักสูตรนี้เป็นเวลามากกว่า 15 ปี และมีความยินดีเข้าร่วมโครงการวิจัยนี้ จำนวน 4 ท่าน โดยอาจารย์ทุกท่าน
ได้รับการแนะนำมาจากเพื่อนร่วมงานของผู้วิจัยและผู้เข้าร่วมโครงการวิจัยท่านอื่น

School of Humanities

Private Bag 11222, Palmerston North 4442, New Zealand T 06 951 6587 <http://soh.massey.ac.nz>

ขั้นตอนการดำเนินงาน

ดิฉันใคร่ขอความอนุเคราะห์ท่านในการให้สัมภาษณ์เกี่ยวกับความคิดเห็นของท่านที่มีต่อสาขาวิชาภาษาอังกฤษธุรกิจ การสัมภาษณ์จะจัดขึ้นตามวันเวลาที่สะดวกสำหรับทั้งสองฝ่าย โดยจะใช้เวลาประมาณ 45 นาที และจะมีการบันทึกเสียงระหว่างการสัมภาษณ์ ท่านจะได้รับสำเนาบทสัมภาษณ์ของท่านภายหลังบทสนทนาของท่านได้รับการเรียบเรียงเป็นลายลักษณ์อักษร ท่านมีสิทธิ์ที่จะเปลี่ยนแปลงหรือตัดทอนในส่วนที่ท่านไม่ต้องการให้ใช้ในการวิจัยได้ภายในระยะเวลาสามเดือนหลังการสัมภาษณ์

* กรุณาส่งคืนเอกสารแสดงความยินยอมเข้าร่วมโครงการวิจัยหากท่านยินดีเข้าร่วมในการสัมภาษณ์

การจัดการข้อมูล

ข้อมูลเฉพาะเกี่ยวกับตัวท่านจะไม่มีเปิดเผย ข้อมูลที่รวบรวมได้จะถูกนำมาใช้เพื่อประโยชน์ทางการศึกษา และตีพิมพ์บทความที่เกี่ยวข้องกับการวิจัยนี้เท่านั้น โดยข้อมูลทั้งหมดจะถูกเก็บรักษาอย่างปลอดภัย และจะถูกทำลายหลังจากการสอบวิทยานิพนธ์สิ้นสุดไปแล้วเป็นเวลาห้าปี ส่วนวิทยานิพนธ์จะถูกนำเสนอในรูปแบบของไฟล์อิเล็กทรอนิกส์บนเว็บไซต์ห้องสมุดมหาวิทยาลัยแมสซัสเซตส์หลังจากการสอบสิ้นสุด

สิทธิของผู้เข้าร่วมโครงการวิจัย

ท่านมีสิทธิ์ที่จะปฏิเสธการเข้าร่วมโครงการวิจัยนี้ได้ อย่างไรก็ตามหากท่านเข้าร่วมโครงการวิจัยนี้ ท่านจะได้รับสิทธิ์ดังต่อไปนี้

- ปฏิเสธที่จะตอบคำถามข้อใดก็ได้
- บอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ภายในระยะเวลาสองสัปดาห์หลังจากการสัมภาษณ์
- ถามคำถามเกี่ยวกับโครงการวิจัยได้ทุกเมื่อในระหว่างเข้าร่วมโครงการ
- ให้ข้อมูลโดยมีความเข้าใจเป็นอย่างดีว่าจะไม่มีการระบุชื่อของท่านในงานวิจัย ยกเว้นผู้วิจัยได้รับอนุญาตจากท่านเท่านั้น
- ได้รับข้อสรุปงานวิจัยเมื่องานวิจัยเสร็จสมบูรณ์
- แจ้งผู้วิจัยให้หยุดการบันทึกเสียงเมื่อใดก็ได้ในระหว่างการสัมภาษณ์

ขอขอบพระคุณสำหรับการสละเวลาให้ความอนุเคราะห์โครงการวิจัยนี้

ขอแสดงความนับถือ

นางสาวปณิธิ อมาตยกุล

นักศึกษาระดับปริญญาเอก มหาวิทยาลัยแมสซัสเซตส์

ผู้รับผิดชอบโครงการ

สถานที่ติดต่อผู้วิจัย

ปณิธิ อมาตยกุล

ประเทศไทย

501/48 หมู่ 3 ตำบลสันทรายน้อย

อำเภอสันทราย จังหวัดเชียงใหม่ 50210

โทรศัพท์ 081 386 6224

อีเมล panithi.a@gmail.com

ประเทศนิวซีแลนด์

School of Humanities

Massey University (Turitea Campus)

