

## Evaluating the Successes of EAP In-House Course Design and Materials Creation at a Thai University

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### Abstract

As South East Asia enters a new decade of English language education, attempts are being made to maximize the utility of university EAP courses to fully meet students' language learning needs and prepare them for further academic study. In order for this to be achieved, language educators have begun to focus on incorporating '21st century skills' into globalized teaching content and consider local perspectives on curriculum development. The present paper reports on the initial course development of a foundation level communicative academic English course and investigates how effective it has been at fulfilling its objectives. Research findings from students and course instructors are presented which imply that the course has successfully given strong foundations for further academic English studies, both in terms of communicative language and higher-level thinking skills. Based on a range of data, suggestions are made for improvements to the existing course model, which include the presentation of more accessible unit topics and clearer focus on academic vocabulary and skills. Educators are encouraged to consider the pedagogical possibilities of in-house course book design in their own teaching contexts.

**Keywords:** EAP, course and materials creation, on-going needs analysis, course evaluation, student and instructor perspectives.

### Introduction

The educational system in Thailand has been heavily scrutinized over the last few decades in terms of progressing slowly despite such large efforts in terms of financial investments and policy changes (Kaur, Young, & Kirkpatrick, 2015; Foley, 2005, 2019; Moore, 2017; Punthumasen, 2007; Wongsathorn, Hiranburana, & Chinnawongs, 2002). Being physically located at the centre of the ASEAN Economic Community (AEC), it is paramount that Thailand can meet the language demands of the region in order for the country to remain fully competitive and progressive. The Thai Government's Basic Education Core Curriculum (BEC) was introduced in 2008 to help students keep pace with rapid developments in globalization with a higher focus on communicative language use; expression of opinions and ideas; an appreciation of cultural norms; an understanding of similarities and differences; the use of languages to widen knowledge; and to foster relationships amongst communities (Ministry of Education, 2008).

In order to implement governmental policy and to prepare students, not only for higher academic study but for the global workplace, university course developers are increasingly looking at how they can improve, edit, or recreate their university courses. At one particular university in Bangkok, Thailand, focus has fallen on the foundation level courses with plans to create a number of completely new up-to-date subjects, complete with core text books published in-house. One of which, established as *Communicative English*, had recently been allocated to the university's Language Institute, aimed at providing a more localized perspective to the foundation level English class, incorporating active learning methodologies, and introducing English for Academic Purposes (EAP). This is hoped to serve as a bridging course for further academic subjects in the future; accessible to all

students from a range of different backgrounds and, also, taking into account local perspectives and outlooks.

The aim of this paper is to critically evaluate the success of the *Communicative English* project in two phases. Phase 1 will provide an overview of the factors which have combined in the realization of the course and the needs analysis process. Subsequently, Phase 2 will present an investigation into the effectiveness of the course in meeting its objectives. Finally, conclusions will be drawn about the merits of ‘in-house’ text book production, limitations of the project and how the concept can be built upon moving forward.

## **Phase 1: Course Development**

### **Background and Context**

The foundation level English classes at the University have over the years typically shifted between conversational type classes to promote communicative competence, on the one hand, to English for Specific Purposes (ESP) classes focused on academic vocabulary, skills, and content on the other. The reason for this shift has been a result of the mixed abilities of the students, debate as to the actual aims of the courses, and the reality of the teaching situation: often involving large classes in lecture hall style classrooms. In addition, students typically come from a range of different educational backgrounds; (i.e. public government schools and international schools); have a range of different disciplines; (e.g. Political Science and Pharmacy); and are stimulated in various different ways. In sum, these classes are highly heterogeneous with a high degree of differentiation between learning needs and styles (Dudley-Evans & St. John, 1998). During the internal course review process, the university had deemed that the foundation level English course had not been fully meeting student nor institutional needs and had been found to consist of too much passive learning. Furthermore, it was seen to be failing to sufficiently promote the application of 21<sup>st</sup> century skills. As part of the university’s quality assurance process the course was, therefore, flagged as needing a complete overhaul.

During the original realization of the course a meeting was arranged amongst the Language Institute instructors to come up with a suitable concept and direction. It was decided that although many students lacked general English speaking and listening skills, it was paramount that to address the current desires of the university and prepare students for their academic careers, a foundation EAP course would be the chosen direction. Furthermore, following difficulties encountered with previous course books and the desires of the university, it was important that the teaching materials would be produced ‘in-house’ taking on board global approaches and methods in ELT but with a balance to what is feasible at the Thai university and local level. In other words, the course would be a “combination of global ideas with local considerations” (Tsou, 2015, p. 49), or ‘glocalized’.

### **Course Design Considerations**

A core principle of tertiary instruction is for educators to best prepare students of a generation with the best knowledge and skills to optimize their career success (Bellanca, 2010). For years in Thailand, before the introduction of communicative language teaching, the emphasis was often on learning the structure of a language and little with the skill of using the language in actual conversations (Foley, 2005). New government initiatives (Ministry of Education, 2008) have helped to address this imbalance in Thailand, and as a result, there is now significantly more focus on using foreign languages for research purposes, to make comparisons, to analyse, and to summarise. Additionally, educators have increasingly incorporated skills such as critical thinking and problem solving into their classrooms. Nonetheless, the rapid shift in new skills required in order to function effectively in the workplace is occurring in such a way that the roles of learning and education in equipping

students has permanently changed (Trilling & Fadel, 2009). Indeed, just a generation ago the concept of digital literacy was unimaginable, yet today it is arguably the most important skill in accessing the global pool of knowledge and developing work-based skills for life. For this reason, the inclusion of these skills into the course was essential. Typically, 21<sup>st</sup> century skills are divided into three key areas illustrated below:

**Table 1: An Overview of 21<sup>st</sup> Century Skills adapted from Trilling & Fadel (2009)**

1) Learning and Innovation Skills	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> <li>• Communications and collaboration</li> <li>• Creativity and innovation</li> </ul>
2) Digital Literacy Skills	<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Media literacy</li> <li>• Information and communications technology (ICT) literacy</li> </ul>
3) Career and Life Skills	<ul style="list-style-type: none"> <li>• Flexibility &amp; adaptability</li> <li>• Initiative &amp; self-direction</li> <li>• Social and cross-cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> </ul>

Although the new course aimed to incorporate elements of all the skills illustrated in Table 1 as much as possible, for *Communicative English* there was particular focus on 21<sup>st</sup> century learning skills or the four C's: Critical thinking, Creativity, Communication and Collaboration. It was believed that these skills would be most beneficial for foundation level learners starting their academic careers in tertiary level English language learning. It was also important for the course to "... be tied to outcomes, in terms of proficiency in core subject knowledge and 21st century skills that are expected and highly valued in school, work, and community settings" (Kay cited in Bellanca, 2010, p. xx). In a study conducted by Alexander (2012) on EAP teacher beliefs, 90% of respondents "agreed that lesson aims should be made explicit and content should align with outcomes and assessment..." (p.107). Academic output skills such as giving presentations and writing paragraphs are a key component of assessment at university and need to be taught and practised consistent with this. Therefore, a curriculum structured around student outcomes in core academic English knowledge and the acquisition of 21<sup>st</sup> Century skills was the chosen direction.

