



**rijksuniversiteit  
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**English Language Learning is a Journey, not a Destination  
 A Pedagogical Framework: Enhancing English Teaching and Learning  
 Methods in Higher Education Institutions**

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PAMAE021: Research Thesis

June 2023 | Wordcount 10971

## Preface

While conducting research on English Teaching and Learning Methods, I am driven by an implicit faith in its potential to progressively improve education in my home country of Thailand. I recognize education as a lifelong pursuit and aspire to make a contribution by exploring English classroom activities in Higher Education Institutions. My research aims to embrace a comprehensive approach that emphasizes growth, exploration, and continuous improvement in English language education. Rather than prioritizing specific scales or milestones, I appreciate the journey itself and have adopted a mindset that values a holistic and progressive approach to teaching and learning English. This attitude has inspired me to give my research thesis the title: *English Language Learning is a Journey, not a Destination*.

This research would not have been possible without the guidance and support of my supervisor. I am deeply grateful with my sincere respect to Professor Dr. C.J. Josje van der Linden for all the invaluable insights and encouragement that has accompanied me throughout this thesis journey. I sincerely appreciate all feedback that has contributed significantly to the quality of this research.

Lastly, I sincerely thank all the respected lecturers and students who generously contributed to this study. Their willingness to share their experiences and perspectives has enriched this research, giving a deeper understanding of the experiences inherent in English language education in Higher Education Institutions in Thailand.

*Faye Pavisorn Tantikul*

*MSc. Pedagogical Sciences, the University of Groningen, June 15th, 2023.*

### **Abstract**

This research thesis explored English Teaching and Learning (ETL) methods in Thailand's Higher Education Institutions (HEIs) dedicated to promoting academic and professional development. Through a case study research methodology, the study aimed to investigate current policies and captures the teaching and learning experiences through conducting interviews with educators ( $n = 7$ ) and students ( $n = 7$ ). The results underscored the significance of a holistic approach, student-centered pedagogy and inclusive learning environments. The conclusion of the research emphasized continuous professional development, evidence-based practices and practicality. Global Englishes and Standard English are promoted in English Language Education in HEIs in Thailand for recognizing linguistic diversity and the importance of clear communication for academic and professional purposes.

## Table of Contents

<b>Glossary</b>	<b>6</b>
<b>Chapter I: Introduction</b>	<b>9</b>
<b>Chapter II: Theoretical Background</b>	<b>12</b>
English Language in Thailand	12
Global Englishes and Standard English	13
English Teaching and Learning Methods in Thailand	14
Educational Change and Reform	16
<b>Chapter III: Methodology</b>	<b>18</b>
The Selection of the Case Studies	18
Document Analysis: Sub-question I	20
Semi-structured Interview: Sub-questions II and III	21
<b>Chapter IV: Results</b>	<b>28</b>
Policy-Document Analysis	28
Educators' Teaching Experiences	35
Students' Learning Experiences	43
<b>Chapter V: Conclusion and Discussion</b>	<b>55</b>
Sub-question I, II and III: National and Institutional Policies	55
Theoretical Reflections	57
Summary: Enhancing Teaching and Learning Methods	59
Methodological Reflections and Research Limitations	62
Recommendations for Further Research	63

<b>References</b>	<b>64</b>
<b>Appendices</b>	<b>73</b>
Appendix A: Interview Informed Consent	73
Appendix B: Interview Information Guideline	74
Appendix C: Interview Implementation and Guidelines	76
Appendix D: A Reflexivity Report	79
Appendix E: Policy-Document References	80
Appendix F: Codebook - Educator Interviews	82
Appendix G: Codebook - Student Interviews	87

## Glossary

<b>Terminology</b>	<b>Definition</b>
<b>ASEAN</b>	“The Association of Southeast Asian Nations: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam” (Association of Southeast Asian Nations, 2020).
<b>CBI</b>	Content-Based Instruction
<b>CLT</b>	Communicative Language Teaching
<b>English Program</b>	An educational program in Thai HEIs, adhering to the national curriculum established by the Ministry of Education in Thailand, delivering in the English language; encompassing various subjects and areas of study.
<b>EP (Educator Participant)</b>	Refers to a Professor Participant who taught the English language for at least two years in the case study of this research study.
<b>ETL Method</b>	English Teaching and Learning Method
<b>Global Englishes</b>	Diverse forms of English used worldwide, acknowledging linguistic diversity and localization beyond native English-speaking countries. It promotes the acceptance, study, and cultural significance of different English

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	varieties in various global contexts (Rose and Galloway, 2019).
<b>HEIs</b>	Higher Education Institutions: educational institutions, offering academic degrees such as bachelor's, master's, and doctoral degrees; including universities and colleges
<b>Institution A</b>	Case Study I: The University in Bangkok, Thailand.
<b>Institution B</b>	Case Study II: The University in Bangkok, Thailand
<b>International Program</b>	An educational program in Thai HEIs, that is designed to provide an internationalized and globally-focused learning experience, typically follows an international curriculum framework and emphasizes cross-cultural understanding and global perspectives and proficiency in the English language.
<b>Learning Method</b>	A specific learning approach is used by students to acquire knowledge, develop skills, and deepen their understanding.
<b>SP (Student Participant)</b>	Refers to a Student Participant who learned the English language in the case study of this research study, for at least two years.
<b>Standard English</b>	The accepted form of English used in formal contexts, including agreed-upon grammar,

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vocabulary, and pronunciation. It ensures clear and coherent communication for mutual understanding whilst being recognized as a privilege given to Native English speakers (Clark, 2009).

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**TBLT**

Task-Based Learning Teaching

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**Teaching Method**

A specific teaching approach is used by educators to facilitate learning activities and impart knowledge and skills to students.

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**Teaching Strategy**

A specific teaching technique is used by educators to engage students, promote active participation and create a conducive learning environment.

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**Thai Program**

An educational program in Thai HEIs, adhering to the national curriculum established by the Ministry of Education in Thailand, delivering in the Thai language; encompassing various subjects and areas of study.

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## Chapter I: Introduction

The impact of internationalization and regionalization in Southeast Asia has led to the English language playing an increasingly significant role in business and politics. Recognizing the importance of English language proficiency for effective international communication, the Thai government has undertaken efforts to reform English language instruction, aiming to enhance language skills and meet higher standards collectively. However, despite these initiatives, English language proficiency in Thailand still needs to improve. A recent report by EF EPI (2022) reveals that Thailand ranks poorly in international English proficiency, occupying 97th out of 112 countries. This deficiency in English proficiency has been found to hinder Thai citizens' academic and professional development, as highlighted in several scholarly studies (Kaur et al., 2016; Smithsarakarn, 2022; Tantiwich & Sinwongsuwat, 2021). Undergraduate and graduate students encounter challenges in effectively transferring academic knowledge through English communication and comprehending international publications in academic journals (Waterworth, 2016; Wehbe, 2013). Additionally, post-university students face challenges applying for higher-skilled professions, working in international organizations, or advancing to higher positions, as many organizations require proof of English proficiency from internationally recognized tests (Low & Ao, 2018).

Various factors contribute to the poor English proficiency results in Thailand. Linguistically, Thai learners commonly encounter difficulties in communicative aspects, such as pronouncing vowel sounds and omitting certain sounds (Santiwatthanasiri, 2018; Tahe, 2020; Tantiwich & Sinwongsuwat, 2021). These challenges stem from substantial distinctions between the Thai language and English in terms of alphabet, vocabulary, and sentence structures. Moreover, English teachers in Thailand face challenges in teaching communication skills and

engaging Thai students in their classes. The predominant teaching culture in Thailand adheres to the Grammar-Translation Method, a teacher-centered approach emphasizing content-based instruction. Furthermore, English language proficiency assessment often relies on multiple-choice exams that primarily evaluate grammatical knowledge and vocabulary rather than creative and communicative skills. The lack of emphasis on spoken English in daily life further discourages some teachers from using English in their classes. Providing practical training and networking opportunities for teachers is limited to a short duration (Kaur et al., 2016).

The English education policy in Thailand has both positives and downsides to English language instruction. Since the National Education Act of 1999 decentralized power in educational administration, individual schools have been granted discretion over academic matters (Gamage and Sooksomchitra, 2004). While private schools with sufficient resources and dedicated English teachers have been able to implement more effective English education practices, others continue to rely on outdated national English curricula that prioritize grammar and writing exercises over speaking and listening skills (Kaur et al., 2016). Scholars like Boonkit (2010), Jones (2018), and Young & Astarita (2013) have advocated for the implementation of a communicative approach in English language classrooms, as they believe it can provide learners with opportunities to use the language in realistic contexts. Opponents like Kaur et al. (2016) would argue that some Thai teachers and policymakers found the challenges in applying communicative teaching methods due to conflicts with traditional Thai cultural perspectives of calmness and politeness.

The above scholarly literature highlights the issue of low English proficiency in Thailand, primarily due to English Teaching and Learning (ETL) practices and conflicting values in

education policies, such as national and international levels. While previous studies have examined the broader perspectives of English in Thailand, there is a research gap concerning specific ETL implementations and policies employed in Higher Education Institutions (HEIs), where they are committed to implementing initiatives for students to develop academic and professional skills, including English proficiency. This study addresses this gap by exploring ETL methods to find practical and realistic strategies for Thai university educators and students. The primary objective of this study is to obtain insights into the dynamics of English language classes within HEIs. The focus is on investigating the current practices and processes employed in these classes and examining the role of policies in facilitating further improvements in ETL within HEIs.

A case study research methodology will be employed in this study to explore what is happening in the English classes in Higher Education Institutions. Through the analysis of two cases, the research aims to identify possibilities for more effective ETL methods in HEIs, tailored to the specific context of Thailand. Considering the widespread use of English as a global lingua franca, the study's outcomes can benefit ETL in Thai HEIs and other ASEAN countries facing similar challenges.

**Research Question:** How can English Teaching and Learning methods in Higher Education Institutions in Thailand be improved to enable students to master English language skills for academic and professional development?

**Sub-questions:**

1. Which national and institutional policies impact English language teaching and learning in HEIs in Thailand?

2. What teaching experiences do educators have, and what improvements would they propose?
3. What learning experiences do students have, and what improvements would they propose?

## **Chapter II: Theoretical Background**

### **English Language in Thailand**

Since the late 19th and early 20th centuries, English has become an international language for communication in a globalized world' (Meierkord, 2006). It extends beyond international organizations to regional entities, such as the Association of Southeast Asian Nations (ASEAN), as stated in Article 34 of the ASEAN Charter: "The working language of ASEAN shall be English" (ASEAN, 2020, p.29). In Thailand, English competence has become integrated into citizenship education, supported by the Ministry of Education (Baker & Jarunthawatchai, 2017). While each university has its internal policies, laws, and regulations affecting English teaching and learning, most align with the national policy formulated by the Office of the Education Council (2017) and international language proficiency frameworks like the Common European Framework of Reference for Languages to adhere to global standards (PISA, 2021). At the regional level, the ASEAN Common Framework of Reference for Languages significantly influences language teaching and assessment in ASEAN universities, including Thailand's, ensuring compatibility and facilitating mobility within the ASEAN region (Yoneoka, 2011).

Concerning internationalization and regionalization, some scholars (Rose & Conama, 2017) are concerned that the English language impacts other cultural and linguistic norms. There

is a need to revisit and critically examine the dominance of English, considering its potential marginalization of non-English speakers.

Boonsuk et al. (2021) and Walkinshaw & Oanh (2014) revealed that non-native English speakers in Thailand considered themselves as second-class and inferior. Not only non-native English students but also teachers felt inferior to native speakers because of their 'Thai English' pronunciation. Recent researchers (Rose et al., 2020) suggested intercultural communication development in English Teaching and Learning to respond to diversities, real-world utilizations, and new linguistic landscapes. This concept opposes the English as a Foreign Language principle as a cultural heritage to natives: British or American English. With this conflict, the debate between Standard English and Global Englishes has gained significant attention.

### **Global Englishes and Standard English**

According to Galloway, N., & Numajiri, T. (2019), Standard English is the traditional and established form of the language and is often recognized as the ideal standard for communication. Opponents considered it crucial to recognize Global Englishes as the importance of embracing linguistic diversity. The two opposite sides will be discussed in the following paragraphs.