Private Bag 11222

Palmerston North 4442

Tel. 64 6 9516587, extn 83587

สถานที่ติดต่ออาจารย์ที่ปรึกษาโครงการวิจัย

Professor Cynthia White

E-mail: c.j.white@massey.ac.nz

Associate Professor Penny Haworth

E-mail: p.a.haworth@massey.ac.nz

หากท่านมีข้อสงสัยหรือคำแนะนำประการใดเกี่ยวกับโครงการวิจัยนี้ กรุณาติดต่อมาได้ที่ผู้วิจัยหรืออาจารย์ที่ปรึกษาโครงการวิจัยได้ตามสถานที่ติดต่อที่แสดงไว้ข้างต้น

คำรับรองจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์

โครงการวิจัยนี้ได้รับการประเมินโดยผู้เชี่ยวชาญและได้รับการตัดสินว่ามีความเสี่ยงอยู่ในระดับต่ำ ดังนั้นโครงการวิจัยนี้จึงไม่ได้ผ่านการพิจารณาโดยคณะกรรมการจริยธรรมการวิจัยในมนุษย์ของมหาวิทยาลัยแมสซีย์ ผู้วิจัยตามรายนามข้างต้นถือเป็นผู้รับผิดชอบในการดำเนินการตามจริยธรรมการวิจัยของโครงการนี้

หากท่านมีข้อสงสัยประการใดเกี่ยวกับการดำเนินการวิจัยในโครงการนี้ที่ต้องการสอบถามจากบุคคลอื่น นอกเหนือจากผู้วิจัย กรุณาติดต่อ Dr Brian Finch ผู้อำนวยการ (Research Ethics), โทรศัพท์ 06 356 9099, ต่อ 86015, อีเมล humanethics@massey.ac.nz.

Appendix M: Information Sheet for Programme Leaders and Teachers

Interview Participant



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

Teacher Cognition about Business English in the Thai Tertiary Context

INFORMATION SHEET FOR INTERVIEW PARTICIPANT (BUSINESS ENGLISH LECTURER)

Researcher Introduction

My name is Panithi Amatayakul. I am a lecturer in the Business English Programme at Rajamangala University of Technology Lanna, Chiangmai, Thailand. I am currently a doctoral student at the School of Humanities, Massey University, New Zealand and I am conducting research on Thai Business English teachers' thinking about the Business English field.

I would like to invite you to participate in my research.

Project Description and Invitation

The purpose of this study aims to investigate the past, present, and future of the Business English field in the Thai tertiary context through teachers' perspectives. The findings will contribute to the future development of this field.

Since you are a potential participant, I would like to invite you to participate in my study. If you agree to participate in this research, please return the consent form attached to this information sheet to the researcher in the attached envelope.

Participant Identification and Recruitment

Participants in this research will be up to 4 heads of the Business English programme and 4 Business English lecturers who indicated in their questionnaires that they were willing to participate in an interview. You have been invited due to your experience in Business English and the accessibility of your location for the researcher.

Project Procedures

You are being invited to participate in an interview and to give permission for observation in your setting. The interview time and place will be arranged according to your convenience and will take up to 45 minutes. After your interview has been transcribed, the transcript will be sent to you. You have the right to change or take out anything you disagree with up to three months after the interview date.

The observation in your setting will take place at a pre-arranged time acceptable to you and the length will be your decision. If you agree, the researcher will take photos in your setting. No photos will be taken of your students. You will also be asked to share documents relating to the Business English programme such as the curriculum, teaching materials, and the programme profile.

* Please return the consent form if you agree to participate in the interview and observation.

Data Management

Your identity will not be disclosed. The collected data will be used solely for this study and publications arising from this research project. All data will be kept securely and will be destroyed 5 years after the thesis examination has been completed. Also, once the examination has been completed, the thesis will be made available electronically through the Massey library.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study at any time up until two weeks after the interview;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings when it is concluded.
- ask for the recorder to be turned off at any time during the interview.