Over the years a common criticism of language learning in Thailand has been on its ability to motivate students to engage with learning materials and participate in classes (Baker, 2008; Kaur et al., 2015; Rajeevnath, 2015). In the Thai public sector, classrooms are often large (35+ learners), which creates conditions that suit passive learning (Foley, 2005). As a result, it was important to overcome this problem by utilizing active teaching methodologies in the course. Active learning can be defined as "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell & Eison, 1990, p. iii). It is a technique which arises from the principle that students retain information better if they acquire it by active means rather than passive ones (Fink, 2003). Rather than just conveying information, students are engaging in activities which require higher-order thinking skills (e.g. the four Cs) such as giving presentations, participating in discussions, and chairing debates. In order to move away from lecture style classes and

foster the acquisition of 21<sup>st</sup> century skills alongside competency in the English language, active learning pedagogies were paramount in the realization of the new course.

### Investigating Needs

The course design process in English for Academic Purposes (EAP) is a challenging undertaking and requires the balancing of many different factors. At the forefront of this is a needs analysis which involves a balancing of several considerations from a range of different viewpoints. Brown's (1995) definition provides a comprehensive account of the in-depth needs analysis research process:

Needs analysis is the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of the particular institutions that influence the learning and teaching situation. (p. 36)

For a number of years, it has been agreed that, “needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching that takes place” (Jordan, 1997, p. 22). Findings from such a needs analysis can then be transferred into a viable syllabus (Fig. 1). ESP course design results in a carefully investigated and objective measure of what, in Hutchinson and Waters' (1987) words, include *necessities* (what the students need English for), *wants* (how they prefer to learn and their subjective needs), and *lacks* (what English skills they have not yet acquired or present abilities). However, in order to ensure courses continue to meet their objectives, this should be an ‘on-going’ process with program evaluation being a crucial component (Tsou & Chen, 2014).

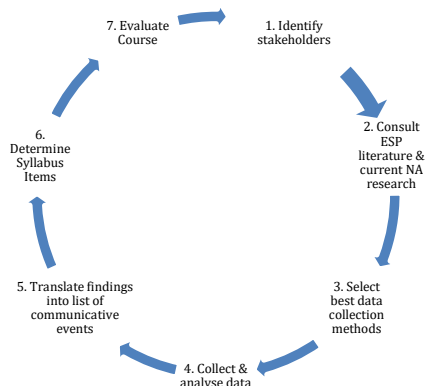


Figure 1. ESP course design stages (adapted from Woodrow, 2018)

The new *Communicative English* course was conceived in May, three months before the new semester began, so the largest limitation to the needs analysis undertaking was time. A key stakeholder was the Vice Rector of the University, who had an idea of what kind of course he felt the students required. This was based on the educational policies implemented at the University arising from the BEC 2008. However, not being a language teacher, a solid collaboration was required to ensure that the needs of both the University Heads, at a theoretical level, and the teachers, at a more practical level, were met. Ultimately, the Vice Rector needed to be satisfied before the project could go ahead; a concept which met his expectations was essential.

### Course Realization

It was decided that *Communicative English* would be an EGAP (English for General Academic Purposes) based course which incorporated active teaching methodologies and 21<sup>st</sup> Century learning skills. This concept was developed over a number of meetings, starting off with all staff at the language institute and then cumulating in a text book writing team of five language institute lecturers. Unfortunately, as the course design was carried out during the summer, the students, who were key stakeholders, were missing from the initial course design realization process. The main source of the needs for the course originated from the requirements of the university, communicated through the Vice Dean and from experienced instructors who were familiar with the students, the demands placed upon them in future ESP courses, and the downsides of previous foundation courses and teaching materials.

Cumulating from the original focus groups, the final concept included the following elements:

- Integrated four skills approach
- Promotion of “Active Learning” and “21<sup>st</sup> Century Skills”
- Relevant, stimulating, and general academic topics
- Globalized approach – global outlook with local focus
- Introduction to academic English – bridge to second year ESP courses
- Appealing to mixed abilities
- Providing purposeful written and simplified input
- Presenting a balance between content and skills
- Including space for individual teacher exploration around topics and language

From these initial requirements the subsequent course objectives were derived for students to:

1. have a broad understanding of general academic English usage across a range of disciplines
2. develop skills which enable them to deal with unknown vocabulary
3. discuss and give opinions on academic and controversial topics
4. improve their understanding of key standard English language functions
5. understand how learning English is empowering and become more autonomous
6. use a number of English academic skills beneficial to subsequent university classes
7. be wiser about the world in general through the English language
8. foster positive relationships towards English language learning

Six units were selected for the course. The content was selected based on providing a range of topics to cater for the different backgrounds of the students but selected from contemporary issues relevant to all. The units chosen, under the guidance of the Vice Rector of the University, were:

- UNIT 1 – Time and Organization
- UNIT 2 – Discrimination in Society
- UNIT 3 – Business Innovations
- UNIT 4 – Antibiotic Apocalypse
- UNIT 5 – An Ageing World

## UNIT 6 – Ethics and Technology

It was important that the topics covered a range of issues which were both academic and engaging, but which also provided “*carrier content*” (Basturkmen, 2010 p. 59) for teaching some core language structures and vocabulary. This content also provided a lead in to active learning assessments and activities. This connection can be seen in the following table:

**Table 2: Overview of the core components of each unit of the course**

Unit	Language Input	Language/Vocabulary Elements	Unit Task/Assignment	21 <sup>st</sup> Century Skills
1	Reading: Time Management Listening (video): Tips for organizing your time Reading: Newspaper report on research on time spent on social media	Vocabulary of time management; collocations of <i>time</i> ; Present simple; Forming questions in English; Stressed Syllables	Design Survey  Survey Findings Report (Average Student – Spending Time)	Design a questionnaire; collaborate; analytic thinking; write a report; summarize information
2	Listening: Reports on discrimination Newspaper Article: <i>two-tier pricing strategy in Thailand</i> Story: The Unpleasant Flyer	Using synonyms; Language for giving opinions; making predictions from news headlines; words for talking about discrimination	Activity: Is that discrimination? Poster Presentation: Types of discrimination	Global/Local issues; discuss, share and present ideas; critical thinking; self-reflection; ethics
3	Weird Inventions; Presentation Skills; Steve jobs article; Dragon’s Den Sales Pitch video; Four weird apps article	Identifying Functions/giving opinions; Active & Passive constructions; Beginning & Ending presentations	Pair Work discussions; Giving a sales pitch; Creating a novelty mobile phone application	Innovative thinking; technology; presentation skills; persuasion; team work; digital literacy; entrepreneurialism
4	Quiz: What are antibiotics? Listening: Scientific Documentary News Report: Antibiotic Apocalypse History of Alexander Flemming	Medical Vocabulary; Language of cause/effect; sentence structure; forming questions in the past tense	Finding solutions to problems; Mini Essay: Antibiotic Problem	Cause and effect connections; writing skills; linkers; paragraph organization
5	Article: A billion shades of grey Listening: Solving Japan’s Age-Old Problem	Compound Nouns; Compound Adjectives; Prefixes; Reading Skills: Skimming and Scanning; Paragraph organization/structure; connectors; technology vocabulary	Solving the problem of an ageing society; Coming up with ideas using star busting; producing a report	Creativity; brainstorming; written communication; problem solving; innovation
6	Movie Previews, Reading: Hacking & Privacy	Vocabulary: Antonyms; Conditionals; Facts & Opinions; Providing Reasons	Debate: Rebuttal Tennis; Discussion on controversial topics; group discussion, speaking test	Oral communication skills; flexibility & adaptability; critical thinking