Proponents of Standard English, like Holliday (2008) and Zhang (2019), argue that Standard English serves as a unifying force, promoting effective communication and understanding across diverse populations. They believe that adhering to standardization ensures clarity and consistency, particularly in professional and academic settings. In stark contrast, advocates of Global Englishes (Galloway et al., 2019) argue that language is not static but constantly evolving. They assert that a single standard undermines linguistic diversity and preserves linguistic imperialism. Embracing Global Englishes acknowledges the linguistic

diversity of Englishes as used as a means of communication and adapted across various regions for specific purposes. Global Englishes allow for more inclusive and democratic communication. Furthermore, Boonsuk et al. (2021) stressed that Global Englishes empower speakers from different linguistic backgrounds, providing them with a sense of ownership and identity. It recognizes the unique expressions, accents, and cultural nuances that shape communication and encourages mutual respect and understanding among diverse communities.

Recent studies (Altidor, 2020; Kuteeva, 2019) stressed that it is essential to strike a balance between recognizing Standard English as a helpful tool for formal communication and acknowledging and appreciating Global Englishes. Language is a living entity shaped by its speakers and their diverse contexts. Matsuda (2018) stressed that embracing linguistic diversity benefits society by nurturing empathy, promoting cultural exchange, and challenging linguistic biases. Therefore, the discourse between Standard English and Global Englishes should not be framed as a dichotomy but as an opportunity to embrace linguistic diversity (Altidor, 2020; Kuteeva, 2019; Matsuda, 2018).

### **English Teaching and Learning Methods in Thailand**

This section examines existing ETL methods, based on those implemented in Thailand, exploring their strengths, weaknesses, and implications for English language education.

First, the Grammar-Translation Method, widely used in Thai classrooms, focuses on explicit grammar instruction and translating texts between English and Thai (Baker & Jarunthawatchai, 2017; Saengkaew, 2022; Teng & Sinwongsuwat, 2015). This traditional approach emphasizes reading and writing skills but needs to include oral proficiency and communicative competence. Additionally, this method needs to develop students' speaking and listening abilities, limiting their real-life English language application (Natsir and Sanjaya, 2014).

The second is Communicative Language Teaching (CLT). Recently, the Communicative Language Teaching approach has gained popularity in Thailand, as introduced by Pitikornpuangpetch and Suwanarak (2021). CLT emphasizes meaningful communication and interaction in the classroom. Students engage in authentic, real-world language tasks, promoting fluency, accuracy, and communicative competence. This method encourages student-centered activities, such as pair and group work, role-plays, and discussions, fostering active participation and confidence. Challenges exist in integrating CLT into Thai education, such as large class sizes and limited resources.

Third, Task-Based Language Teaching (TBLT) is an approach that centers on students completing meaningful tasks using English (Jaruteerapan, 2020; Wongdaeng, 2020). It promotes language learning through authentic, purposeful activities, stimulating critical thinking and problem-solving skills. TBLT encourages students to use English in a more natural context, enhancing their communicative abilities. On the downside, this implementation requires careful planning and is time-consuming, especially regarding assessment.

Fourth, Content-Based Instruction (CBI) involves integrating ETL with subject content (Vanichvasin, 2019; Phongploenpis, 2019). It aims to develop language skills while simultaneously teaching other academic disciplines. CBI allows students to acquire English in a contextually relevant manner, promoting interdisciplinary knowledge and language acquisition. Challenges of this method arise when teachers need more subject-specific English proficiency or when there is limited coordination between language and subject teachers.

Fifth, integrating technology in English language teaching has gained momentum in Thailand (Jaruteerapan, 2020; Ulla et al., 2020). Using multimedia, online resources, language learning apps, and virtual communication platforms offer students additional opportunities for

practice and exposure to English. Technology provides engaging and interactive learning environments, catering to different learning styles, while technology-enhanced language learning heavily relies on access to digital infrastructure which is the downside.

### **Educational Change and Reform**

The influential work of Fullan (2016): "*The Meaning of Educational Change*," and Tyack and Cuban (1995): "*Tinkering toward Utopia*," establish a theoretical framework for rethinking educational reform. These two literature sources will be analyzed to understand critical perspectives in educational reforms, including ETL methods, focused in this study.

Firstly, Tyack and Cuban provide a historical context for educational reform in the United States, allowing for a deeper understanding of the current teaching and learning methods within a broader framework. In contemporary studies, Fullan focuses on the meaning of educational change and its impact on individuals, providing a lens through which to examine the subjective reality of change for teachers.

Regarding the approach to change, Tyack and Cuban emphasize the concept of tinkering, which advocates for small and incremental changes to the existing system. The authors highlight the tension between idealistic aspirations and the gradualness of actual changes. At the same time, Fullan emphasizes the importance of intrinsic motivation, continuous improvement, and collective endeavors as drivers of effective change. This chapter also emphasizes the need for whole-system reform and establishing conditions for positive pressure.

Moreover, both literature sources evaluate utopian thinking in educational reform. Tyack and Cuban critically evaluate new methods, considering feasibility, practicality, and evidence-based practices, while Fullan acknowledges the subjective meaning of change and the

challenges teachers face. This evaluation promotes a critical perspective in this study in which the evaluation balances idealistic visions with practical considerations.

The change strategies proposed by Tyack and Cuban's concept of tinkering align with Fullan's emphasis on evidence-based innovation and a reflective mindset. The guidelines presented in Fullan provide practical insights for guiding the change process, such as focusing on ambitious goals, building capacity, ensuring transparency, and establishing accountability.

Furthermore, both literature sources emphasize a holistic view of educational reform. Tyack and Cuban highlight the complex interplay between purposes and processes of institutional change, emphasizing the need to consider broader societal and institutional dynamics. Fullan similarly emphasizes the importance of whole-system reform and collective endeavors, recognizing the significance of coherence and shared meaning in driving successful change.

To conclude, Fullan (2016) and Tyack; Cuban (1995) offer a critical perspective for investigating and rethinking ETL methods in HEIs. By incorporating historical context, evaluating utopian thinking, emphasizing incremental change and evidence-based practices, and considering the complex dynamics of educational reform, this theoretical framework provides a basis for the research thesis on educational development and reform.

### **Chapter III: Methodology**

In this study, a case study research method focused on qualitative data was employed to explore classroom dynamics and the impact of policies. Following the recommendation of Merriam & Tisdell (2015), case studies were chosen as an effective research design for conducting an in-depth descriptive study, allowing for exploring various experiences and perspectives that shed light on different aspects of the phenomenon. Thus, this study utilized a qualitative case study approach to explore the phenomenon of English Teaching and Learning (ETL) in prominent international and English programs within Thai higher education institutions (HEIs), aiming to uncover an advancement of improved ETL methodology. According to Lazard and McAvoy (2017), the researcher's reflexivity was reported to ensure data accuracy (see Appendix D, page 79); data triangulation was implemented by analyzing policy documents and conducting semi-structured interviews with educators and students.

#### **The Selection of the Case Studies**

Two case studies were conducted on higher education institutions (HEIs) in Thailand. The selection process prioritized information-oriented criteria, emphasizing the use of relevant and reliable information to drive the decision-making process. According to Flyvbjerg (2006), the information-oriented selection helps researchers prioritize the quality and depth of information over the number of cases studied. This study, therefore, focused on two leading international or English programs in Thai universities. By doing so, this approach allowed the researcher to gain a comprehensive understanding of current practices of ETL, address the specific needs of the educators and learners, and approach the advancement of ETL practices in the country. The cases were selected according to Times Higher Education; QS Top Universities

as the global university ranking systems, which indicated *university international ratio* ranks in 2023. Each ranking system applied distinct methodologies and data sources to access the international ratio and determine the quality and ranking of international universities. Times Higher Education (2022) system emphasized indicators of teaching, research, citations, international outlook, and industry income; gathered data from surveys, publicly available sources, and bibliometric databases, with a strong focus on reputation surveys among academics and employers.

In contrast, QS Top Universities (L, 2019) considered indicators such as academic and employer reputation, citations per faculty, and international faculty-and-student ratios. QS utilized surveys, publication database analysis, and data provided by universities for their rankings.

In doing so, the researcher could compare the data between rankings and indicators as assessed by Times Higher Education (2022) and QS Top Universities (L, 2019) to gain insight into the overall quality within the academic community and help make decisions about recruiting potential cases for a unified analysis of this study. Table 1 presents information on the case study selection and the ranking between Institution A and Institution B, included in the research study.

**Table 1**

*Case Study and Selection*

<b>Case Study</b>	<b>Source</b>	<b>International Ratio</b>	<b>National Rank</b>
<b>Institution A</b>	Times Higher Education	33	8
	QS Top Universities	1.9	7
<b>Institution B</b>	Times Higher Education	45.7	2
	QS Top Universities	5.4	1

Table 1 demonstrates data on the international and national rank of the universities according to two global ranking sources: Times Higher Education (2022) and QS Top Universities (2022). In comparing the internationalization levels of Institution A and Institution B, it is clear that Institution B outperforms Institution A. Institution A achieved a score of 33 in internationalization according to Times Higher Education, securing an eighth national ranking. However, in the QS Top Universities evaluation, Institution A received a lower international ratio score of 1.9, indicating relatively less internationalization. Nevertheless, Institution A holds a seventh solid national ranking in QS Top Universities.

On the other hand, Institution B exhibits a higher level of internationalization. With an international ratio score of 45.7 from Times Higher Education, Institution B demonstrates a more significant global presence and attains the second national ranking. Similarly, in the QS Top Universities ranking, Institution B obtains a higher international ratio score of 5.4, signifying a more substantial degree of internationalization than Institution A. Notably, Institution B holds the top national ranking in QS Top Universities.

Overall, this comparison underscores the superior internationalization achievements of Institution B over Institution A, as evident from their respective scores and rankings in both ranking systems.

### **Document Analysis: Sub-question I**

#### ***Procedure, Instrument, and Analysis***

The policy documents could be accessed through digital platforms (see reference lists in Appendix E). The university websites and the online policy databases were visited, where Institutions A and B provided a dedicated section and information about their policies and procedures. The search functions on the university's website were used with keywords such as

*policies, procedures, international policy, or academic quality assurance and strategic planning.* Contacting the administrative offices would provide guidelines and the last updated policy documents.

According to Flick (2014), analyzing written documents involves a systematic review and examination of policies, curricula, scholarly articles, and reports. The analysis aims to identify existing policies, strategies, and approaches employed, in the relevance to ETL. In this particular study, policy documents were analyzed to understand the educational trends and goals of ETL at specific institutions. The analyzing process in this study was conducted with the following steps. Firstly, collected documents were organized and categorized according to themes and topics, such as policy contexts, curriculum, teaching methods, and assessment in the relevance to English language sectors. Then, a thorough review and critical analysis of the document were conducted. This stage was revisited multiple times. Lastly, the essence of the information and comparative analysis across the policy documents of each institution and language sector was extracted and reported. In the final report, the data collected from the policy documents were then organized and presented in a comparative format within a table, presenting strategic statements: mottos, visions, missions, and positioning, as well as teaching and learning philosophies (as demonstrated in Table 4).

### **Semi-structured Interview: Sub-questions II and III**

The semi-structured interview method was utilized to address sub-questions II and III.

### ***Sampling Selection: Educator Participants***

Educators were recruited using purposeful criterion sampling (Palinkas et al., 2015): i. responsible for providing English classes for university students and ii. having working experiences at the institution for at least three years. Having interviews with these Educator

Participants allowed this study to gather a rich pool of experiences, insights, and perspectives, which informed the search for improvement in English language teaching methods. Emails of the potential participants published via the website were sent for the interview invitation. After the participants accepted the interview invitation, the interview consent form and information guidelines were sent (see Appendix A & B). As could be seen in Table 2, the participant identification was provided with an overview of the participant's demographics, which are relevant to their experience period, educational background, courses taught, and the language sector and department they are associated with in the respective institutions, indicating crucial information for understanding the characteristics and expertise of the educator participants involved in the case study.

**Table 2***Demography of Educator Participants*

Case Study	Educator Participant (EP) Number-Institution <sup>1</sup>	Background	Experience	Language Sector
<b>Institution A</b>	EP1-A	Academic and Business English Professor	10 years	Liberal Arts
	EP2-A	English, Rhetoric, and Linguistic Professor	15 years	Liberal Arts
	EP3-A	English and Intercultural Communication Professor	5 years	Liberal Arts
<b>Institution B</b>	EP4-B	English and Literary Analysis Professor	20 years	Humanities and Language Division International College
	EP5-B	English and Comparative Literature Professor	5 years	Humanities and Language Division, International College
	EP6-B	English Professor	5 years	Liberal Arts, Thai Program
	EP7-B	English Professor and Director of Liberal Arts	10 years	Liberal Arts, Thai and English Program

Note. **Table 2** *Demography of Educator Participants* presents information on the educator participants (EPs) from Institutions A and B, including their participant numbers, backgrounds, experience periods, and departments.