I appreciate your valuable time and assistance.

Yours sincerely,

Miss Panithi Amatayakul
PhD Student, Massey University

Project Contacts

Contact details:

Panithi Amatayakul

In Thailand

501/48 Moo 3, Sansai-noi

Sansai, Chiangmai 50210

Tel: 081 3866224

E-mail: panithi.a@gmail.com

In New Zealand

School of Humanities

Massey University (Turitea Campus)

Private Bag 11222

Palmerston North 4442

Tel. 64 6 9516587, extn 83587

Supervisors and contact details:

Professor Cynthia White

E-mail: c.j.white@massey.ac.nz

Associate Professor Penny Haworth

E-mail: p.a.haworth@massey.ac.nz

If you have any questions or comments regarding this research, please feel free to call or e-mail the researcher and/or the supervisors.

Committee Approval Statement

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director (Research Ethics), telephone 06 356 9099, extn 86015, e-mail humanethics@massey.ac.nz.



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

ความรู้ความเข้าใจของครูที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

เอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัยที่ให้สัมภาษณ์
(อาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจ)

ข้อมูลนักวิจัย

ดิฉัน นางสาวปณิธิ อมาตยกุล อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคล
ล้านนา เชียงใหม่ ขณะนี้กำลังศึกษาต่อระดับปริญญาเอก สาขาวิชาภาษาศาสตร์ประยุกต์ คณะมนุษยศาสตร์
มหาวิทยาลัยแมสซีย์ (Massey University) ประเทศนิวซีแลนด์ และกำลังทำวิทยานิพนธ์เกี่ยวกับความรู้ความ
เข้าใจของอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจที่มีต่อสาขาวิชานี้

ดิฉันใคร่ขอเรียนเชิญท่านเข้าร่วมในโครงการวิจัยนี้

จุดประสงค์โครงการวิจัยโดยย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความเป็นมาของหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย
ตั้งแต่ อดีต ปัจจุบัน และอนาคต ผ่านมุมมองของอาจารย์ประจำหลักสูตร โดยมุ่งหวังให้ผลของการวิจัย
สามารถนำไปปรับใช้ในการพัฒนาหลักสูตรภาษาอังกฤษธุรกิจในอนาคต

เนื่องจากข้อมูลของท่านมีความสำคัญสำหรับงานวิจัยนี้ ดิฉันจึงใคร่ขอเรียนเชิญท่านเข้าร่วมในการวิจัยครั้งนี้
หากท่านยินดีเข้าร่วมในโครงการวิจัยนี้ กรุณาส่งคืนเอกสารแสดงความยินยอมเข้าร่วมโครงการวิจัยตามซองที่
แนบมาพร้อมนี้

กลุ่มเป้าหมาย

กลุ่มเป้าหมายในการวิจัยครั้งนี้คือ คณาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจที่แสดงความประสงค์ในการ
เข้าร่วมการสัมภาษณ์ตามที่ระบุไว้ในแบบสอบถาม ซึ่งประกอบด้วย ประธานหลักสูตร ประมาณ 4 ท่าน และ
อาจารย์ประจำหลักสูตร ประมาณ 4 ท่าน เนื่องจากประสบการณ์การทำงานของท่านในหลักสูตรภาษาอังกฤษ
ธุรกิจมีความสำคัญเป็นอย่างยิ่งต่อโครงการวิจัยนี้ ดิฉันจึงใคร่ขอเรียนเชิญท่านเข้าร่วมโครงการ

School of Humanities

Private Bag 11222, Palmerston North 4442, New Zealand T 06 951 6587 <http://soh.massey.ac.nz>

ขั้นตอนการดำเนินงาน

ดิฉันใคร่ขอความอนุเคราะห์ท่านในการให้สัมภาษณ์และอนุญาตให้ดิฉันสังเกตการณ์ภายในบริเวณสถาบันการศึกษาของท่าน การสัมภาษณ์จะจัดขึ้นตามวันเวลาและสถานที่ที่ท่านสะดวกโดยจะใช้เวลาประมาณ 45 นาที และท่านจะได้รับสำเนาบทสัมภาษณ์ของท่านภายหลังบทสนทนาของท่านได้รับการเรียบเรียงเป็นลายลักษณ์อักษร ท่านมีสิทธิ์ที่จะเปลี่ยนแปลงหรือตัดทอนในส่วนที่ท่านไม่ต้องการให้ใช้ในการวิจัยได้ภายในระยะเวลาสามเดือนหลังการสัมภาษณ์