## Assessment

The course design team decided that in order to create a balance between assessing active learning methodologies and satisfying the needs of the university, the course assessment would be a balance of projects and examinations. In comparison with other courses at the university, this balance was more highly weighted to assignments as opposed to examinations to reflect the aims and nature of the course. In this way, examinations targeted at academic skills, vocabulary, and comprehension were given 40% of the weighting, while other assessments made up the final 60%: a survey project; a poster presentation; a novelty Thai app sales pitch; a mini essay; a small business report; and a group discussion concerning class topics.

## Phase 2: Investigating the Effectiveness of the course

The course was ready in time for the beginning of the academic year complete with a six unit course book (see Table 2) and additional materials (e.g. course outline; listening tracks; videos; transcripts and PowerPoints to complement each unit). Due mainly to time limitations, the original needs analysis process for the course was rushed and incomplete. First of all, the information for the needs analysis was far too subjective (based on instructor intuition), and on top of that a key stakeholder, the actual students, were missing from the data. A fundamental component of a needs analysis is that different stakeholders have differing opinions of what the language learning requirements should be (Jasso-Agular, 1999) and that course design decisions should be based on “all of the perspectives involved” (Kaewpet 2009, p. 269). According to Dudley-Evans & St John (1998) both needs analysis and course evaluation need to be on-going processes. Therefore, it was recognized that to truly evaluate the effectiveness of the new course, and to refine the course in line with students’ needs, the opinions of both the instructors; who teach the course, and the students; who take the course, needed to be investigated.

## Aims of the Research

The research aimed at investigating the effectiveness of the *Communicative English* course and whether it had been successful at meeting learning objectives and satisfying needs.

In particular, it set out to answer the following questions:

- 1). To what extent did the course appear to fulfil its objectives?
- 2). Which components of the course most effectively met students’ target (necessities) and learning needs (wants)?
- 3). How could the course be improved to best satisfy the English language learning requirements of foundation level students at the university?

A survey questionnaire was selected as the preferred method, being useful for collecting data from a large sample size without the need for the actual researcher to be present. Furthermore, this provided the benefit of being able to produce a large amount of numerical data and often simple to analyze (Wilson and McClean, 1994). Typically, upon completion of a course at the university, students complete a generic student evaluation form focused on the broader objectives of the university. However, it was paramount that to effectively contribute to the course development process, a specific course evaluation questionnaire be developed. The questionnaire was adapted from Dornyei & Murphy (2003, p. 167) including a section on overall satisfaction with course components, preference for each unit, and a Likert scale response section to see how well the course met its objectives

(see Appendix 1). Students were asked to evaluate different features of the course in terms of the extent to which they were perceived as ENJOYABLE and USEFUL in an attempt to distinguish between *wants* and *necessities* respectfully. It is important that students not only learn useful skills and content, but, also have motivation to study so that they find the course interesting, enjoyable, and manageable (Anthony, 2018). The variance of questions allowed the researcher to explore preference for the unit topics as well as “build in a degree of sensitivity and differentiation of response whilst still generating numbers” (Cohen, Manion, & Morrison, 2013, p. 386). In order to complete the questionnaire, it was deemed necessary to include a more ‘open-ended’ element in which participants could provide more detailed descriptions and suggestions for improving the course that the researcher has yet to consider (Mckay & Gass, 2015, p. 163). In this way, a final section was provided encouraging students to comment on what they felt gave the course strength, what they felt was missing, and any further thoughts they may have. The questionnaire was distributed to all instructors towards the final few weeks of the first semester the course was taught to administer in their classes. The total number of students taking *Communicative English* that semester was 1,592. The researcher processed 734 completed questionnaires, which was a response rate of 46%.

In addition, to the student questionnaire, course instructors were also asked to complete a survey, comparable to the students’ one. Feedback from instructors was expanded in the form of a focus group session in which 34 instructors attended. This occurred shortly after the first semester had finished, so the course was fresh in their minds. During this session the various strengths and weaknesses of the course were debated to great depth.

The data from both sets of questionnaires were analyzed using the statistical package SPSS. Means and standard deviations were used to quantify the extent to which students studying the course enjoyed or found certain elements of the course useful. Additionally, the open-ended responses were grouped into a number of general categories and described under these. Examples of the actual responses, which substantiate each category, can be found in the results section. Regarding the focus group, minutes were taken of the discussions and key points noted down. A recording of the session was also used but, after listening to the recording, it was decided that the minutes were an accurate reflection of the main issues raised, so these were used for purposes of evaluation.

## Results

### Participants’ Demographic Information

The following tables illustrate the backgrounds of both students and teachers involved in the course. In terms of the students, the data consists of variations in gender and faculty, whereas the teacher’s data reflects their education backgrounds and teaching experience.

**Table 3: Students by gender & faculty**

<b>Gender</b>	<b>Amount</b>	<b>Percent</b>
Male	220	29.97
Female	514	70.03
<b>Total</b>	<b>734</b>	<b>100.00</b>
<b>Faculty</b>	<b>Amount</b>	<b>Percent</b>
Science and Technology	147	20.03
Liberal Arts	128	17.44
Political Science	117	15.94
Engineering	80	10.90



<b>Gender</b>	<b>Amount</b>	<b>Percent</b>
Social Administration	59	8.04
Law	59	8.04
Dentistry	33	4.50
Commerce and Accounting	30	4.09
Medicine	24	3.27
Nursing	23	3.13
Public Health	19	2.59
Pharmacy	15	2.04
<b>Total</b>	<b>734</b>	<b>100</b>

Table 3 shows that 70% of students who took the survey were female. This is perhaps reflective of global trends where more women are seen to be attending tertiary education than males (Hillman & Robinson, 2016). The sample is representative of a wide range of faculties (12 in total) with Science and Technology, Political Science, and Liberal Arts making up the majority at just over 50% collectively.

**Table 4: Instructors' education level**

Education Level	Frequency	Percent
PhD	6	31.60
Master's degree	12	63.20
Bachelor's degree	1	5.20
Total	<u>19</u>	<u>100.0</u>

As shown in table 4, the majority of instructors were educated to master's degree level (63%), and just under a third held PhDs. The language institute comprises both native speaking and non-native speaking instructors and for communicative English the teaching demographic is typically 50/50 (i.e. about 10 of the instructors are native speakers).