<sup>1</sup> English professors are identified using a unique identifier called "EPNo-Institution." (see. Table 2), presenting the specific participant number and Institution to which they belong. In Institution A, the Educator Participants are identified as EP1-A, EP2-A, and EP3-A. In Institution B, the Educator Participants are identified as EP4-B, EP5-B, EP6-B, and EP7-B.

***Sampling Selection: Student Participants***

Students were recruited using purposeful criterion sampling (Palinkas et al., 2015): students who had study experience in at least one English course or taught by the educators in this research; had studying experiences at Institution A or B for at least two years. Contacts of the potential participants could be approached via social media platforms: LinkedIn and Facebook public groups, where the students published their profiles and their personal contacts online. The interview invitations were sent to each participant; once receiving their acceptance, the interview consent and information guideline were sent via their contacts. As Table 3 *Demography of Student Participants* shows, a diverse range of students participated in this study.

**Table 3***Demography of Student Participants*

The Case Study	Student Participant (SP) Number-Institution <sup>2</sup>	Experience (Year)	Academic Background	Department
Institution A	SP1-A	4	Mechanical Engineering and Industrial Management	Engineering (English Programme)
	SP2-A	4	Marketing	Liberal Arts (International Programme)
	SP3-A	4	Business English Communication	Liberal Arts (International Programme)
Institution B	SP4-B	4	Pre-college, Computer Sciences; International Business	International College
	SP5-B	4	International Business	International College
	SP6-B	3	Environmental Sciences/ Biological Sciences	International College
	SP7-B	2	Chinese Studies	Liberal Arts (International Program)

*Note.* **Table 3** provides the demographic characteristics of the student participants in the study, including their academic background, experience, and academic divisions and departments they belong in Institutions A and B.

<sup>2</sup> Student participants are identified using a unique identifier format called "Student Participant (SP) Number-Institution." (see. Table 3). The table presents the SP numbers assigned to the participants from Institutions A and B. In Institution A, the student participants are labeled SP1-A, SP2-A, and SP3-A. In Institution B, the student participants are labeled SP4-B, SP5-B, SP6-B, and SP7-B.

### ***Data Collection***

Based on Brinkmann (2020), semi-structured interviews were conducted to gather rich and detailed information from participant perspectives while maintaining flexibility in the interview process. This approach allowed participants to express and share their thoughts, experiences, and perspectives, allowing the researcher to delve deeper into participants' narratives and create a holistic understanding of the topic of this study. The interview guidelines (see Appendix C) were implemented, including both general and specific questions, providing a framework for the interview while allowing for open-ended responses and follow-up questions. The interviews were conducted individually via an online platform, which the participants requested, and lasted approximately 45 minutes. Audio recordings were made during the interview under the consent of all participants.

### ***Data Analysis***

The researcher transcribed and translated the audio recordings of the interviews from Thai to English. The data were analyzed using thematic analysis following the open coding process, as outlined by Braun and Clarke's principle (2006). Thematic analysis was chosen as a flexible approach that suited the objectives of this study. The analysis involved six steps.

First, each interview transcript was thoroughly read for the researcher to familiarize with the information and identify patterns and themes. This step aimed to understand the data and uncover critical issues and trends. Second, initial coding was performed to investigate the data in detail and generate initial codes and labels. The step was used as follows. First by the researcher manually and later checking again through ATLAS.ti<sup>3</sup>. This stage captured important ideas and

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<sup>3</sup> ATLAS.ti accessible through RUG student account is a computer-assisted qualitative data analysis software program commonly used by researchers to manage and analyze qualitative data (ATLAS.ti, n.d.).

contexts within each interview transcript. Once initial codes were established, the third step involved searching for themes. The researcher looked for patterns, connections, and relationships across the initial codes, identifying similarities, differences, and recurring ideas. Potential themes were derived from this process. The fourth step involved reviewing and refining the identified themes, ensuring coherence and alignment with the data collection. Revisiting and combining themes were taken multiple times to enhance accuracy.

The next step in the process involved defining themes by providing concise explanations that accurately represented the collected data. Relevant data were extracted, organized, and supported by quotations. The data were then grouped according to each theme. The themes were analyzed and interpreted within the broader context of the study, exploring relationships, essence, and implications. Connections, variations, and intertwining between themes were identified during the analysis process. Finally, the findings of the thematic analysis were documented and reported, summarizing the themes and considering their implications to generate reliable and valid insights.

## **Chapter IV: Results**

### **IV.I. Policy-Document Analysis**

#### **Thailand's Educational Institutionalization**

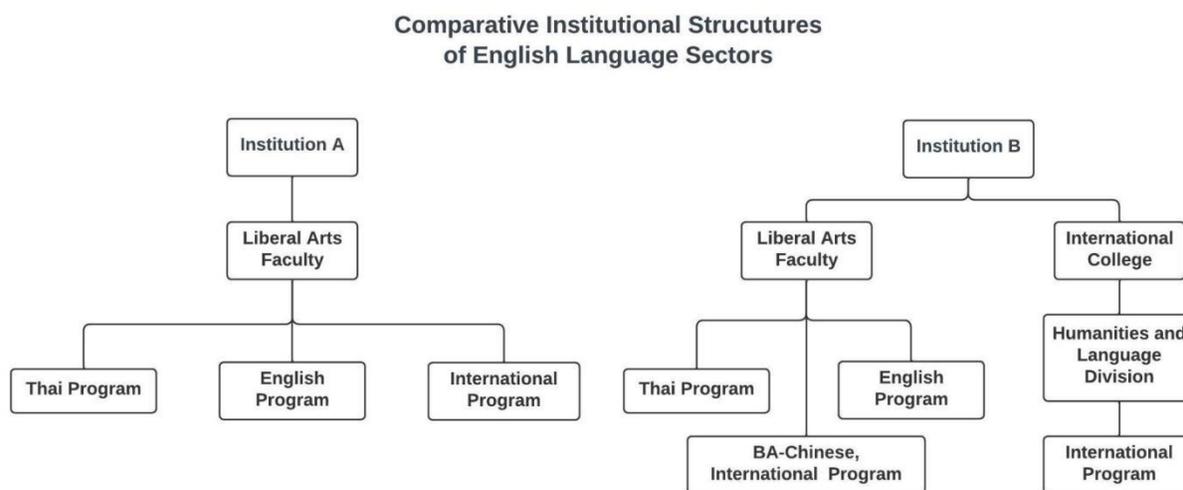
Before presenting the policy document analysis, it is crucial to understand educational institutionalization. This preliminary step briefly overviews organizational structure as a significant influence on ETL management and English lecturer affiliation.

In HEIs of Thailand, there are three distinctive programs that had different modes of instruction, organization, and target student populations, namely 'The Thai program,' 'The English program,' and 'International program.' The Thai program followed the national curriculum the Ministry of Education formulated and was taught in the Thai language. The English classes followed the same curriculum but were taught in English. On the other hand, the International Program implemented a globally focused curriculum, emphasizing English language proficiency and incorporating additional international components. The policy analysis revealed that while both institutions used the same terminologies, the organizational structures of the language divisions differed, as explained in the next paragraph.

#### ***Institutional Structures of Language Sectors***

At Institution A, the Liberal Arts Faculty centralized the ETL process, encompassing the coordination of all English courses across various programs: Thai, English, and International. Conversely, at Institution B, an international college, English language courses were under the purview of the Humanities and Language Division. The Thai and English programs fall within the jurisdiction of the Liberal Arts Faculty. One international study program, the Bachelor of Arts in Chinese, was associated with the Liberal Arts. The different teacher affiliations of

Institution B demonstrated a decentralized organizational structure at Institution B, where the language department operated autonomously within the broader framework of the institution.



*Note. Figure 1 Comparative Institutional Structures of English Language Sectors* represents the structure of two institutions (Institution A and Institution B) and their respective academic faculties and programs, specifically focusing on English language divisions.

### ***English Lecturer Affiliation***

In Institution A, all lecturers teaching English courses were affiliated with the Liberal Arts Faculty. On the other hand, the English teachers of Institution B in an international college were affiliated with the Humanities and Language Division. At the same time, the lecturers for the Thai and English programs belong to the Liberal Arts Faculty.

### ***Institutionalization between the Language Sectors***

According to Siegel & Leih (2018), strategic statements are essential in HEIs to help institutional members identify strategic direction to achieve academic and professional standards. This section presents a comparative analysis of the strategic statements: motto, mission, vision,

positioning, and teaching and learning philosophies between Institution A and Institution B (see table 4).

**Table 4***A Comparative Analysis: Institutionalization between the Language Sectors*

Case Study	Institution A		Institution B		
Strategic Statement	Central	Liberal Arts (Thai, English; International Program)	Central	Humanities and Language Division (International College)	Liberal Arts (Thai Program)
<b>Motto</b>	Our institution enjoys unrestricted liberty in all aspects.		Treat others the way you want to be treated.		
<b>Vision</b>	The People's World-Class University	An organization dedicated to fostering language self-learning through media and services.	Aiming to be among the top world-class universities.	Enriching lives, unlocking potentials, and shaping futures.	A language-learning organization that empowers individuals to learn languages through media and a range of services.
<b>Mission</b>	1. Enhancing Curriculum and Engagement for Workforce Development 2. Improving Infrastructure and Systems for Workforce Development 3. Advancing Research, Innovation, and Services for Society Improvement	1. Cultivating Wise and Ethical Graduates in Humanities and Social Sciences 2. Advancing Innovative and Impactful Research for Knowledge Creation 3. Committing to Public Service and Civic Engagement for Community Betterment	Achieving exceptional results in the fields of health, sciences, arts, and innovation, while upholding integrity, for the advancement of Thai society and the overall betterment of humanity.	Igniting Innovation, Unleashing Human Potential, and Pioneering Interdisciplinary Knowledge at the Intersection of Arts and Sciences, Globally Empowering Education, Research, and Services for Societal Advancement.	Empowering Language Learning and Fostering a Positive Mindset for Effective Communication and Lifelong Proficiency in Foreign Languages at our University.

	4. Promoting Collaboration for Future Partnership Enhancement	4. Nurturing Arts, Culture, and Heritage Studies for Promoting National Identity			
<b>Positioning</b>	Expanding Horizons, Cultivating Critical Skills: A Liberal Arts Degree Unleashes Potential for Effective Communication, Independent Thinking, Cultural Understanding, and Lifelong Learning.		The institution's faculty excels in both research and teaching, showcasing exceptional achievements in teaching, research, international academic collaboration, and professional services..	A prominent International Liberal Arts College.	A language learning center accessible to students, faculty, and staff, as well as external individuals seeking to enhance their language skills.
<b>Teaching &amp; Learning Philosophy</b>	[...] adheres to its guiding philosophy of upholding academic excellence, serving society, promoting arts and culture, advocating social equality and social justice, all within the principles of constitution and democracy.	1.1 Revitalizing the Curriculum for the 21st Century Education 1.2 Empowering Teachers as Knowledge and Research Leaders 1.3 Fostering Practical, Creative, Goal-Oriented Learning for the Common Good 1.4 Enhancing Student Activities and Engagement	Our primary focus is on educating learners, enabling them to achieve academic success through a learning-centered approach that emphasizes outcome-based education and constructivism.	Excellence, empathy, integrity, interculturalism	Engage, Empower, Excel: Interactive Teaching, Demonstrations, and Problem-Based Learning to Foster Critical Thinking, Skill Development, and Effective Communication.

*Note.* **Table 4** presents a comparative analysis of Institutions A and B in terms of their strategic statements, highlighting their similarities and differences in institutionalization. The data was made up of original quotes from institutional databases. (see reference lists in Appendix E).

### ***Institutional Strategic Statements***

Both institutions share similarities regarding their strategic statements, mottos, and visions. They both emphasize their commitment to academic excellence, social engagement and promoting arts and culture. However, they also have distinct differences in their missions, positioning and teaching-learning philosophies.

Institution A's mission highlights workforce development, while Institution B focuses on humanities, social sciences, public service, and national promotion. Institution B also places a strong emphasis on exceptional results in specific fields, such as Health, Sciences and Arts.