การสังเกตการณ์จะจัดขึ้นในสถาบันการศึกษาของท่านตามวันเวลาที่ท่านสะดวกโดยจะมีการนัดหมายล่วงหน้า และมีระยะเวลาขึ้นอยู่กับดุลยพินิจของท่าน การถ่ายภาพภายในสถาบันการศึกษาของท่านจะกระทำได้ต่อเมื่อท่านให้ความยินยอม ทั้งนี้จะไม่มีการถ่ายภาพนักศึกษา และผู้วิจัยอาจขอความอนุเคราะห์ในการดูเอกสารที่เกี่ยวข้องกับหลักสูตรภาษาอังกฤษธุรกิจ เช่น โครงสร้างหลักสูตร ข้อมูลทั่วไปเกี่ยวกับหลักสูตร และสื่อการสอน

* กรุณาส่งคืนเอกสารแสดงความยินยอมเข้าร่วมโครงการวิจัยหากท่านยินดีเข้าร่วมในการสัมภาษณ์และสังเกตการณ์

การจัดการข้อมูล

ข้อมูลเฉพาะเกี่ยวกับตัวท่านจะไม่มีการเปิดเผย ข้อมูลที่รวบรวมได้จะถูกนำมาใช้เพื่อประโยชน์ทางการศึกษา และตีพิมพ์บทความที่เกี่ยวข้องกับการวิจัยนี้เท่านั้น โดยข้อมูลทั้งหมดจะถูกเก็บรักษาอย่างปลอดภัย และจะถูกทำลายหลังจากการสอบวิทยานิพนธ์สิ้นสุดไปแล้วเป็นเวลาห้าปี ส่วนวิทยานิพนธ์จะถูกนำเสนอในรูปแบบของไฟล์อิเล็กทรอนิกส์บนเว็บไซต์ห้องสมุดมหาวิทยาลัยแมสซัซเซตส์หลังจากการสอบสิ้นสุด

สิทธิของผู้เข้าร่วมโครงการวิจัย

ท่านมีสิทธิ์ที่จะปฏิเสธการเข้าร่วมโครงการวิจัยนี้ได้ อย่างไรก็ตามหากท่านเข้าร่วมโครงการวิจัยนี้ ท่านจะได้รับสิทธิ์ดังต่อไปนี้

- ปฏิเสธที่จะตอบคำถามข้อใดก็ได้
- บอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ภายในระยะเวลาสองสัปดาห์หลังจากการสัมภาษณ์
- ถามคำถามเกี่ยวกับโครงการวิจัยได้ทุกเมื่อในระหว่างเข้าร่วมโครงการ
- ให้ข้อมูลโดยมีความเข้าใจเป็นอย่างดีว่าจะไม่มีการระบุชื่อของท่านในงานวิจัย ยกเว้นผู้วิจัยได้รับอนุญาตจากท่านเท่านั้น
- ได้รับข้อสรุปงานวิจัยเมื่องานวิจัยเสร็จสมบูรณ์
- แจ้งผู้วิจัยให้หยุดการบันทึกเสียงเมื่อใดก็ได้ในระหว่างการสัมภาษณ์

ขอขอบพระคุณสำหรับการสละเวลาให้ความอนุเคราะห์โครงการวิจัยนี้

ขอแสดงความนับถือ

นางสาวปณิธิ อมาตยกุล
นักศึกษาระดับปริญญาเอก มหาวิทยาลัยแมสซีย์

ผู้รับผิดชอบโครงการ

สถานที่ติดต่อผู้วิจัย

ปณิธิ อมาตยกุล
ประเทศไทย
501/48 หมู่ 3 ตำบลสันทรายน้อย
อำเภอสันทราย จังหวัดเชียงใหม่ 50210
โทรศัพท์ 081 386 6224
อีเมล panithi.a@gmail.com

ประเทศนิวซีแลนด์
School of Humanities
Massey University (Turitea Campus)
Private Bag 11222
Palmerston North 4442
Tel. 64 6 9516587, extn 83587