**Table 5: Instructors' teaching experience**

Teaching Experience	Frequency	Percent
2-5 years	1	5.26
5-10 years	5	26.32
10-20 years	9	47.37
20+ years	4	21.05
Total	<u>19</u>	<u>100.0</u>

Table 5 illustrates that over two thirds (68%) of the instructors who participated in the study were highly experienced teachers, having taught for at least 10 years.

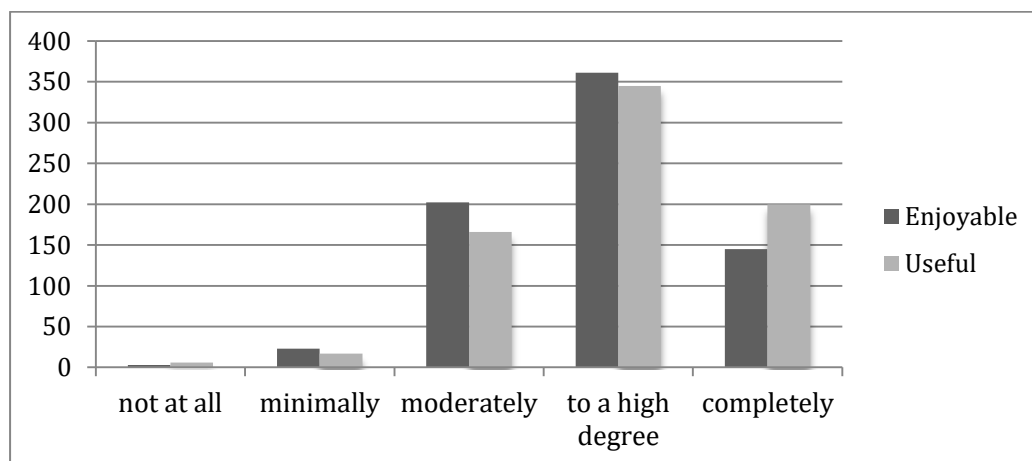
**Table 6: Instructors' teaching experience at the Language Institute**

Number of years at the Language Institute	Frequency	Percent
0-2 years	1	5.26
2-5 years	3	15.79
5-10 years	3	15.79
10-20 years	8	42.11
20+ years	4	21.05
Total	<u>19</u>	<u>100.0</u>

Table 6 displays the number of years spent lecturing at the Language Institute. Most of the lecturers were well-established members of the institute with only 21% having taught there for less than 5 years.

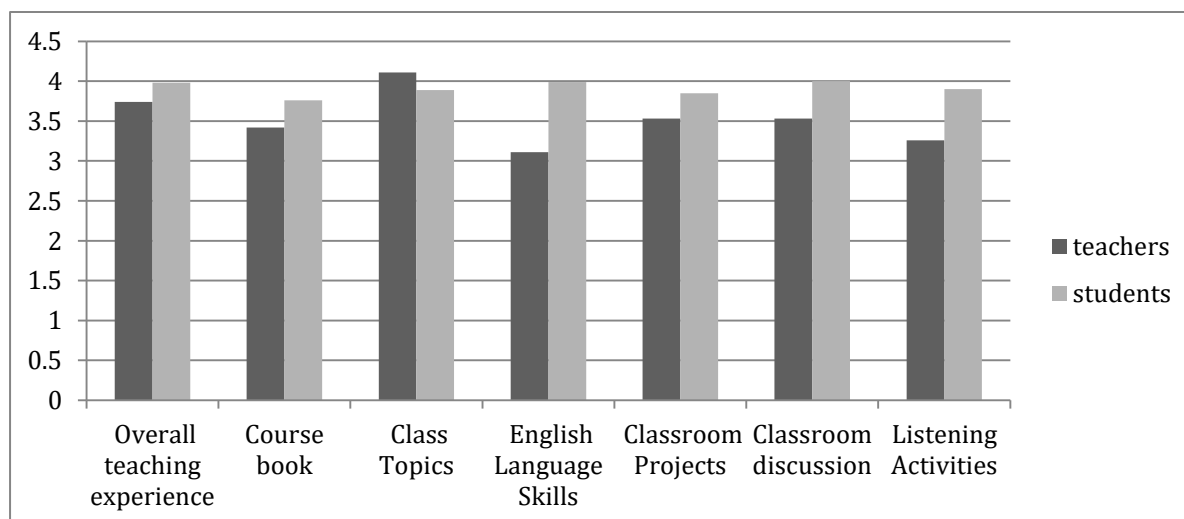
**1) To what extent did the course appear to fulfil its objectives?**

Chart 1 displays students' attitudes to the overall classroom experience as a reflection of their satisfaction with the course.



**Chart 1: Overall student class experience**

Chart 2 displays instructor feedback, which overall was rated as good (M=3.53). There is also a comparison with the data of the student feedback on the same elements for contrast. Apart from the class topics, it is clear that students had higher opinions of the course on every other category.



Remark:	1.00 – 1.49	=	Poor	1.50 – 2.49	=	Not very good
	2.50 – 3.49	=	Fair	3.50 – 4.49	=	Good
	4.50 – 5.00	=	Excellent			

**Chart 2: Student and Instructor feedback on the overall course**

In the second section of the questionnaire students were asked to provide feedback on different components of the course (see Appendix I). Students rated each component from a score of 1 (not at all) to 5 (completely).

**Table 7: Student Likert Scale responses based on course objectives**

	(1)	(2)	(3)	(4)	(5)	SD	Mean	Level
1. Communicative English prepared me well for further academic study	5	31	203	442	53	0.696	3.69	Agree
2. Communicative English has given me the opportunity to use English in practical ways	7	36	136	436	119	0.780	3.85	Agree
3. After taking this course, I have learnt a lot about how to use English at university	10	46	236	349	93	0.832	3.64	Agree
4. This course has taught me how to deal with difficult vocabulary well	4	42	289	347	52	0.733	3.55	Agree
5. This course has taught me more about the world and the issues going on in it	10	29	217	382	95	0.791	3.71	Agree
6. Studying Communicative English has encouraged me to learn English outside of the classroom	6	60	243	318	107	0.860	3.63	Agree
7. I have enjoyed learning this course and look forward to studying further English classes	9	51	200	332	142	0.889	3.75	Agree
<b>Total</b>							<b>3.70</b>	<b>Agree</b>

**Remark:** 1.00 – 1.49 = Strong Disagree      1.50 – 2.49 = Disagree  
 2.50 – 3.49 = Neutral      3.50 – 4.49 = Agree  
 4.50 – 5.00 = Strong Agree

Table 7 shows the results from part IV of the questionnaire; where students responded to statements based on the course objectives. As can be seen, students, on the whole, agreed that the course met its objectives, although this was not a strong agreement. In particular statement 2 (referring to practical English usage) was scored considerably high (M=3.85). In contrast, with reference to providing skills to deal with difficult vocabulary, the score was significantly lower with a mean of 3.55.