In terms of positioning, Institution A highlights the benefits of a Liberal Arts degree in terms of effective communication, independent thinking, cultural understanding and lifelong learning. On the other hand, Institution B positions itself as a prominent international Liberal Arts college focusing on language learning and proficiency.

Regarding teaching and learning philosophies, both institutions emphasize practical, goal-oriented learning for the common good. However, Institution A emphasizes empowering teachers as research leaders, while Institution B focuses on interactive teaching, demonstrations, problem-based learning, critical thinking, and skill development.

While both institutions prioritize academic excellence and societal impact, they have different areas of specialization and approaches to achieving their goals.

### ***English Competency Requirements***

As legally required by the Ministry of Education, Thailand, the Average Entrance score of Institutions A and B requires English proficiency equivalent to CEFR B2: an IELTS score of at least 6.0 and a TOEFL score of at least 500 (Office of the Education Council, 2017).

In summary, the document analysis revealed that the language sectors between Institutions A and B share some similarities but also have distinctive differences. Both institutions have language sectors within their organizational structures, offering Thai, English, and International Programs. They emphasize the importance of language learning and self-improvement through media and services. Additionally, both institutions have strategic statements prioritizing academic excellence, social engagement, and promoting arts and culture. They differ in their specific missions and positioning. Institution A focuses on workforce development whereas Institution B emphasizes pioneering interdisciplinary knowledge at the intersection of Arts and Sciences and professional services. Moreover, their teaching and learning philosophies vary, with Institution A emphasizing research leadership and Institution B focusing on interactive teaching and critical thinking. These similarities and differences highlight the distinctive approaches and priorities of the language sectors in each institution and inform improving ETL methods by identifying strategies from both institutions' language sectors, incorporating language development into academic and social contexts, tailoring approaches to meet specific institutional missions, and adopting a range of teaching and learning philosophies to enhance language proficiency among students.

## IV.II. Educators' Teaching Experiences

### English Language Policies and Curricula

Most Educator Participants<sup>4</sup> acknowledged the national requirement of the English language proficiency and institutional policies and applied them to their ETL classes. All Educator Participants of Institution A advocated for their institutional policy which promoted 'liberty and freedom in learning' while also emphasizing the importance of academic and professional writing skills, critical thinking, and an equitable learning environment. As EP1-A and EP3-A shared their thoughts:

I placed ... an emphasis on liberal values in the educational settings (EP1-A).

I advocate for giving students the liberty to choose their own topics and promote context-free and individual-free classes (EP2-A).

All members here, including students, focus on expressing, thinking, and speaking up, such as when they disagree with me (EP3-A)

Most educators from Institution B ensured that their English curriculum development aligned with international frameworks. As stressed by EP4-B, the incorporation of Sustainable Development Goals (SDGs) within the classroom context,

My Institution has a well-structured English program aligned with national policies. The curriculum does not explicitly focus on SDGs but aims to support the values expressed in the SDGs (EP4-B).

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<sup>4</sup> English Professor Participants are identified using a unique identifier called "Educator Participant (EP) No." (see. Table 2, p.22), presenting the EP numbers assigned to the participants from Institutions A and B. In Institution A, the educator participants are labeled as EP1-A, EP2-A, and EP3-A. In Institution B, the educator participants are labeled as EP4-B, EP5-B, EP6-B, and EP7-B.

On the one hand, EP5-B mentioned specific English education policies, such as language proficiency requirements for admission and course structures in academic and professional English classes:

The faculty has specific English education policies in place, including language proficiency requirements for admission, structured courses in academic writing and public speaking, and higher-level English communications courses. I adhere to these policies in my teaching methods and curriculum development (EP5-B).

Additionally, EP7-B highlighted the importance of aligning with international policies to meet the demands of internal and external stakeholders, mentioning the challenges in policy action and implementation related to curriculum development. As the following quotes demonstrate:

The approach to curriculum development emphasizes setting specific learning outcomes and aligning them with stakeholders' needs, including the labor market and society. Utilizing criteria and guidelines, such as AUNQA<sup>5</sup> 4.0, to ensure education quality, assess student performance, evaluate teaching strategies, and improve the curriculum continually (EP7-B).

EP6-B in Thai program addressed internal policies and organizational structures, explicitly calling for a more practical approach in curriculum design and for collaboration:

I would stress on problems of internal policies and organizational structures ... the desire for improved communication and collaboration among educators, management, and policymakers... important one, shift towards a more practical and application-based approach in curriculum design (EP6-B).

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<sup>5</sup> The ASEAN University Network-Quality Assurance (ASEAN University Network, 2023).

## **English Teaching Methods**

All Educator Participants agreed that it was important to focus on what their students need. They thought about the differences between students: their abilities, personal backgrounds and interests. Each participant designed learning activities outside of regular class time as the strategies to meet individual interests and needs whereas they used their own way of teaching and using ETL methods:

### ***Practical Application and Real-life Communication Methods***

Five participants prioritized practical communication skills in their English classes. To begin with, EP1-A stated that:

I focus on practical application and real-life communication skills, with an emphasis on individual consultation and feedback, as well as the use of learning materials and student engagement (EP1-A).

EP2-A and EP3-A show that both of them also prioritize the enhancement of critical thinking and self-awareness through content-based and skill-based learning activities. EP3-A incorporated an individual approach by promoting research projects and contributing intercultural communication knowledge, while EP2-A incorporated individual and group approaches by organizing speaking, group work, and individual activities:

Understanding each student's background and interest first. For example, for BBA students, what English knowledge and skill will be used in their studies or further career? .. this case we design group negotiations, write proposals, and pitch point presentations. For Liberal Arts, students learn English for writing poetry, and academic conventions (EP2-A).

My classes prioritized critical thinking, self-awareness, and practical application while considering students' backgrounds and interests. Students work on research projects on intercultural communication (EP3-A).

EP4-B adopted a learner-centred approach by encouraging small group discussions and paying attention to students' cultural backgrounds and motivation as well as global awareness.

I adopt a learner-centred approach, encourage small group discussions, and pay attention to cultural backgrounds and motivation (EP4-B).

EP5-B designed the curriculum based on student outcomes, focusing on academic and professional English skills and aligning with the faculty policy while designing the class activities for practical skills:

I must abide by that program's policies; that when I teach academic essay writing, I must ensure that the students learn the established structure for an academic essay so that they can write proper essays not only for that course but for their other courses. I included language skills among the learner outcomes... involve student presentations in English (EP5-B).

Lastly while using an outcome-based education and policies, EP7-B integrated global education and critical skills:

Aim to align educational practices with desired learning outcomes and emphasize the importance of constructivist teaching approaches that encourage active global participation and critical thinking (EP7-B).

### ***Blending Communicative, Contented-based and Task-based Learning Methods***

Besides, some educator participants combined content-based learning, communicative language teaching and task-based language teaching. Considering the statement as follows:

The teaching .. relies on a textbook, ... covering vocabulary and grammar. I also try to incorporate students' interests ... by choosing topics that are relevant to their interests, such as hobbies or travel, which I aim to engage students and make the content more meaningful (EP5-B).

One educator participant mentioned the I-Plus-One as the technique to meet students' interests; English language contents and communication skills.

*I-plus-one* cooperates in learning outcomes. *I* students learn basic knowledge/ theories about the subjects; *One* focuses on the student's background and interests. For example, *I* students remember and understand English knowledge; *One* of the students applies that knowledge to their own interests-major. (EP2-A).

### **Challenges in English Language Classes and Teaching Strategies**

The challenges faced in English classes include communication challenges, cultural barriers and student engagement. Whilst stressing these challenges, most introduced their teaching strategies. EP1-A created a class environment that supported independent topic selection and communication requirements, aiming to increase student engagement:

Some students with low English proficiency may initially find making presentations challenging. However, the class environment, independent topic selection, and communication requirements help students engage and communicate effectively in English (EP1-A).

EP3-A faced challenges in English pronunciation skills. To address this challenge, the educator provided open speaking activities to foster students' speaking experiences:

In my class, English communication and pronunciation happened only in individual students' cases. The nature of my class focused on developing speaking skills through discussions and activities... fluency over accuracy, and encouraging students to practice speaking English without fear of making mistakes (EP3-A).

While EP4-B introduced the concept of building a safe environment in the classroom to overcome cultural barriers, the educator noticed that Thai students often felt restricted in expressing themselves due to cultural expectations of demonstrating high respect in the classroom:

The cultural context of Thai students, feeling restricted in expressing themselves due to the expectation of demonstrating high levels of respect in the classroom. My English classes offer an opportunity to experience different values and a more open environment, promoting self-expression (EP4-B).

### **Key Areas of Improvement**

All educators acknowledged the need to improve their educational practices to create a more effective and inclusive learning environment, however, they have diverse perspectives on further improvement. To begin with, EP1-A emphasized the incorporation of liberal values:

I placed a strong emphasis on teaching academic writing skills and identified an emphasis on liberal values in the educational context (EP1-A).

While directing attention to educational inequalities, EP2 proposed the integration of students' characteristics and qualities into the existing curriculum and policies, aiming to foster an equal education that promotes freedom and liberty in the process of learning.

Increases efforts on addressing educational disparities and promoting critical thinking among students ... to create an equitable learning environment that fostered critical thinking skills to empower students. The further policy should emphasize the characteristics and qualities of students that can contribute to a better society and world. I suggest (EP2-A).

EP3-A recommended personalized teaching methods and learner-centred:

English teachers should have personalized teaching methods based on individual skills. Recognizing the diverse learning needs of students in order to accommodate and nurture the individual abilities and strengths of each student (EP3-A).

EP4-B suggested creating a safe environment for students' well-being development:

The institution should better promote the significance of emotional well-being and provide a nurturing space for students to share their thoughts and ideas without fear of judgment or criticism (EP4-B).

EP5-B highlighted meeting students' needs to approach academic qualities and outcomes:

Meeting students' needs is important ... this institution should provide a comprehensive and quality education that maintains its standing in the international educational landscape (EP5-B).

EP6-B recommended promoting applicable learning experiences:

Enhancing the curriculum, promoting a more hands-on and applicable learning experience for students (EP6-B).

Lastly, EP7-B emphasized the integration of general skills in English classes to prepare students outside college life:

General skills are the fundamental teaching approach for English education quality. The Institution should aim to align the educational practices and ensure a holistic education that prepares students for various aspects of life beyond the classroom (EP7-B).

In conclusion, educators of Institution A and Institution B prioritize national and institutional policies in their English language classes. Institution A focuses on liberty, academic writing, critical thinking, and an equitable learning environment, while Institution B emphasizes SDG integration and aligns with international frameworks. They recognize the importance of language proficiency requirements, structured courses, and stakeholder alignment. The educators in both institutions adopt student-centred approaches, considering individual needs, backgrounds, and interests. They utilize diverse teaching methods, including practical application and real-life communication skills, blending communicative, content-based, and task-based learning. Strategies like independent topic selection, intercultural activities, and a supportive environment are employed to address challenges such as communication difficulties, cultural barriers, and student engagement. Furthermore, the educators identify areas for improvement, including incorporating liberal values, addressing educational disparities, promoting personalized and learner-centred methods, creating safe and supportive environments, meeting students' needs, facilitating applicable learning experiences, and integrating general life skills.

### III. Students' Learning Experiences and Areas of Improvement

#### The Importance of Learning English in HEIs

The student participants<sup>6</sup> perceived the importance of English classes in several ways. SP1-A emphasized the necessity of academic writing skills for fulfilling academic obligations:

Academic writing is seen as necessary for meeting academic requirements developing strong writing skills is essential for fulfilling these obligations and demonstrating proficiency in the subject matter. (SP1-A).

SP2-A highlighted the importance of English in everyday business activities:

The importance of language includes English for everyday living, especially in business activities.... engaging in discussions, debates, analyzing movie scenes, and practicing negotiation. These activities helped me in improving communication skills, particularly ... negotiation techniques (SP2-A).

While SP3-A, SP4-B, and SP7-B recognized the emphasis placed on English proficiency in entrance exams and course requirements. They mentioned that English language skills are necessary to meet these requirements and develop specific skills, such as writing citations and references:

My English proficiency test score above 700 reached the requirement here. English skills are important for my academic pursuits and serve as a common language for communication and interaction among diverse students (SP3-A).