สถานที่ติดต่ออาจารย์ที่ปรึกษาโครงการวิจัย

Professor Cynthia White

E-mail: c.j.white@massey.ac.nz

Associate Professor Penny Haworth

E-mail: p.a.haworth@massey.ac.nz

หากท่านมีข้อสงสัยหรือคำแนะนำประการใดเกี่ยวกับโครงการวิจัยนี้ กรุณาติดต่อมาได้ที่ผู้วิจัยหรืออาจารย์ที่ปรึกษาโครงการวิจัยได้ตามสถานที่ติดต่อที่แสดงไว้ข้างต้น

คำรับรองจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์

โครงการวิจัยนี้ได้รับการประเมินโดยผู้เชี่ยวชาญและได้รับการตัดสินว่ามีความเสี่ยงอยู่ในระดับต่ำ ดังนั้นโครงการวิจัยนี้จึงไม่ได้ผ่านการพิจารณาโดยคณะกรรมการจริยธรรมการวิจัยในมนุษย์ของมหาวิทยาลัยแมสซีย์ ผู้วิจัยตามรายนามข้างต้นถือเป็นผู้รับผิดชอบในการดำเนินการตามจริยธรรมการวิจัยของโครงการนี้

หากท่านมีข้อสงสัยประการใดเกี่ยวกับการดำเนินการวิจัยในโครงการนี้ที่ต้องการสอบถามจากบุคคลอื่น นอกเหนือจากผู้วิจัย กรุณาติดต่อ Dr Brian Finch ผู้อำนวยการ (Research Ethics), โทรศัพท์ 06 356 9099, ต่อ 86015, อีเมล humanethics@massey.ac.nz.

Appendix N: Cover Letter to the Dean of the Faculty of the Interview

Participant



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

School of Humanities
Private Bag 11222
Palmerston North 4442
New Zealand

Date

Dear Dean of the Faculty of ...,

Subject: Request the permission for data collection

My name is Panithi Amatayakul, a Business English lecturer at Rajamangala University of Technology Lanna, Chiangmai. I am currently a PhD student majoring in Applied Linguistics at Massey University, New Zealand. I am also conducting my study entitled *Teacher Cognition about Business English in the Thai Tertiary Context*, which is aimed to contribute to the development of Business English programme in the future.

Since your institution has a well-deserved reputation for good Business English teaching and learning management, I would like to invite some Business English lecturers for interviews on date and time convenient to your lecturers.

Thank you for your kind considerations.

Yours sincerely,

Panithi Amatayakul
Business English lecturer
Rajamangala University of Technology Lanna

Enclosures: (no.) information sheets for interview participant



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School of Humanities
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Palmerston North 4442
New Zealand

วันที่....

เรื่อง ขอความอนุเคราะห์เก็บข้อมูล

เรียน คณบดีคณะ.... มหาวิทยาลัย....

สิ่งที่ส่งมาด้วย เอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัย จำนวน ... ชุด

ดิฉัน นางสาวปณิธิ อมาตยกุล อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา เชียงใหม่ ขณะนี้กำลังศึกษาต่อระดับปริญญาเอก สาขาวิชาภาษาศาสตร์ประยุกต์ คณะมนุษยศาสตร์ มหาวิทยาลัยแมสซีย์ (Massey University) ประเทศนิวซีแลนด์ และกำลังทำวิทยานิพนธ์เรื่อง ความรู้ความเข้าใจของครูที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย (Teacher Cognition about Business English in the Thai Tertiary Context) โดยมุ่งหวังให้เกิดประโยชน์ต่อการพัฒนาหลักสูตรภาษาอังกฤษธุรกิจในอนาคต

เนื่องจากสถาบันการศึกษาของท่านเป็นสถาบันที่มีชื่อเสียงเป็นที่ยอมรับในการจัดการเรียนการสอนหลักสูตรภาษาอังกฤษธุรกิจ ดิฉันจึงใคร่ขอความอนุเคราะห์ท่านและอาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจให้ความอนุเคราะห์ในการให้สัมภาษณ์ตามวันและเวลาที่ท่านสะดวก

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ในการให้สัมภาษณ์ในครั้งนี้ และขอขอบพระคุณท่านที่ให้ความอนุเคราะห์ มา ณ โอกาสนี้

ขอแสดงความนับถือ

(นางสาวปณิธิ อมาตยกุล)

อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ
มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา

School of Humanities

Private Bag 11222, Palmerston North 4442, New Zealand T 06 951 6587 <http://soh.massey.ac.nz>

Appendix O: Consent Form for the Retrospective Interviewee



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

Teacher Cognition about Business English in the Thai Tertiary Context

INTERVIEW PARTICIPANT CONSENT FORM (EXPERIENCED BUSINESS ENGLISH LECTURER)

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand I have the right to withdraw from the study at any time up until 2 weeks after the interview and to decline to answer any particular questions.