**Table 8: Overall feedback from instructors**

	(1)	(2)	(3)	(4)	(5)	SD	Mean	Level
1. I've enjoyed teaching and want to teach the course again.	1	2	6	7	3	1.073	3.47	Neutral
2. TU105 prepared students well for study at TU	0	1	10	8	0	0.597	3.37	Neutral
3. The course provided an opportunity for students to use English practically	0	1	7	10	1	0.692	3.58	Agree
4. Students have learnt how to use English at university	0	1	13	5	0	0.535	3.21	Neutral
5. Students have learnt how to deal with difficult vocabulary	0	1	14	4	0	0.501	3.16	Neutral
6. Students have learnt about issues going on in the world	0	1	3	8	7	0.875	4.11	Agree
<b>Total</b>							<b>3.48</b>	<b>Neutral</b>

**Remark:** 1.00 – 1.49 = Strong Disagree      1.50 – 2.49 = Disagree

2.50 – 3.49	=	Neutral	3.50 – 4.49	=	Agree
4.50 – 5.00	=	Strong Agree			

Table 8 displays satisfaction from instructors towards teaching the course with focus on some general elements of the course objectives. Overall, the feedback here was quite neutral (M=3.48), and some reasons for a lack of positive responses did arise in the comments given in the open responses and focus group sessions (see below). With over three quarters giving positive responses, it is clear that the instructors felt that the course satisfied course objective 7: "...be wiser about the world in general through the English Language."

### Open-Ended Feedback

In the following section, the open ended comments from the questionnaires will be reported. Due to the limited scope of the study, only a small selection of the comments will be included: these are believed to be representative of the majority. Comments were grouped and classified according to emergent themes of relevance to the research questions (Mackay & Gass, 2015). These themes are reported below alongside examples of the comments received (with the original grammatical errors in place for authenticity).

### Most Valuable Aspects: Students

The additional comments made from students in the last section of the questionnaire were found to be highly valuable and included a number of varied responses grouped into four categories or valuable aspects (Table 9).

**Table 9: Students perceptions of most valuable aspects (SVAs)**

- SVA1: Content – Learn about society & the world
- SVA2: Overall English language development
- SVA3: Classroom atmosphere - forming relationships with teachers and peers
- SVA4: Developing autonomy & preparedness for further academic study

### SVA1: Content – Learn about society & the world

There were a large number of positive comments, which reflects the overall positive feedback received from the questionnaire. It was pleasing to see students comment on the topics and content favourably:

S1: "I think this course shows me and teaches me the topic about social and the world. It's useful and teacher teaches well. Not serious all the time but also entertain. Very fun and happy."

S2: "The topics are very good."

S3: "The most valuable aspect of the course is topic Antibiotic because have many vocabulary and I understand that topic."

Another objective of *Communicative English* was for students to be more knowledgeable about the world through English, and there were a number of comments reflecting this aspect:

S4: "This class educate me a lot of things not just about English skill but also educate about the other knowledge in the other side."

S5: "I got the idea to present the world's point and got to know the things that didn't know before."

S2: "Story that happen in the world, listening and presentation."

### **SVA2: Overall English language development**

A large number of comments reflected positively on the opportunity to communicate in English, which many students do not seem to get outside of university.

S4: "I can practice English skills also receives knowledge from the course."

S1: "I had a chance to speak in English because when I'm outside of the class, I speak Thai and have no chance to speak in English."

S5: "Practice more communication skills in English and we have opportunity to give own opinions."

S3: "I can speak better and also writing too."

### **SVA3: Classroom atmosphere - forming relationships with teachers and peers**

Another significant theme reported was the warm relationships between student and teachers as well as the class atmosphere, no doubt aided by the interactive activities. This helped to foster positive attitudes to English: one of the course's core objectives:

S2: "Relationship with my friends and my teacher."

S6: "I have to enjoy and get to vocabulary, speak discussion and work in group."

S7: "This course made me practice English skill and find friends."

S8: "I got a lot of knowledge that can help me in my daily life and got new friends and I got the best teacher who is so kind and gave me many chances to do my best."

**SVA4: Developing autonomy & preparedness for further academic study** It is widely believed the learner's whom are autonomous are more focused, motivated, and happier (Borg & Al-Busaidi, 2012). They also create more learning opportunities outside of the classroom. By stimulating students' interest within the class, it is hoped that learning outside is promoted. Additionally, it was pleasing to see that many students saw the relevance of the course for their future academic lives:

S2: "This course I can learn about how to use English at university."

S5: "I think the point of this course is to train us students for different kind of stuff we might see and face in the future and also give us a try to speak English more naturally."

S9: "In my opinion, this course is very important because it prepared me for the next course that difficult more than this."

### **Most Valuable Aspects: Teachers**

**Table 10: Teacher's feedback on the most valuable aspects (TVAs)**

- |  |
|--|
| <ul style="list-style-type: none"><li>▪ TVA1: Unit Topics</li><li>▪ TVA2: Style of Learning</li><li>▪ TVA3: Academic skills and content</li><li>▪ TVA4: Space for teacher innovation</li></ul> |
|--|

### **TVA1: Unit Topics**

In a similar way to the students, the instructors felt that a core strength of the course was the unit topics:

T1: "The topics in this book are interesting and useful to students."

T2: "The classroom was more active and students were more engaged in their learning than my other classes. Students were exposed to topics they were unfamiliar with."

### **TVA2: Style of Learning**

Another valuable component according to some instructors was the classroom projects and discussions. This more active focus on learning was seen as useful:

T1: "There were chances for students to express their idea through both speaking and writing skills."

T2: "Students were given the chance to learn as they did projects. They seemed quite active."

### **TVA3: Academic skills and content**

Others appreciated the academic skills and content:

T3: "Introductions to paragraph writing, presentations etc."

T4: "Opportunities to create novel concepts (e.g. App)"

### **TVA4: Space for teacher innovation**

An additional comment which was repeated during the focus group sessions was that the course gave the teachers freedom to be creative within the topics:

T2: "The class material and topics are not too tight, thus leaving enough time for the teacher to add some more materials and activities as appropriate."

### **Focus Group Feedback**

Some final strengths of the course, which were reported during the focus group meeting, can be seen below in table 11. They add support for the findings from the questionnaires.

**Table 11: Summary of findings from the focus groups**

- |  |
|--|
| <ul style="list-style-type: none"><li>● Interesting, contemporary, and authentic topics</li><li>● Flexibility provided by content &amp; materials</li><li>● Varied activities can keep students engaged</li><li>● Good integration of skills</li><li>● Group work and discussions are valuable</li><li>● Project work is beneficial for learning</li><li>● Higher focus on speaking vs. grammar</li><li>● Wide range of topics and vocabulary</li><li>● Enthusiasm in debating and sharing ideas</li></ul> |
|--|

### **2). Which components of the course most effectively met students' target needs (necessities) and learning needs (wants)?**

Referring back to chart 1, it can be clearly seen that both in terms of being enjoyable and useful, a large majority of students were satisfied to a high degree or more. In terms of distinguishing between usefulness and enjoyableness it seems that, overall, the course was rated as being more useful (M=3.85) than enjoyable (M=3.63), as shown in tables 12 and 13

below. In other words, the course more effectively met students' target needs (necessities) than learning needs (wants).