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<sup>6</sup> Student participants are identified using a unique identifier format called "Student Participant (SP) Number-Institution." (see. Table 3, page 24). In Institution A, the student participants are labeled as SP1-A, SP2-A, and SP3-A. In Institution B, the student participants are labeled as SP4-B, SP5-B, SP6-B, and SP7-B.

English language proficiency is necessary for undergraduate admission and graduate requirements (SP4-B).

Having English proficiency, which I believed would be useful for my studies and future career (SP7-B).

SP4-B and SP5-B acknowledged practical settings and the importance of English communication skills, such as public speaking and business presentations. These skills were useful for professional contexts and practical application in business and international networking:

English language proficiency and the development of specific skills such as writing citations and references are important in practical settings such as public speaking and business presentations (SP4-B).

English proficiency is essential for academic success, establishing professional connections, practical application in business contexts, and navigating an international environment enables effective communication and opens doors to various opportunities (SP5-B).

While acknowledging the importance of English communication in academic and professional settings, SP6-B mentioned learning the language enlarges understanding of cultures.

The significance of English as a means of academic and professional communication, broadening knowledge and cultural understanding, and facilitating personal and professional development. (SP6-B).

### **Positive Learning Experiences**

The students had positive learning experiences in their English Classes through various means.

#### ***Practical Communication Skills and Communicative Activities***

SP1-A and SP2-A appreciated class characteristics around practical communication skills and communicative activities. As the following quotes show:

The English classes had practical communication activities, providing clear learning outcomes, and offering support for professional English skills (EP1-A).

Experienced in engaging in discussions, and debates, analyzing movie scenes, and practicing negotiation.. helped me in improve my communication skills, particularly in terms of argumentation, critical thinking, and negotiation techniques (SP2-A).

#### ***Assessments and Assignments***

Most students provided feedback on the assessment methods in their English classes, expressing a preference for diverse assessment types such as individual assignments and research projects. They valued receiving detailed feedback through individual meetings, recognizing assessments as valuable for evaluating their academic and career prospects, and improving their English communication skills. Considering statements below:

There are individual assignments and feedback from professors, research marketing, and research projects. I appreciated the professor's detailed feedback and individual meetings (SP2-A).

Feedback for learning is necessary for improvement and I would suggest that the rubric should focus on individual backgrounds when assessing students' English levels (SP6-B).

While the assessment methods provided targeted various language skills, SP4-B mentioned the preference for fair assessments and feedback mechanisms; found the grading system influenced student motivation:

I prefer a scale-based grading system such as A-F or 4.0-1.0 over a pass/fail criteria as it seems fair for those who put in the high effort and as a tool to motivate me to study hard and make distinctive progress (SP4-B).

In contrast, SP5-B preferred pass/fail criteria:

I promoted the pass/fail system since A-F grades affect the state of mind. For example, people who are stressed with studying, .... Most had the matter of a divide between good and poor skills, based on grading A/F (SP5-B).

### ***Course Benefits and Skill Achievements***

SP1-A and SP4-B shared similar ideas in which they mentioned the development of English for academic and professional purposes. SP1-A specifically mentioned the usefulness of speaking presentations and simulating job interviews:

Years 3-4 found the courses more practical, helping me develop English skills for real-life communication, such as writing resume and job-interview (SP1-A).

SP4-B emphasized the usefulness of the English courses in developing skills: academic writing, citation references and reports, as the student could use them in their relevance to current and further studies.

The course focuses on writing citation references and academic reports, which are essential skills for all subjects. Learning how to write citations and references professionally really benefits me in my academic journey (SP4-B).

SP5-B referred to persuasive and argumentative writing skills, as well as becoming more aware of body language and formal presentation techniques:

I think I developed speaking and listening skills, writing skills in persuasive and argumentative writing, improving my presentation skills, and becoming more aware of body language and formal presentation techniques (SP5-B).

The other four students presented different ideas. SP2-A discussed the benefits of studying in the international program, improving English communication skills and other broader benefits:

The studies ... have resulted in achieved English communication skills, interdisciplinary knowledge, analytical and negotiation skills, cultural understanding, and the application of psychological knowledge in communication-related tasks (SP2-A).

SP3-A talked about working in an international environment and the personal growth gained from facing pressure and setting self-imposed tasks and deadlines:

I could work in an international environment... it helped me to think like a process to make work done or achieve a goal; had life responsibilities. It had been pressure but ... I learned many things from the struggle. I always set tasks I need to achieve and set the deadline myself (SP3-A).

SP6-B highlighted a broader view of skills development from English classes:

These English communication courses helped me improve my writing, critical thinking, research, public speaking, and literary analysis skills, which will undoubtedly benefit my academic and professional pursuits (SP6-B).

### **Key Areas of Improvement**

SP1-A and SP4-B shared similar ideas regarding the alignment of English classes with specific fields of study.

I would suggest that the English classes at the university engineering department should focus on communication and practical skills relevant to engineering fields, such as scientific lab writing and academic report writing (SP1-A).

SP4-B emphasized aligning English course content with the field of study:

The English class activity should be aligning course content with the field of study, and ensure the relevance of the course content (SP4-B).

Other student participants presented unique suggestions and areas of improvement, while SP2-A focused on different aspects such as interactive and communicative activities:

I would suggest that the English classes at the Engineering department should focus on communication and practical skills relevant to engineering fields, such as scientific lab writing and academic report writing (SP2-A).

SP3-A addressed social gaps and promoted student expression:

No specific areas for improvement were mentioned related to language classes or education, but I think we should solve social gaps, reform the perception of university purposes, and promote student expression on political issues (SP3-A).

SP5-B suggested incorporating practical application and promoting cultural diversity:

The college should focus on academic English skills, incorporating practical application, diversifying class assessments, promoting cultural diversity, and enhancing collaboration skills (SP5-B).

SP6-B desired to have basic English in the English classes:

I would like to focus on improving vocabulary and knowledge of idiomatic expressions, refining pronunciation and intonation, strengthening grammar skills, and becoming more confident in discussions (SP6-A).

Lastly, SP7-B highlighted the challenge of the International Chinese study program in Liberal Arts using Thai curricula that did not meet tuition fee and skill achievement expectations.

I feel disappointed that the teaching method in the international program does not match the tuition fee I paid, as we are learning in a similar way to the students in the Thai program, who pay a much lower tuition fee than we do (SP7-B).

## Negative Learning Experiences and Suggestions

SP1-A, SP2-A, SP4-B, and SP6-B mentioned challenges related to language proficiency, such as understanding accents, communication difficulties, and improving language skills for specific purposes.

I faced challenges understanding professors with Thai accents, limited communication with some professors, and the lack of feedback or explanations for exam results (SP1-A).

I encountered challenges in adapting to different communication styles in the program and improving the language skills required for effective communication in business contexts (SP2-A).

I faced challenges with the language barrier, workload management, time management, online learning adaptation, and limited face-to-face interaction. I would like to focus on improving my vocabulary and knowledge of idiomatic expressions, refining pronunciation and intonation, strengthening grammar skills, and becoming more confident in discussions (SP6-B).

SP4-B and SP5-B mentioned the misalignment of course content with their field of study and emphasized the importance of aligning it to ensure relevance. SP4-B expressed a desire for more feedback, explanations for exam results, and individual feedback on written assignments:

I encountered challenges in using English for new purposes or in new contexts, mastering specific language skills for specific tasks, and receiving detailed feedback on my writing.

I also felt a misalignment between some English courses and their field of study (SP4-B).

I faced challenges with academic writing, grammar, online learning adaptation, and the mismatch of interests in specific English courses (SP5-B).

SP7-B was disappointed with the teaching style in English class.

For this course, the program is new and has just opened, using a mix of Chinese, English, and Thai while speaking. However, if the lecturer is a Thai person, they speak Thai a lot, which is disappointing as it does not meet my expectations for an international program (SP7-B).

## **Institutional Culture and Value**

### ***Liberalism***

Although all three students from Institution A touched upon the university's values on liberalism in the learning process and expressed concerns and suggestions related to the concept, SP3-A focused on addressing social gaps and promoting student expression on political issues sets them apart from the other two students:

The university community truly values liberal and diverse, however, as in my major, I think we should solve social gaps, reforming the perception of university purposes, and promoting student expression on political issues (SP3-A).

The other two student participants highlighted the importance of freedom of expression and inclusivity in the classroom and academic settings. SP1-A expressed concern about certain English teachers deviating from the liberal values which the teacher restricted students' access to exam feedback:

I was concerned about certain English teachers in the second year who seemed to deviate from the liberal values of the university. The teacher restricted students from accessing their exam feedback, which was perceived as contradictory to the principles of liberalism. This confused me, regarding the culture and concept of my university (SP1-A).

SP2-A emphasized the value of openness, inclusivity, and respect for diverse opinions in the academic environment:

We here value openness, inclusivity and the respect for diverse perspectives within the academic environment (SP2-A).

### *Internationalism*

All students' perspectives highlight the presence of an international environment within their institutions. Students from Institution A emphasized the diversity of student backgrounds from different countries. Considering the statements below:

The program is international. There is a diverse student body consisting of students from different countries. The program attracts students from various cultural backgrounds, fostering an international community within the academic setting (SP1-A).

The use of English as the main language of instruction in the faculty, creating an English-speaking environment and international atmosphere (SP2-A).

In contrast, all student participants of Institution B perceived internationalization as exposure to various cultures and international settings. Anticipating improved international skills, SP4-B opted to enroll at Institution B due to its renowned status as a top international university in the country.

I decided to choose Institution B based on its reputation as one of the top international universities in the country. I feel a good fit within the international mindset society (SP4-B).

SP5-B mentioned that having international students from abroad fosters diversity and creates an international environment.

Students here come from various backgrounds and international schools from other countries such as New Zealand and the UK. This diversity makes here an international environment (SP5-B).

SP6-B with a similar thought to SP4 and SP5 provided more specific details about the impact of an international environment on their learning and personal growth:

Here provided a valuable opportunity with the international environment. Interacting and collaborating with peers from diverse cultural backgrounds enriched my learning experience, understanding of global issues, and fostering cultural sensitivity (SP6-B).

Lastly, SP7-B acknowledged the international environment where the people used English as a main language:

I chose to enroll in this international program with the expectation of gaining language proficiency in English (SP7-B).

In conclusion, the data analysis underscores the importance of learning English for students, encompassing academics, practical communication, exams, and international settings. English proficiency is crucial for academic success, professional connections, and diverse opportunities. However, the analysis also reveals challenges like language difficulties, social engagement issues, misaligned course content and international program, writing and grammar problems and speaking in new contexts and environments. Proposed improvements include aligning English classes with specific fields, incorporating practical application and cultural diversity, addressing social gaps, promoting student expression, enhancing communication skills, and ensuring international standards. On a positive note, students reported gains in communication skills, assessments, language development, and overall proficiency. They stressed the value of feedback and relevant course content for their academic and career pursuits. These student perspectives reflect a liberal and international institutional culture that prioritizes freedom of expression, inclusivity, and an enriching multicultural environment.

## Chapter V: Conclusion and Discussion

In this research, we have explored methods to enhance English Teaching and Learning (ETL) in Higher Education Institutions (HEIs), with the goal of enabling students to achieve mastery in English proficiency for academic and professional pursuits. The factors that influence ETL methods in HEIs will be discussed through three research sub-questions:

**Sub-question I** focused on national and institutional policies that impact English language teaching and learning in HEIs in Thailand. The analysis revealed that Institutions A and B share a common focus on self-learning language education and promoting effective communication skills. However, they differ in terms of organizational structure and strategic direction. Institution A operated within a centralized structure and aligns its language department with broader institutional objectives while Institution B operated within a more decentralized structure and emphasized the cultivation of wise and ethical graduates in the Humanities and Social Sciences. These findings indicated that national and institutional policies significantly shaped the ETL approaches in HEIs. In terms of the national policy the institutions follow the English proficiency requirements, namely CEFR-B2 while the institutional policies influence individual teaching methods, such as adapting student-centered learning approaches and promoting liberal values in the learning process.

**Sub-question II** examined the teaching experiences of educators and the improvements they proposed. All educators acknowledged the importance of national and institutional policies in their ETL classes. They adopt student-centered approaches, employing diverse teaching methods and strategies to address challenges such as communication difficulties, cultural barriers, and student engagement. They proposed improvements that encompass incorporating liberal values in the learning process and inclusivity, promoting personalized and learner-centred

methods, creating supportive learning environments, and integrating general life skills into the curriculum. These insights highlight the importance of continuous professional development for educators and the need to align teaching practices with evolving educational goals.