I agree to the interview being sound recorded. Yes No

I wish to have my recordings returned to me. Yes No

I also understand that I have the right to ask for the audio tape to be turned off at any time during the interview.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: **Date:**

Full Name - printed

I would like to receive a summary of the findings. Yes No

Please email this to me at



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ความรู้ความเข้าใจของครูที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

เอกสารแสดงความยินยอมเข้าร่วมโครงการวิจัยสำหรับผู้ให้สัมภาษณ์ (อาจารย์ผู้ทรงคุณวุฒิประจำหลักสูตรภาษาอังกฤษธุรกิจ)

ข้าพเจ้าได้อ่านเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัยและได้รับการอธิบายรายละเอียดต่างๆ เกี่ยวกับโครงการวิจัยอย่างครบถ้วน รวมทั้งผู้วิจัยได้ตอบคำถามต่างๆ ที่ข้าพเจ้าสงสัยจนข้าพเจ้าพอใจ และข้าพเจ้าเข้าใจดีว่าข้าพเจ้าสามารถถามคำถามเพิ่มเติมเกี่ยวกับโครงการวิจัยอีกเมื่อใดก็ได้

ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ภายในระยะเวลาสองสัปดาห์หลังจากการให้สัมภาษณ์ และมีสิทธิ์ที่จะปฏิเสธการตอบคำถามข้อใดก็ได้

ข้าพเจ้ายินดีให้มีการบันทึกเสียงระหว่างการสัมภาษณ์ ใช่ ไม่ใช่

ข้าพเจ้าประสงค์ให้มีการจัดส่งไฟล์เสียงสัมภาษณ์ให้กับข้าพเจ้า ใช่ ไม่ใช่

ข้าพเจ้ามีสิทธิ์ที่จะแจ้งให้ผู้วิจัยหยุดการบันทึกเสียงเมื่อใดก็ได้ระหว่างการสัมภาษณ์

ข้าพเจ้ายินดีเข้าร่วมโครงการวิจัยนี้ภายใต้เงื่อนไขและรายละเอียดที่ระบุไว้ในเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัย

ลงนาม วันที่

ชื่อตัวบรรจง

ข้าพเจ้าประสงค์จะได้รับสำเนาสรุปผลการวิจัย ใช่ ไม่ใช่

กรุณาส่งให้ข้าพเจ้าตามอีเมลที่ระบุ

School of Humanities

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ความรู้ความเข้าใจของครูที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

เอกสารแสดงความยินยอมเข้าร่วมโครงการวิจัยสำหรับผู้ให้สัมภาษณ์
(อาจารย์ประจำหลักสูตรภาษาอังกฤษธุรกิจ)

ข้าพเจ้าได้อ่านเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัยและได้รับการอธิบายรายละเอียดต่างๆ เกี่ยวกับโครงการวิจัยอย่างครบถ้วน รวมทั้งผู้วิจัยได้ตอบคำถามต่างๆ ที่ข้าพเจ้าสงสัยจนข้าพเจ้าพอใจ และข้าพเจ้าเข้าใจดีว่าข้าพเจ้าสามารถถามคำถามเพิ่มเติมเกี่ยวกับโครงการวิจัยอีกเมื่อใดก็ได้

ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ภายในระยะเวลาสองสัปดาห์หลังจากการให้สัมภาษณ์ และมีสิทธิ์ที่จะปฏิเสธการตอบคำถามข้อใดก็ได้