When considering the particular components of the course both in terms of being enjoyable to study and their perceived usefulness (Tables 12 & 13), the strongest component was *giving opinions and classroom discussions* with means of 3.80 for enjoyable and 4.00 for useful out of 5. This reflects a high degree of satisfaction for these types of activities, which is encouraging as these are deemed essential for tertiary level study (Jordan, 1997). With many of the activities and assignments, there was a marked difference between how they were received in terms of being enjoyable and useful. This was particularly true of the productive writing tasks, such as the business report and the mini essay (3.57 & 3.30 for enjoyable; 3.85 & 3.88 for useful respectively).

**Table 12: Student overall course satisfaction in terms of being enjoyable**

	ENJOYABLE					SD	Mean	Level
	(1)	(2)	(3)	(4)	(5)			
1. Overall class experience	3	23	202	361	145	0.783	3.85	to a high degree
2. Course book	6	49	303	306	70	0.790	3.52	to a high degree
3. Class Topics	8	44	229	338	115	0.844	3.69	to a high degree
4. English Language Skills	8	50	215	318	143	0.888	3.73	to a high degree
5. Classroom Projects	7	77	251	276	123	0.920	3.59	to a high degree
6. Giving opinions/Classroom discussion	7	47	217	277	186	0.923	3.80	to a high degree
7. Listening Activities	7	67	247	272	141	0.924	3.64	to a high degree
8. Survey Report	14	68	305	275	72	0.862	3.44	moderately
9. Poster Presentation	9	45	242	311	127	0.871	3.68	to a high degree
10. Novelty App pitch	7	41	245	300	141	0.870	3.72	to a high degree
11. Mini Essay (antibiotics)	53	89	273	225	94	1.069	3.30	moderately
12. Business Report (ageing population)	9	53	280	294	98	0.855	3.57	to a high degree
<b>Total</b>							<b>3.63</b>	<b>to a high degree</b>

**Remark:** 1.00 – 1.49 = not at all      1.50 – 2.49 = minimally  
 2.50 – 3.49 = moderately      3.50 – 4.49 = to a high degree  
 4.50 – 5.00 = completely

**Table 13: Student overall course satisfaction in terms of being useful**

	USEFUL					SD	Mean	Level
	(1)	(2)	(3)	(4)	(5)			
1. Overall class experience	6	17	166	345	200	0.816	3.98	to a high degree
2. Course book	1	46	222	327	138	0.834	3.76	to a high degree
3. Class Topics	4	30	175	357	168	0.818	3.89	to a high degree
4. English Language Skills	3	38	162	294	237	0.888	3.99	to a high degree
5. Classroom Projects	8	35	204	301	186	0.893	3.85	to a high degree
6. Giving opinions/Classroom discussion	8	31	155	301	239	0.897	4.00	to a high degree
7. Listening Activities	4	45	182	292	211	0.906	3.90	to a high degree
8. Survey Report	9	60	254	295	116	0.890	3.61	to a high degree
9. Poster Presentation	4	42	228	318	142	0.849	3.75	to a high degree
10. Novelty App pitch	4	43	237	300	150	0.865	3.75	to a high degree
11. Mini Essay (antibiotics)	14	35	173	318	194	0.921	3.88	to a high degree
12. Business Report (ageing population)	5	31	194	340	164	0.835	3.85	to a high degree
<b>Total</b>							<b>3.85</b>	<b>to a high degree</b>

<b>Remark:</b>	1.00 – 1.49	=	not at all	1.50 – 2.49	=	minimally
	2.50 – 3.49	=	moderately	3.50 – 4.49	=	to a high degree
	4.50 – 5.00	=	complete			

### 3). How could the course be improved to best satisfy the language learning requirements of foundation level students at the University?

This next section will explore preferences concerning the content of the course, aspects perceived as missing from the course, and suggestions for improvement. In section III of the questionnaire students were asked to rank each unit from 1 (most favorite) to 6 (least favourite) and, therefore, provide their preference (Table 14). It can be seen that as a whole Unit 2 – *Discrimination in Society* was rated as highest and Unit 4 – *Antibiotic Apocalypse* the lowest.

**Table 14: Student preference for unit topics**

Topic Studied	(1)	(2)	(3)	(4)	(5)	(6)	Mean	Sort
Unit 2 – Discrimination in Society	199	161	143	91	92	48	2.81	<b>1</b>
Unit 1 – Time and Organization	166	187	122	114	75	70	2.94	<b>2</b>
Unit 3 – Business Innovations	125	127	133	139	153	57	3.33	<b>3</b>
Unit 6 – Ethics and Technology	88	104	116	148	166	112	3.73	<b>4</b>
Unit 5 – An Ageing World	65	95	144	168	160	102	3.78	<b>5</b>
Unit 4 – Antibiotic Apocalypse	92	75	86	90	77	314	4.26	<b>6</b>

**Remark:** 1 = most favorite; 6 = least favorite

Table 15 shows the ranking data from the instructors indicating their preferred units to teach. In a similar way to the students, Unit 5 and Unit 4 were both scored the lowest, which may suggest that the instructors also felt that the rather specific nature of these topic were a struggle to relate to. Teacher responses had large variances (up to SD 1.95) which may suggest that preferences reflect individuals' interest rather than how well the topics met student target or learning needs.

**Table 15: Preferred units to teach for instructors**

Topic Studied	(1)	(2)	(3)	(4)	(5)	(6)	SD	Mean	Sort
Unit 3 – Business Innovations	3	5	3	6	1	1	1.41	3.00	<b>1</b>
Unit 6 – Ethics and Technology	5	3	2	2	6	1	1.78	3.73	<b>2</b>
Unit 1 – Time and Organization	3	5	2	3	5	1	1.63	3.26	<b>3</b>
Unit 2 – Discrimination in Society	5	2	2	3	3	4	1.95	3.47	<b>4</b>
Unit 5 – An Ageing World	1	5	4	4	1	4	1.61	3.58	<b>5</b>
Unit 4 – Antibiotic Apocalypse	2	0	5	1	3	8	1.74	4.42	<b>6</b>

The assignments were mainly rated as 'fair' by the course instructors (see Table 16). The lowest scoring assignment was the poster presentation; however, this assignment contained the largest standard deviation (1.01), perhaps reflecting the variation in teaching styles and preferences based on learning styles (Lightbown & Spada, 2013).