**Sub-question III** focused on the learning experiences of students and their perspectives on the improvements in their English classes. The analysis revealed that students recognized the significance of learning English for their academic success, professional connections, and access to diverse opportunities. However, they faced challenges such as language difficulties, social engagement issues, and misaligned course content. To address these challenges, students proposed improvements that include aligning English classes with specific fields of study, incorporating practical application and cultural diversity, addressing social gaps, enhancing communication skills, and ensuring adherence to international standards. The students' perspectives emphasize the value of feedback, relevant course content, and a liberal and international institutional culture that promotes freedom of expression, inclusivity, and a multicultural environment.

This results can draw enhancing ETL methods. Firstly, improving ETL methods in HEIs requires a holistic approach that considers national and institutional policies, educators' teaching experiences, and students' learning experiences. Secondly, student-centered approaches, diverse teaching methods, and strategies that address challenges play a crucial role in enhancing English language teaching and learning. Thirdly, incorporating liberal values, promoting personalized and learner-centered methods, and creating supportive and inclusive learning environments are essential for students' academic and professional development.

## **Theoretical Reflections**

### ***Educational Change and Reform***

The findings of the study align with the theoretical frameworks of Fullan (2016) and Tyack & Cuban (1995).

Firstly, the findings support incremental change, which is a concept advocated by Tyack and Cuban. This aligns with their perspective that change in education should be gradual and built upon existing practices. The study's findings emphasize the need for continuous professional development and the use of diverse teaching methods, both of which reflect the idea of incremental change.

Secondly, both Fullan and Tyack & Cuban emphasize the importance of evidence-based practices. The study's findings promote student-centered approaches and inclusive learning environments, which are supported by research and evidence. This alignment demonstrates the researchers' commitment to using evidence to inform their recommendations, in line with the frameworks' emphasis on evidence-based practices.

Thirdly, the findings align with Fullan's holistic view of reform. Fullan emphasizes the consideration of the institutional context and the need to address broader objectives and student needs. The study's recommendations take into account the institutional context and propose actions that align with broader objectives and student needs, thereby aligning with Fullan's perspective on reform.

Lastly, the study's findings also reflect practical considerations, which is a shared emphasis in both frameworks. Fullan (2016) and Tyack & Cuban (1995) highlight the importance of practicality and feasibility in educational reforms. The study's recommendations

take into account practical considerations, suggesting actions that are feasible and can be implemented in real-world contexts.

### ***Global Englishes and Standard English***

The information provided in the study focuses on enhancing English language teaching and learning methods in Higher Educational Institutions (HEIs) in Thailand. While the students do not explicitly mention Global Englishes and Standard English, some aspects of the findings can be applied to these concepts in the following:

**National Policy and Regulations.** The study highlights the policies that influence the overall culture of a learning environment and shape educators' approaches to teaching and learning. Regarding Global Englishes, policies that promote inclusivity and multiculturalism can create an environment where different varieties of English are accepted and valued alongside Standard English, namely CEFR B2 and academic citations.

**Educator Teaching Experiences.** The study emphasizes the significance of educators' personalized teaching approaches and learner-centered methods. This approach recognizes the importance of catering to individual interests and considering students' diverse backgrounds, aligning with Global Englishes principles. Educators in this study employ various methods, including Communicative Language Teaching and Task-based language learning, to facilitate language acquisition and meet the unique requirements of students in different contexts. This pedagogical diversity is used among educators to accommodate different varieties of English and promote language flexibility.

**Student Learning Experiences.** While the students do not explicitly mention Global Englishes or Standard English in teaching and learning experiences, some elements leave implications regarding both approaches. Global Englishes promote an engaging and supportive

environment, varied teaching methods, and authentic materials which expose students to different varieties of English and develop their language flexibility. Standard English enables students to have clear communication for academic and professional purposes. In short, Global Englishes and Standard English are significant in English courses implemented in Higher Education Institutions. While Global Englishes promote language flexibility and diverse varieties of English, Standard Englishes prepares the necessary skills for communication in academic and professional settings.

### **Summary: Enhancing Teaching and Learning Methods**

The findings suggested improving English Teaching and Learning methods in HEIs in Thailand (see Figure 2) which underscored the impact of national and institutional policies on ETL methods, the significance of student-centered pedagogy, and the importance of inclusive and supportive learning environments. Improving ETL methods requires a comprehensive approach considering policies, educators' experiences, and students' needs and participations. Student-centered pedagogy is introduced to increase student engagement. Inclusive and supportive learning environments are also essential for fostering students' development in communicative skills. Another important dimension is aligning language sectors with institutional objectives, promoting diverse teaching methods, and integrating practical application and cultural diversity into the curriculum.

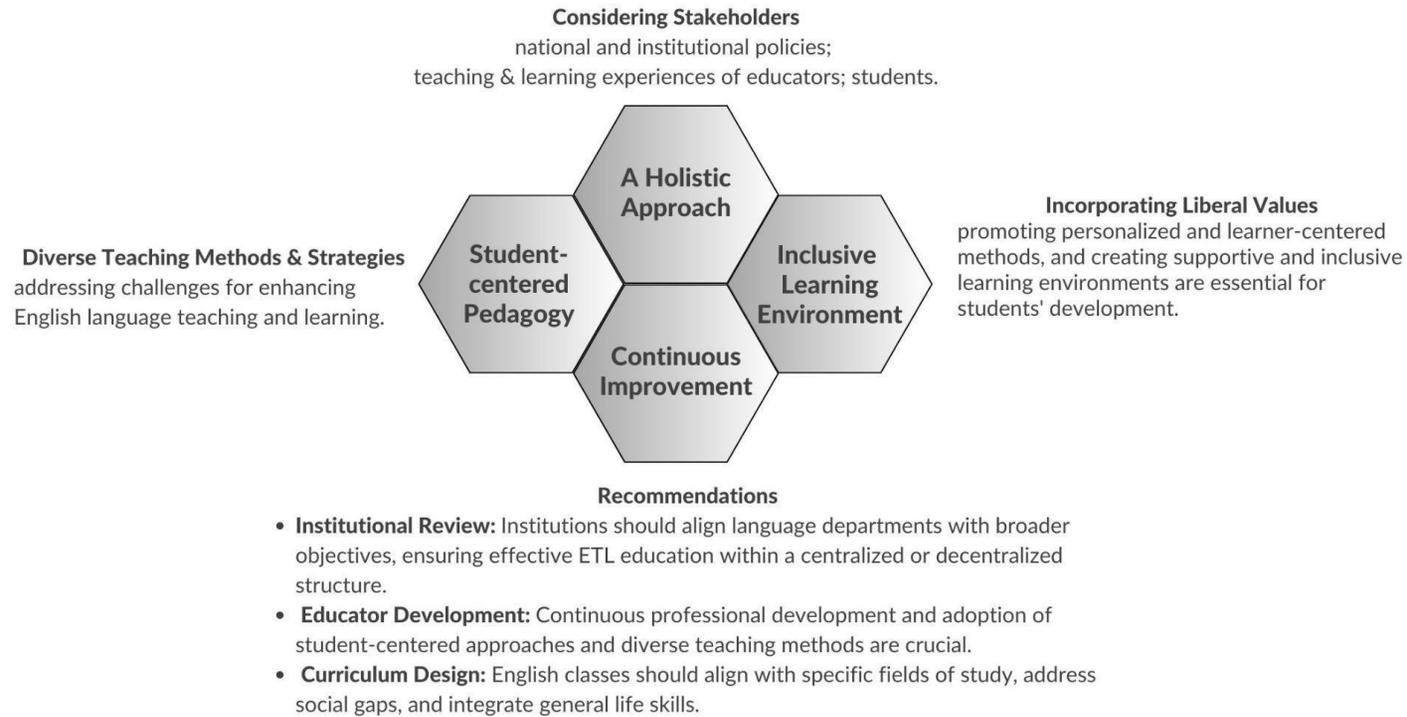
The findings also emphasized on continuous professional development, evidence-based practices, and practicality, aligning with educational development and reform theories. The aspects of Global English and Standard English are highlighted to foster recognition of linguistic diversity and the importance of clear communication for academic-professional purposes.

To conclude, this study provides insights into English Teaching and Learning methods in HEIs in Thailand and the pedagogical framework that assists in enhancing ETL methods for English language proficiency and students' academic and professional development. Ultimately, I hope this study will benefit the ongoing efforts to improve ETL methods in HEIs and pave the way through a specific scale; will reinforces the understanding that English language proficiency is not achieved through a single endpoint but requires ongoing learning, practice and implementation.

*Learning English language is a journey, not a destination.*

## A Pedagogical Framework: Enhancing English Teaching & Learning Methods

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### Theoretical Reflections:

- **Educational Development and Reform:** The study aligns with Fullan and Tyack & Cuban's frameworks, emphasizing the need for continuous professional development, evidence-based practices, and a holistic approach to reform.
- **Global Englishes and Standard English:** While not explicitly mentioned, the study addresses elements related to Global Englishes and Standard English, such as national policies promoting inclusivity and multiculturalism, personalized teaching approaches, and accommodating different varieties of English.

Note. The theoretical reflections section briefly summarizes the alignment of the study's findings with Fullan and Tyack & Cuban's frameworks. The key findings and conclusions section highlights the main conclusions drawn from the research, emphasizing the importance of a holistic approach, student-centered approaches, and inclusive learning environments. The recommendations section outlines specific actions to improve ETL methods in HEIs. The figure title indicates that the framework focuses on enhancing English teaching and learning methods for academic and professional development.

**Figure 2** A Pedagogical Framework: Enhancing English Teaching and Learning Methods

### ***Methodological Reflections***

In this study, the research design was straightforward, focusing on an in-depth exploration of a specific phenomenon. To ensure a representative sample, purposive sampling was employed, allowing for the inclusion of diverse perspectives. Multiple data collection methods, including document analysis and interviews, were utilized to capture a comprehensive view of the phenomenon under study. Rigorous data analysis techniques, such as thematic analysis through self-analysis and ATLAS.ti checking, were employed to maintain objectivity and validity.

Despite the rigorous methodology, this qualitative study acknowledges limitations inherent to its approach and specific context. Methodological reflections draw upon the frameworks of Flyvbjerg (2006) and Merriam and Tisdell (2015).

To address these concerns, the study prioritized interview objectivity, clear instructions, and participant confidentiality, fostering an environment conducive to the genuine sharing of experiences. The selection of the case study methodology aligned with Merriam and Tisdell's recommendation to justify the research approach and consider its nuances, enabling a comprehensive understanding of ETL in HEIs.

Flyvbjerg (2006) highlights reflexivity and self-awareness in qualitative research. The researcher maintained a reflexive report, highlighting potential biases (see Appendix D). This practice aimed to enhance transparency and minimize the researcher's subjectivity. Due to contextual variations, the study acknowledges limited generalizability of its findings to other educational contexts. Rigorous data analysis procedures: repeated thematic analysis and cross-verification through ATLAS.ti were implemented to mitigate confirmation bias and enhance objectivity and validity.

### ***Recommendations for Further Research***

- ❖ **Comparative Analysis:** Compare ETL methods in HEIs across different countries/regions to identify effective practices and areas for improvement adaptable to the Thai context.
- ❖ **Teacher Training and Development:** Develop and evaluate training programs for HEI educators to enhance teaching practices. Investigate the impact of initiatives: workshops, mentoring, and peer collaboration on teaching quality and pedagogy.
- ❖ **Learner Autonomy:** Explore learner autonomy in English language learning within HEIs. Investigate strategies to foster and support learner autonomy for effective language acquisition and long-term proficiency.
- ❖ **Impact on Academic and Professional Success:** Evaluate how proficiency in Global Englishes and Standard English affects language performance, employability, and international opportunities for students. Conduct longitudinal studies to understand the practical implications of promoting both language varieties on students' language development and career trajectories.

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## Appendices

### Appendix A: Interview Informed Consent



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#### INFORMED CONSENT

#### “A Pedagogical Perspective on English Teaching and Learning Methods in Higher Education Institutions - the Case of Thailand”

- I have read the information about the research. I have had enough opportunities to ask questions about it.
- I understand what the research is about, what is being asked of me, which consequences participation can have, how my data will be handled, and what my rights as a participant are.
- I understand that participation in the research is voluntary and anonymous. I myself choose to participate. I can stop participating at any moment. If I stop, I do not need to explain why. Stopping will have no negative consequences for me.
- Below I indicate what I am consenting to.