ข้าพเจ้ายินดีให้มีการบันทึกเสียงระหว่างการสัมภาษณ์ ใช่ ไม่ใช่

ข้าพเจ้าประสงค์ให้มีการจัดส่งไฟล์เสียงสัมภาษณ์ให้กับข้าพเจ้า ใช่ ไม่ใช่

ข้าพเจ้ายินดีให้มีการสังเกตการณ์ในบริเวณสถาบันการศึกษาที่ข้าพเจ้าทำงานอยู่ ใช่ ไม่ใช่

ข้าพเจ้ายินดีให้มีการบันทึกภาพระหว่างการสังเกตการณ์ ใช่ ไม่ใช่

ข้าพเจ้ามีสิทธิ์ที่จะแจ้งให้ผู้วิจัยหยุดการบันทึกเสียงเมื่อใดก็ได้ระหว่างการสัมภาษณ์

ข้าพเจ้ายินดีเข้าร่วมโครงการวิจัยนี้ภายใต้เงื่อนไขและรายละเอียดที่ระบุไว้ในเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัย

ลงนาม วันที่

ชื่อตัวบรรจง

ข้าพเจ้าประสงค์จะได้รับสำเนาสรุปผลการวิจัย ใช่ ไม่ใช่

กรุณาส่งให้ข้าพเจ้าตามอีเมลที่ระบุ

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Appendix Q: Transcript Release Authority



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Teacher Cognition about Business English in the Thai Tertiary Context

AUTHORITY FOR THE RELEASE OF TRANSCRIPTS

I confirm that I have had the opportunity to read and amend the transcript of the interview(s) conducted with me.

I agree that the edited transcript and extracts from this may be used in reports and publications arising from the research.

Signature:

Date:

Full Name - printed



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ความรู้ความเข้าใจของครูที่มีต่อหลักสูตรภาษาอังกฤษธุรกิจในระดับอุดมศึกษาไทย

เอกสารมอบอำนาจในการเผยแพร่บทสัมภาษณ์

ข้าพเจ้าขอรับรองว่าข้าพเจ้าได้อ่านและแก้ไขบทสัมภาษณ์ของข้าพเจ้าเป็นที่เรียบร้อยแล้ว

ข้าพเจ้ายินดีให้ใช้บทสัมภาษณ์ที่ได้รับการปรับแก้แล้ว รวมทั้งส่วนคัดลอกของบทสัมภาษณ์นี้ในรายงานการวิจัยและการตีพิมพ์ผลงานวิจัยนี้ได้

ลงนาม วันที่

ชื่อตัวบรรจง

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Appendix R: Raw Data for Questionnaire Questions

Table R 1 Raw data for questionnaire Section 1-4 Business English language and skills

BE language & skills	not important		somewhat important		important		very important	
	N	%	N	%	N	%	N	%
Business English communication skills & practices	0	0	0	0	8	9.52	73	86.90
business terms	0	0	2	2.38	17	20.24	62	73.81
practical knowledge about business & business practices	0	0	2	2.38	19	22.62	60	71.43
life-long learning skills	0	0	1	1.19	32	38.10	48	57.14
business content	0	0	4	4.76	32	38.10	45	53.57
cross-cultural communication	0	0	4	4.76	34	40.48	43	51.19
English language structures	0	0	2	2.38	49	58.33	30	35.71
skills for exam success	0	0	19	22.62	50	59.52	11	13.10

Note: Three participants did not answer this question.

Table R 2 Raw data for questionnaire Section 1-5 Teaching materials

Materials	not useful		useful		very useful		No. of teachers using this
	N	%	N	%	N	%	
published textbooks/course books	1	1.19	49	58.33	32	38.10	28
self-compiled textbooks/course books	2	2.38	35	41.67	45	53.57	32
business news	1	1.19	28	33.33	53	63.10	14
business articles	1	1.19	25	29.76	56	66.67	25
Websites	0	0	27	32.14	55	65.48	29
audio materials	0	0	45	53.57	36	42.86	24
video clips	0	0	47	55.95	33	39.29	26
PowerPoint presentations by teachers	3	3.57	49	58.33	29	34.52	37
PowerPoint presentations by students	2	2.38	52	61.90	28	33.33	14
electronic mail	3	3.57	42	50	37	44.05	15
social media	3	3.57	53	63.10	25	29.76	19
other*	0	0	1	1.19	2	2.38	3

Note: Other are e-learning, search engine, assistive technology, and students' assignments (teacher checked the correctness and sentence structure).