**Table 16: Instructor feedback on assignments**

	(1)	(2)	(3)	(4)	(5)	SD	Mean	Level
1. Survey Report	0	2	6	11	0	0.697	3.47	Fair
2. Poster Presentation	1	2	7	7	2	1.01	3.37	Fair
3. Novelty App Pitch	0	0	5	10	4	0.705	3.95	Good
4. Mini Essay (Antibiotics)	0	1	9	9	0	0.607	3.42	Fair
5. Business Report	1	1	8	7	2	0.961	3.42	Fair
<b>Remark:</b>	1.00 – 1.49	=	Poor	1.50 – 2.49	=	Not very good		
	2.50 – 3.49	=	Fair	3.50 – 4.49	=	Good		
	4.50 – 5.00	=	Excellent					

**Aspects perceived as missing from the course**

From the open-ended questions and focus groups, some useful constructive criticism was received which completed the course review process of the on-going needs analysis. Despite the heterogeneity of classes, there were some core themes which emerged from student and teacher responses that can be observed in table 17.

**Table 17: Summary of elements perceived as missing from the course for both students and teachers**

Students	Teachers
<ul style="list-style-type: none"> <li>▪ English games – make it more fun</li> <li>▪ Grammar Teaching – More rules</li> <li>▪ More practice for writing</li> <li>▪ Time for speaking</li> <li>▪ Listening is too hard</li> <li>▪ Not interesting topics</li> <li>▪ More vocabulary focus</li> <li>▪ More listening practice/training</li> <li>▪ In discussions, students didn't speak</li> <li>▪ More essay writing</li> <li>▪ Grammar is too easy</li> <li>▪ Topics can't be related to daily life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clearer focus on academic skills being taught</li> <li>▪ Some topics were difficult for students as they had no foundation knowledge</li> <li>▪ Should be better tailored to Thai context</li> <li>▪ Practical language use, games, and fun activities</li> <li>▪ More support</li> <li>▪ More language focus and practice</li> </ul>

**Discussion**

This study reports on a small scale “just-in-time” (Anthony, 2018, p. 70) needs analysis undertaking and the, subsequent, evaluation of the course to complete the needs analysis process and to add validity to the course design decisions made. Two main stakeholders were asked questions concerning how they felt the course met its objectives; how they felt the target and learning needs were catered for and what suggestions they had to improve the course.

Overall, the majority of students felt that the course completed its objectives and they expressed satisfaction over various components of the course. This was also true to some degree amongst instructors, although the responses were somewhat more neutral. Strong agreement from the students was found in its provision of practical English use, while slightly less agreement was found concerning the teaching of vocabulary skills. This is a little surprising as explicit vocabulary instruction was a core element of the course and its assessment. Acquiring technical vocabulary is deemed a major issue in EAP as it aids the development of subject knowledge (Ha & Hyland, 2017). Therefore, measures to further improve vocabulary acquisition should be encouraged in any modifications of the course in the future. The instructors' opinions towards the overall course components were,

generally, slightly lower than the students'. This may be because, as a whole, teachers are more engaged in the course contents, materials, and pedagogy; and therefore, are perhaps likely to be more critical. Overall, the course instructors scored the class topics as good; even higher than the students, which may reflect their involvement in the initial conception of the new course during the first few meetings and their continued satisfaction with the varied topics.

The second research question attempted to distinguish between what students found useful and their preference to study. It is interesting to observe that every single component, without exception, was rated as being more useful than enjoyable by the students; this may reflect a learning need for the students not yet fully catered for in the course (i.e. to appeal more strongly to students' learning needs). Additionally, this also highlights the strong instrumental motivation many high-school and university students seem to have (Lukmani, 1972). In particular, the antibiotic problem-solution essay had the lowest rating in terms of 'enjoyable' (M=3.30), yet was rated 'useful' to a high degree (M=3.88). Similar, positive attitudes were discovered towards EAP writing instruction in China with 65% - 89% of students finding the instructional material, writing tasks and processes quite useful or very useful (Hu, 2007). It is probable that many students see academic essay writing as essential for academic success yet find it a tough undertaking. The instructors rated the novelty app sales pitch the highest among the assignments, which may be because it involved artistic skills and team work valued highly among the 21<sup>st</sup> Century skills. The novelty app sales pitch was also scored the highest by students. It involved a large degree of participation from students as the pitches were given in front of the whole class. Assignments based on team work and communication seem highly valued and essential for any future developments.

There were large variations discovered concerning topic preference from both students and instructors. This may be due to the activities in that particular unit, the content, the specific language focus, or the nature of the assignment. Further exploration would be needed to shed light on the actual reasons for students' preferences here. That said, it is arguable that the top three units were somewhat more general topics, whereas the other units were slightly more subject specific. This was especially true of *Antibiotic Apocalypse* (medical science/biology) and *An Ageing World* (economics), both given low preferences. Clearly, at a more general level of EAP the focus is less on technical vocabulary and more on general communication about a range of topics; however, as students progress, the need for discipline specific professional English increases (Kaewpet, 2009). Topics which appeal to the wider population tend to be more accessible and, as a result, should be the focus of foundation level English courses.

The variation found in instructor preference might highlight the difference in teaching backgrounds, subject preference, and pedagogical style. Nonetheless, in a similar way to the students, units 4 and 5 were ranked at the bottom by the instructors. As was alluded to previously, this may be due to the topic specificity of these units. Unfortunately, the participants of the study were not directly asked to provide reasons for their choices, which would have been useful.

The final research question attempted to identify possible improvements to the course based on suggestions made in open-ended questions at the end of the questionnaire and through a focus group with instructors after the first semester of teaching *Communicative English*. This final question was given support using data from the previous research questions. In other words, improvements to the course could focus on providing more instruction on what was valued and perceived as successful and in minimalizing the underrated items. From the point of view of the students, this could include more attention to their subjective learning needs. Perhaps unsurprisingly, there were some negative comments about the topics and activities, but these prove valuable in assisting course redesign.

Feedback included: the amount of explicit language focus and guidance provided by the materials, how stimulating the activities were, and how challenging the language provided actually was. One comment from a lecturer of the course suggested that attempts at ‘glocalizing’ the course did not go far enough and that the course needed further tailoring to the Thai context.

According to Tsui (2003), experienced teachers tend to like to make decisions about materials which move away from core texts as they become more experienced. As the majority of the teachers (68%) at the Language Institute are experienced ELT lecturers of 10 years or more, this freedom to be creative is clearly appreciated. Building in an element of flexibility to the course, which enables teachers to be creative and selective within the constraints of the materials (Tomlinson, 2011) was highly valued and should be a core principle of any future improvements.

Following on from the first year of using the *Communicative English* university language course, lecturers were asked whether to continue using the in-house course materials or try a commercially produced EAP book. Despite some reservations made to the quality of the teaching materials, it was agreed by a majority to continue using the same course structure and type of materials. A brand-new course book with a stronger identity building on the findings of this research and more in-line with the Common European Framework of Reference (CEFR) has recently been produced and sent to the university publishing house as a testament to the success of this initial project.