#### **Consent to participate in the research:**

Yes, I consent to participate; this consent is valid until 01-09-2023

No, I do not consent to participate

#### **Consent to make audio recordings during the research:**

Yes, I consent to make audio recordings of me as a participant in the research.

No, I do not consent to make audio recordings of me.

#### **Consent to processing the interview data:**

Yes, I consent that my personal data, answers and information given during the interview will be processed **anonymously**. I consent that the interview transcription will be anonymous and valid until 01-09-2023. I can ask to have my data withdrawn and erased. I can also ask for this if I decide to stop participating in the research.

No, I do not consent to the processing of my interview data, including recording and transcription.

Participant's full name:	Participant's signature:	Date:

Full name of researcher present:	Researcher's signature:	Date:

The researcher declares that the participant has received extensive information about the research.

*As a research participant, you have the right to a copy of this research information.*

## Appendix B: Information Guideline



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### INFORMATION GUIDELINE

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#### “A Pedagogical Perspective on English Teaching and Learning Methods in Higher Education Institutions - the Case of Thailand”

##### Why do I receive this information?

Welcome to our study about a pedagogical perspective on English teaching and learning methods in Higher Education Institutions - the Case of Thailand. I have invited you for this interview because I am particularly interested in the opinion of professors who have professional English teaching experiences at the leading international university in Thailand. This study is part of the Master thesis in Pedagogical Sciences - Ethics of Educations: History, Philosophy and Law and is performed by Pavisorn Tantikul under the supervision of Dr. C.J. (Josje) van der Linden.

##### Do I have to participate in this research?

Participation in the research is voluntary and anonymous. However, your consent is needed. Therefore, please read this information carefully. Ask all the questions you might have, for example because you do not understand something. Only afterwards you decide if you want to participate. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research.

##### Why this research?

The aim of this research is to explore how teaching and learning methods in English classes in HEIs in Thailand can be improved to enable the students to master English language skills for their academic and professional development?

##### What do we ask of you during the research?

- The interview will be processed anonymously.
- The interview will last about 30-45 minutes or adjustable depending on each case.
- The interview will be audio-recording and a transcript will be produced
- You will be sent the transcript and given the opportunity to correct any factual errors

##### How will we treat your data?

- None of the material will be published as its use is only for the assignment of this course
- The transcript of the interview will be analyzed by Pavisorn Tantikul (Faye)
- Access to the interview transcript will be limited to Pavisorn Tantikul (Faye) and the supervisor Dr. C.J. (Josje) van der Linden.
- The actual audio recording will be destroyed after the study has finished.
- Any variation of the conditions above will only occur with your further explicit approval.



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**What else do you need to know?**

You may always ask questions about the research: now, during the research, and after the end of the research. You can do so by asking with the researcher present right now by emailing or phoning involved:

**Pavisorn Tantikul (Faye)**

Email: [p.tantikul@student.rug.nl](mailto:p.tantikul@student.rug.nl)

Tel: +31 6 87442400

Do you have questions/concerns about your rights as a research participant or about the conduct of the research? You may also contact the Ethics Committee of the Faculty of Behavioural and Social Sciences of the University of Groningen: [ec-bss@rug.nl](mailto:ec-bss@rug.nl).

*As a research participant, you have the right to a copy of this research information.*

## Appendix C: Interview Implementation and Guidelines<sup>7</sup>

### Interview Implementation

The interview will be conducted online through the platform that each participant is convenient for, such as either GoogleMeet, Skype, or Line application. During the interviews, I will use two applications for audio recordings: one with a smartphone application and the second with a laptop application. Each audio recording will be saved as an MP3 file. The available tools for taking notes will be prepared.

#### Interview Guideline - Educators

##### Part I: Introduction

- Introduction of the Researcher; Research Topic and Question
- Review of interview information and consent form

Could I record this interview as an audio recording? [...] Thank you for returning the consent form with your signature. Shall we go through it together again? [...] This interview data will be processed anonymously in every research study process. Do you have any questions on this? Would you like to see the transcript and the result of this study?

##### PART II:

- **General Questions**
  - Please provide details about your area of expertise.
  - How many years have you been teaching in Thai universities?
  - I would like to know the number of English classes you teach.
- **Interview Questions**
  - **Sub-question I: Policy in Practice**
    - Could you share your English curriculum development and implementation in your current university?
    - Describe your experience in developing or implementing a curriculum for English education.
    - Based on your experiences, what improvements or modifications would you suggest to the national and institutional policies to better support English language teaching and learning in HEIs?
    - Are there any specific improvements or changes you would recommend to your institution's existing curriculum or syllabus for English language instruction?
    - What role do you think collaboration and communication between educators and other stakeholders (such as parents, administrators, and policymakers) play in improving English language instruction?
    - Are there any additional comments or perspectives you would like to share regarding the impact of national and institutional policies on English language teaching and learning in HEIs in Thailand?

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<sup>7</sup> *Note.* the interview guideline provided is implemented for semi-structured interviews in this qualitative study. Semi-structured interviews were conducted for a balance between flexibility and structure, allowing the exploration of specific topics while also giving the interviewees the opportunity to provide detailed and personalized responses. The interview guideline includes both general and specific questions, providing a framework for the interview while allowing for open-ended responses and follow-up questions.

- **Sub-question II-III: English Teaching and Learning Experiences**

- Would you be willing to discuss your experiences developing an English curriculum or teaching English at the university level?
- Based on your teaching experiences, what critical areas or aspects of English language instruction could be improved?
- What do educators face as the main challenges or obstacles in delivering effective English language instruction?
- Are there any specific teaching methods, techniques, or tools you have found particularly successful in enhancing English language learning outcomes?
- In your experience, what are the most effective strategies for fostering a positive learning environment in English language classrooms for university students?
- What study resources or materials, i.e., books/technologies, would benefit English language teaching and learning? Could you provide some examples?
- From your perspective, how can integrating the resources and materials improve your English language teaching and learning experiences?
- How do you assess student progress and language proficiency in your English language classes? Are there any alternative assessment methods that could be beneficial?

- **Concluding**

Thank you for sharing your experience and perspective. Lastly, would you like to add anything? [...] Would you like to give any suggestions for the further improvement of this interview study? [...]. Would you like to get the report?

## Interview Guideline - Students

### Part I: Introduction

- Introduction of the Researcher; Research Topic and Question
- Review of interview information and consent form

Could I record this interview as an audio recording? [...] Thank you for returning the consent form with your signature. Shall we go through it together again? [...] This interview data will be processed anonymously in every research study process. Do you have any questions on this? Would you like to see the transcript and the result of this study?

### Part II:

- **General Questions**
  - What is your educational background? In which field are you pursuing your major?
  - How long have you been studying or learning English?
- **Interview Questions**
  - **Sub-question I: Policy in Practice**
    - **What brings you here to study in the international program? What are the reasons behind this?**
  - **Sub-question II-III: Teaching and Learning Experiences**
    - **How would you describe your experience learning English in Thai universities? Have you learned effectively?**
    - **What class activities have been most effective in helping you learn English? Do you prefer a particular English class over others? Why or why not?**
    - **Have you had opportunities to practice and use the English language in real-life situations, both in and outside the classroom? How has this helped you learn?**
    - **Have you had access to additional resources or support for learning English, such as tutoring, language labs, or digital tools? How have these resources helped you learn?**
    - **Are there any challenges that may affect your English language learning experience?**
    - **Have you had any opportunities to learn English outside classrooms? What suggestions are you for improving English language teaching and learning methods in Thai universities?**

### PART III: Concluding

Thank you for sharing your experience and perspective. Lastly, would you like to add anything? [...] Would you like to give any suggestions for the further improvement of this interview study? [...]. Would you like to get the report?

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## Appendix D: A Reflexivity Report

### Title: A Reflexive Report

**Description:** This report presents the reflexivity of the researcher of this study, investigating English Teaching and Learning Methods in HEIs of Thailand.

As a Thai researcher studying in the Netherlands, my teaching practices are influenced by my cultural background and educational experiences. I am aware that my initial biases and preconceptions regarding English Teaching and Learning Methods may be shaped by my Thai upbringing and exposure to the educational system in Thailand. I have maintained a reflexive report throughout this research study to foster self-awareness and reflexivity. In this report, I document my thoughts, reflections, and potential biases related to my preferred teaching method, 'Revised Bloom's Taxonomy Armstrong (2010).' My preference for this method may stem from my personal experiences and exposure during my studies. I critically reflect on my teaching practices to mitigate these biases and challenge the underlying assumptions. I actively seek diverse perspectives and alternative approaches by interviewing educators and students from different cultural backgrounds and educational contexts. Additionally, I strive for transparency and openness in my research, continuously questioning my interpretations and seeking feedback. I am committed to minimizing subjectivity and enhancing the validity of the research through reflexivity and self-awareness, recognizing the importance of embracing a broader understanding of English Teaching and Learning Methods beyond my personal experiences.

- *The Researcher  
Groningen, 2023*

### Reference

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## Appendix E: Policy-Document References

### Policy-Document References

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<https://drive.google.com/drive/search?q=Policy>

## Appendix F: Code Book - Educator Interviews

### Code

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Academia  
 Academic performance  
 Academic requirements  
 Academic research  
 Academic writing  
 Academic Writing  
 Accreditation  
 Active participation  
 Assessment  
 Audience analysis  
 Business communication  
 Career and Global Success: Career\_Success  
 Career development  
 Career-oriented education  
 Challenges [Language barrier, Learning challenges, Academic challenges, Geographical differences, Obstacles, Classroom dynamics: Classroom challenges, Difficulty, Classroom dynamics: Lack of practical experience, Lack of focus, Educational approaches: Challenging course design, Frustration, Lack of clarity, Confusion and Miscommunication]  
 Children  
 Clarification  
 Classroom dynamics  
 Classroom dynamics: Appreciation of a different culture  
 Classroom dynamics: Class discussion  
 Classroom dynamics: Class environment  
 Classroom dynamics: Classroom Environment  
 Classroom Dynamics: Classroom Management  
 Classroom dynamics: Clear expectations  
 Classroom dynamics: Common ground  
 Classroom Dynamics: Community Needs  
 Classroom dynamics: Desire for clarification  
 Classroom dynamics: Discussion skills  
 Classroom dynamics: Forgetting to consider opposing views  
 Classroom dynamics: Limited access to academic resources  
 Classroom dynamics: Student attitude  
 Classroom Dynamics: Student Confidence  
 Classroom Dynamics: Student Motivation  
 Classroom dynamics: Task guidelines  
 Classroom dynamics: Testing and grading  
 Classroom management  
 Collaboration  
 Collaboration: Improvement planning

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Collaboration: Individual approach  
Collaboration: Limited autonomy  
Collaboration: Pair work  
Communication  
Communication barriers  
Communication skills  
Communication: Fluency over the accuracy  
Communication: Persuasion techniques  
Communication: Presentations  
Communication: Rhetoric  
Confidence  
Constructivism  
Critical thinking  
Cultural differences  
Cultural sensitivity  
Curriculum  
Curriculum design  
Curriculum development  
Curriculum Development  
Debate  
Discussion  
Education  
Education policy  
Education quality  
Education system  
Education: Education programs  
Education: Education purpose  
Education: Educational Policies  
Education: Educational values  
Education: Safe environment building  
Education: Structured evaluation process  
Education: Teaching materials  
Educational approaches: Challenges with learning outcomes  
Educational approaches: Curriculum development principles  
Educational approaches: Language learning strategies  
Educational approaches: Learner-centered approach  
Educational approaches: Learning levels  
Educational approaches: Learning-centered approaches  
Educational approaches: Outcome-based education  
Educational approaches: Second language acquisition  
Educational approaches: Skill-based education  
Educational approaches: Skill-based learning  
Educational approaches: Teaching methods and strategies  
Educational approaches: Teaching theory  
Educational approaches: Unclear learning objectives  
Efficiency