## Conclusions

This paper has reported on attempts to make a foundation EAP communicative English course more accessible, practical and relevant for university students at a Thai university by presenting global issues and content at a more localized level. As a result, rather than using internationally produced text books designed for use in inner circle countries (Kachru, 1985), a local alternate incorporating active learning methodologies and focusing on the promotion of 21st century skills in the classroom has been produced. Findings have suggested that the course concept, content, and activities have been well received by university heads, instructors, and students and that foundation level EAP needs have been met to a substantial degree. However, it has also highlighted the weakness of relying solely on instructor intuition and a top-down approach to language needs analysis which fails to fully take into account both the subjective and objective needs of all the major stakeholders of a language course.

It is believed that by utilizing critical pedagogies and making localized decisions concerning effective teaching (Kumaravadivelu, 2003; Moore, 2017), maximum utility can be gained from the students’ EAP experience. In her paper, Wenli Tsou (2015) concludes: “The phenomenon of glocalization calls for a strategic renewal in our approach to curriculum planning and teaching training so that these activities include localized aspects of the English language as well as cross-cultural understanding” (P.61). This first step in localized curriculum design has aimed to set a precedent in promoting locally appropriate teaching methods and activities. As the global trend towards localized and more contextually relevant English teaching methodologies grows, more pertinent ways of using the English language in the Thai context can be promoted to further help empower learners.

## Limitations

Like all ESP needs analysis undertakings it is important for the data to be insightful, reliable and valid (Brown, 2016). Although this study has outlined a novel needs analysis and course evaluation process valuable to the Thai university EAP context, the initial data was lacking considerably. Bringing in additional stakeholders such as course design experts, outside EAP

specialists, faculty programme directors, graduate employers, and students to contribute to the initial needs analysis and bring validity would have been invaluable.

Unfortunately, the researcher was dependent on other teachers distributing the questionnaire to their classes and on the students completing each questionnaire fully. Consequently, just over half the population was omitted from the study in the form of a non-probability sample; this reduced the validity of the investigation. Another potential issue arises with the nature of the English language used on the questionnaire; this may have confused some lower level students and would have been clearer if it had been translated into Thai as well. It is well documented that triangulation of both sources and methods can give much more meaningful and reliable data (Long, 2005). Although the opened-ended responses were extremely valuable, it is believed that the use of in-depth interviews or focus groups with all stake holders (e.g. students and ESP teachers) would have revealed further insights. Finally, an additional factor determining the reliability of the qualitative data is that it was not supported by an inter-rater for purposes of classifying and grouping.

### **Recommendations for Further Studies**

The implications of this study for EAP course design and materials creation are potentially far-reaching. As a result, more studies are needed on whether commercially produced teaching materials are successfully achieving their goals or if locally produced and targeted materials could bring about more effective teaching outcomes. Another area of interest is to investigate how teachers actually utilize materials in the class room to get maximum benefit. Many EAP studies have so far been focused on institutional ‘insiders’ (i.e. students and teachers) and not enough have investigated the institutions that receive graduates when they leave university. Investigations that take into account the views of ‘outsiders’ (e.g. employers) and shed light on how well graduates have been prepared by their courses at university would be highly valuable.

### **About the Author**

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## Appendix 1

### Communicative English – Student Course Evaluation Questionnaire

Please help us to improve your English foundation course by completing the survey below.

I. Student Information

Male:  Female:

Please indicate your faculty:

Science and Technology	___	Medicine	___
Political Science	___	Law	___
Computers and Statistics	___	Commerce and Accounting	___
Economics	___	Sociology and Anthropology	___
Liberal Arts	___	Architecture and Planning	___

Other (please indicate): \_\_\_\_\_

II. Overall Course Satisfaction – Please circle with 1 = not at all; 5 = completely

	ENJOYABLE	USEFUL
1. Overall class experience	1 2 3 4 5	1 2 3 4 5
2. Course book	1 2 3 4 5	1 2 3 4 5
3. Class Topics	1 2 3 4 5	1 2 3 4 5
4. English Language Skills	1 2 3 4 5	1 2 3 4 5
5. Classroom Projects	1 2 3 4 5	1 2 3 4 5
6. Giving opinions/Classroom discussions	1 2 3 4 5	1 2 3 4 5
7. Listening Activities	1 2 3 4 5	1 2 3 4 5
8. Survey Report	1 2 3 4 5	1 2 3 4 5
9. Poster Presentation	1 2 3 4 5	1 2 3 4 5
10. Novelty App Pitch	1 2 3 4 5	1 2 3 4 5
11. Mini Essay (antibiotics)	1 2 3 4 5	1 2 3 4 5
12. Business Report (ageing population)	1 2 3 4 5	1 2 3 4 5

III. Topics Studied – Please rate the following topics in terms of your preference (1 = favourite; 6 = least favourite) and write the number in the box.

UNIT 1 – Time and Organization	<input type="checkbox"/>
UNIT 2 – Discrimination In Society	<input type="checkbox"/>
UNIT 3 – Business Innovations	<input type="checkbox"/>
UNIT 4 – Antibiotic Apocalypse	<input type="checkbox"/>
UNIT 5 – An Ageing World	<input type="checkbox"/>
UNIT 6 – Ethics and Technology	<input type="checkbox"/>

IV. Student Feedback – Please respond to the following statements based on your personal experience from studying Communicative English. Tick the box which best shows your feeling.

1. Communicative English has prepared me well for further academic study.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Communicative English has given me the opportunity to use English in practical ways.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. After taking this course, I have learnt a lot about how to use English at university.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This course has taught me how to deal with difficult vocabulary well.	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This course has taught me more about the world and the issues going on in it.	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Studying Communicative English has encouraged me to learn English outside of the classroom.	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I have enjoyed learning this course and look forward to studying further English classes.	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. Additional Comments.

What was the most valuable aspect of the course for you?

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In your opinion, what was missing?

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Please comment on any further thoughts you may have below:

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C. Overall Course Satisfaction – Please rate your overall perception of the following elements from the course where 1 = poor; 5 = excellent (circle your choices)

13. Overall teaching experience	1 2 3 4 5
14. Course book	1 2 3 4 5
15. Class Topics	1 2 3 4 5
16. English Language Skill Presented	1 2 3 4 5
17. Classroom Projects	1 2 3 4 5
18. Classroom discussions	1 2 3 4 5
19. Listening Activities/Videos	1 2 3 4 5
20. Survey Report	1 2 3 4 5
21. Poster Presentation	1 2 3 4 5
22. Novelty App Pitch	1 2 3 4 5
23. Mini Essay (antibiotics)	1 2 3 4 5
24. Business Report (ageing population)	1 2 3 4 5

D. Topics Studied – Please rate the following units in terms of your preference to teach (1 = favourite; 6 = least favourite) and write the number in the box.

- UNIT 1 – Time and Organization
- UNIT 2 – Discrimination In Society
- UNIT 3 – Business Innovations
- UNIT 4 – Antibiotic Apocalypse
- UNIT 5 – An Ageing World
- UNIT 6 – Ethics and Technology

E. Additional Comments.

What do you feel was the most valuable aspect of the course for your students?

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In your opinion, what was missing?

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Please comment on any further thoughts you may have below:

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