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Employment  
English proficiency  
Experience  
Experimentation  
Facilitation  
Feedback  
Finance literacy: Finance Literacy  
Flexibility  
Fostering Critical Thinking in Teaching Strategies: Merged from Diversity [Global Awareness, Career and Global Success: Global Citizenship, Global citizenship, Global education, Criticism, Interdisciplinarity, Citizenship, Social Issues, Environmentalism, Cross-cultural communication, Culture, Culture shock, Freedom, Feminism, Gender roles, Cultural awareness, Globalization, Cultural diversity, Intercultural communication, Cultural Awareness, Critical Thinking, Critical thinking skills and Creativity]  
Gender Roles  
Goal-setting  
Goals  
Group work  
Growth mindset  
Higher education  
Importance of English  
Inadequate resources  
Inclusivity  
Individual differences  
Individual work  
Individualization  
Individualized learning  
Information sharing  
Information technology  
Innovation  
Institutional policy  
Instructions  
Interpersonal relations  
Interventions  
Justice  
Lack of knowledge/skills  
Language acquisition  
Language barriers  
Language education  
Language learning  
Language Learning  
Language learning barriers  
Language proficiency  
Language teaching  
Language use  
Learning

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Learning difficulties  
Learning outcomes  
Learning strategies  
Learning techniques  
Limitations  
Literacy  
Literary analysis: Fiction analysis  
Literary analysis: Importance of analytical thinking  
Literature  
Motivation  
name  
comment  
Negotiation  
Non-verbal communication  
Observation  
Open-ended questions  
Opinion  
Organization  
Organizational culture  
Pedagogy  
Performance evaluation  
Personality traits  
Philosophy  
Planning  
Policies  
Policy  
Positive reinforcement  
Positive\_feedback  
Preparation  
Presentation  
Presentation skills  
Psychology  
Quality assurance  
Questioning  
Report writing  
Request for information  
Research project  
Research skills  
Respectfulness  
Revision  
Skill development  
Skills  
Social benefit  
Social responsibility  
Specialization  
Stakeholder involvement

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Student autonomy  
Student engagement  
Student-centered learning  
Student-centered teaching  
Supervision  
Support  
Surprise  
Sustainability  
Teacher autonomy  
Teacher-student relationship  
Teaching  
Teaching difficulties  
Teaching experience  
Teaching method  
Teaching methodologies  
Teaching methodology  
Teaching methods  
Teaching strategies  
Teaching techniques  
Teamwork  
Time management  
Tourism  
Translation  
Uncertainty  
Verbal communication  
Workshop  
Writing  
Writing skills  
Writing Skills: Academic writing challenges  
Writing Skills: Building ownership  
Writing Skills: Creative writing  
Writing Skills: Difficulty in critical thinking  
Writing Skills: Grammar anxiety  
challenges  
Writing Skills: Grammar instruction  
Writing Skills: Importance of English proficiency  
Writing Skills: Language Skills  
Writing Skills: Writing instruction

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## Appendix G: Codebook - Student Interviews

### Code

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Abundance, Learning experience: Diversity of Programs, Practical Skills: New Programs

Academic background, International education, Bilingual education

Academic evaluation: Academic assessment, Writing

Academic evaluation: Academic feedback, Critical feedback, Interest

Academic evaluation: Academic feedback, Incomplete feedback: Lack of detailed feedback

Academic evaluation: Academic focus, Teaching and Learning Approaches: Practical application, English proficiency: Specialized English

Academic evaluation: Academic skills, Education, Usefulness

Academic evaluation: Academic skills, Learning experience, Online learning, Education system

Academic evaluation: Course evaluation, Criticism

Academic evaluation: Criticism of curriculum, Suggestion for improvement

Academic evaluation: Importance of referencing, Academic evaluation: Academic writing skills, Higher education

Academic evaluation: Positive experience with teachers, Cross-cultural experience

Academic expectations, Learning experience: Surprise or unexpected experience

Academic learning, Academic evaluation: APA citation style, Teaching and Learning Approaches: Focus on argumentation, Learning experience: Learning to approach different points of view, Structural differences

Academic learning, English proficiency: English proficiency, Writing skills, Academic evaluation: APA citation style

Academic performance, Academic evaluation: Professor's feedback, Communication skills: Speech evaluation

Academic pressure, Influence, External factors

Academic pressure, Social stratification, Cultural influence

Academic program, Academic evaluation: Curriculum improvement

Academic research, Academic evaluation: Independent study, Teacher's role

Academic success, Achievement, Higher education

Academic writing, Academic evaluation: Research writing

Academic, Writing skills, Standardized tests

Ambition, Criticism

Assessment, Academic tasks, Comparative analysis, Reflection, Text analysis, Coding

Assessment, COVID-19 Impact, Remote Learning

Assessment, Feedback, Confidence

Assessment, Feedback, Improvement  
 Assessment, Language proficiency, Testing  
 Autonomy, Decision making, Learning experience: Personal style, Persuasion  
 Career development, Decision making, Professional skills  
 Change, Academic career  
 Collaboration, Critical thinking, Perspective-taking  
 Communication skills, English proficiency: English communication, Critical thinking, Negotiation, Teaching and Learning Approaches: Win-win solutions, Confidence  
 Communication skills: Interest in Business, Communication skills: Interest in Public Speaking, English proficiency: Interest in English, Communication skills: Preference for Negotiation, English proficiency: Preference for English Courses  
 Confidence, Practical Skills: Applied skills in BA study  
 Critique, Suggestion  
 Depression, Misconception, Youth  
 Different perspectives, Academic experience  
 Disappointment, Obstacle, Limitation  
 Disapproval, International Affairs: Violation of rights, Cultural misunderstanding  
 Education quality, International student experience, Academic evaluation: Influence of peers/external factors  
 Education system, Practical Skills: Culture identity  
 Education, Academia, Language learning, Improvement, Management  
 Education, Academic evaluation: APA citation style  
 Education, Academic writing, English proficiency: English proficiency  
 Education, Application, Marketing  
 Education, Assessment, Memory, Writing  
 Education, Business, Presentation skills, Nonverbal communication, Public speaking  
 Education, Career  
 Education, College, International Affairs: Major, Biology  
 Education, Cultural adaptation, Practical Skills: International experiences, Career prospects  
 Education, Engineering, Language learning, Academic writing, Graduate school  
 Education, Improvement, Communication  
 Education, Internationalization  
 Education, Internationalization, Interdisciplinary  
 Education, Language Learning

Education, Language learning, Academic writing, Engineering, Scientific writing, English proficiency: English language proficiency

Education, Language learning, Grammar, Reading, Listening, Teaching methods

Education, Learning outcomes, Skills development

Education, Learning, Instructional Design

Education, Personal growth, Personal responsibility, Self-motivation

Education, Personal preferences, Dislike, Business

Education, Practical Skills: Real-life application of knowledge

Education, Professional development, Language acquisition, Culture awareness, Business savvy

Education, Social Issues, Diversity

Education, Teaching and Learning Approaches: Study Techniques, Social Media, Reading, Communication

Education, Teaching and Learning Approaches: Utilization

Education, Timeline

Education, Writing

Educational background, International experience, Multilingualism

Educational structure, Testing, English proficiency: TOEIC

Effective teaching, Empathy, Trustworthiness, Fairness, Detail-oriented

Fairness, Effort, Grading

Familiarity, Learning experience: background

Family, Networking, Location

Feedback, Academic evaluation: Grading policies, Teaching efficacy, Student performance

Feedback, Criticism, Learning experience: Perception of fairness

Feedback, Learning experience

Feedback, Uncertainty, Ineffective communication

Frustration, Injustice, Communication barriers, Lack of feedback

Improving language skills, Academic writing

Incomplete feedback: Incomplete feedback

Independence, Confirmation

Informal learning, Teaching and Learning Approaches: Group learning, Opinions

Innovation, Entrepreneurship

Instructional strategies, Providing feedback, Engagement

Interest in science, Curiosity

Interest, Education

Interest, Education, Hobbies

International Affairs: Liberal

International experience, Diversity, Cultural awareness, Academic learning, Real-life experience, Practical Skills: Skills for work

International experience, Location, Culture, Language use, Academic curriculum, Teaching and Learning Approaches: Teaching approach, Teaching and Learning Approaches: Conceptual content, Research ethics, Logistics

Intrigue, Communication skills: Interest in creative assignments, Teaching and Learning Approaches: Use of multimedia in learning

Lack of feedback, Comparison

Lack of motivation, Incomplete feedback: Limited learning outcomes, Learning challenges: Repetitive exercises, Teaching and Learning Approaches: Passive learning

Language Barrier, Academic evaluation: Academic Writing Skills

Language barrier, Cultural differences

Language barrier, English proficiency: Need for additional language training, Academic challenges

Language barrier, Quality of teaching, Independent learning, Teaching and Learning Approaches: Group learning

Language proficiency, Academic requirements

Learning challenges: Difficulty with coursework focus, Practical Skills: need for practical skills, Learning challenges: Difficulty with language use in a professional setting

Learning challenges: Language skill challenges, Academic challenges, Learning challenges: Difficulty in coping with new contexts

Learning experience, Academic evaluation: College education, Language learning, Career development

Learning experience, English proficiency: English proficiency, Practical skills, Lower primary (assuming this is related to school): Year 3-4, Learning experience: Role-play, Communication skills, Improvement

Learning experience, Improvement, Feedback, Practical skills

Learning experience, Positive emotion

Learning experience: A: Inquiring, Learning experience: B: Openness

Learning experience: Reasons behind major choice, Interdisciplinary studies, Practical Skills: Culture/community identity, Personal background

Learning strategies, Language acquisition, Teaching efficacy

Learning, Academic writing

Learning, Communication, Media

Learning, Education, Communication skills: Presentation Skills

Learning, Improvement, Feedback, Negotiation  
 Learning, Language acquisition, Personal interests  
 Learning, Online education, Public speaking, Covid-19  
 Learning, Teaching, Public speaking, Body language, Communication skills: Tone of voice, Eye contact, Professionalism, Communication  
 Learning, Trust, Experience Sharing  
 Marketing, Business strategy, International trade  
 Miscommunication, Educational system  
 Motivation, Individual work, Positive interaction, Learning  
 Multicultural experience, Language proficiency  
 Nationality, Education  
 No code applicable  
 Perseverance, Assertiveness, Disappointment  
 Politics, Education, Social inequality, Financial issues  
 Positive experience, Internationalization  
 Positive experience, Self-confidence, Interdisciplinarity, Professionalism, Openness, International Affairs: Liberal  
 Positive feedback, Negative feedback, Comparison, Unfairness  
 Positive feedback, Skill acquisition, Teaching and Learning Approaches: Practical application  
 Practical Skills: Community culture, Social class, Diversity  
 Practical Skills: Liked, Useful, Language Development, Online Learning  
 Practical Skills: Positive learning experience, Practical Skills: Opportunities for practice, Teaching and Learning Approaches: Open class environment, Academic evaluation: Gratitude towards professors, Skill development, Learning challenges: Challenging learning experience  
 Practical Skills: Valuable Learning Experience, Feedback, Unfairness  
 Preference, Assessment, Evaluation, Grading, Attendance  
 Preference, Usefulness  
 Problem-solving, Communication  
 Quantity  
 Remote learning, Feedback, COVID-19  
 Resilience, Purpose  
 Responsibility, Evaluation  
 Satisfaction, Criticism, Difficulty, Time constraint, Academics, Education

Satisfaction, Disappointment, Culture, Community, Incomplete feedback: Social Gaps, Comparisons, Academic Performance, Teaching and Learning Approaches: Investment Value, Academic evaluation: Tuition Fees

Satisfaction, Online Learning, Academic evaluation: Grading System

Satisfaction, Suggestion/Feedback

Self-learning, English proficiency: English communication, Feedback, Education

Social isolation, Cultural barriers, Communication difficulties

Societal change, Education, Finance

Struggle, Stress, Difficulty, Academic Writing, Learning challenges: Learning barrier, Non-native speaker

Suggestion, Education

Suggestion, Improvement, Constructive criticism, Preference

Suggestion/Request, Positive evaluation

Support, Feedback, Time management, Communication skills, Adjustment

Teaching and Learning Approaches: Class structure and organization, Academic evaluation: Evaluation of course components, Academic evaluation: Recommendations for improvement, Learning challenges: Difficulty of course material

Teaching and Learning Approaches: Opposition to teaching listening/reading skills separately, Teaching and Learning Approaches: Practical orientation

Teaching methods, Teaching and Learning Approaches: Preference for theory over book-based approach, Active learning, Group work, Practical Skills: Real-life examples

Test, Academic experience, International education

Uncertainty, Practical Skills: Importance of specific skills, Career advancement

Workplace Communication, Marketing, International Affairs: Foreign Countries

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