

Using Content and Language Integrated Learning to Develop Curriculum Principles in Response to the Needs of Undergraduate Students for Business English Writing Ability¹

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Abstract

The utilization of English as the communicative and working language of the ASEAN Community and Economics made this study mandatory at all levels of education in Southeast Asian countries, including Cambodia. The study aims to 1) investigate the needs of undergraduate students for business English writing ability, and 2) develop curriculum principles based on content and language integrated learning for enhancing undergraduate students' business English writing. Initially, the researchers conducted a semi-structured interview to collect data. A set of questions, three of which were the main questions, was employed to investigate the needs of undergraduate students. Twenty-one key informants, consisting of fifteen recent graduates and six supervisors, were purposively selected to voluntarily respond to the interview questions. The results showed that students needed work-related practices, learned chiefly from the general English books, not from authentic business tasks, and were not orientated to their language culture and local culture, especially the workplace culture, which hugely impacts their written work. Afterwards, the analysis and synthesis of related documents and approaches were done to correspond to the needs and/or issues. The researchers could finally propose appropriate curriculum principles for enhancing undergraduate students' business English writing ability. Prospectively, the developed principles could be used to develop the four components of the curriculum: objectives, content, methods of organizing learning experiences, and evaluation.

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Keywords: Business English Writing; Content and Language Integrated Learning; Language-embedded culture; Needs Analysis

Introduction

Not entirely different from other ASEAN countries, English has been taught, learned, and used widely since the presence of United Nations Transitional Authority in Cambodia in 1991. It became more popular once Cambodia became a member of ASEAN in 1997 and the World Trade Organization in 2000 (Tith, 2013). More importantly, the Cambodian government created a policy of public and private cooperation to let state and private universities offer English programs in 2003 (Ford, 2015; Tith, 2013).

However, though many English programs have been provided at tertiary levels, Cambodian people's English proficiency is still very low, with its rank 85th out of 100 countries (Education First, 2020). Moreover, graduate students were reluctant to write business English (BE) correspondences and tried to avoid business written work because they were not confident or unable to do such kinds of tasks (Seng, 2015). Reportedly, 73% of employers said that it was challenging to hire recent graduate Cambodians who have a good command of written and spoken English communication skills (The World Bank, 2014). This suggests many recent Cambodian graduates cannot write BE documents at work on top of their hard skills.

Business English writing (BEW) is one of the three English writing genres: personal, academic, and professional/ job-related writing (Brown & Abeywickrama, 2010; Harmer, 2015). Specific reasons make BEW onerous. Firstly, writing activity needs complex cognitive efforts concerning existing knowledge, experience, and conceptual design of the subject matters (Harmer, 2015). Secondly, the burdens increase when non-native English writers like college learners, recent graduates, or even new employees start writing in a second language (Barés & Llurda, 2013). Thirdly, BEW is successful and effective only when the intended message is accurate and concise and is interpreted the same way by the primary receiver(s) to construct the required response (Talbot, 2016).

As mentioned above, Cambodian students have been learning English for so long in their programs at university levels on top of their degrees in business administration fields. However, general English is quite different from BE and its BEW, and having good writing and being a business student do not mean having the ability to write BE documents (Decharotchanawirun,

2015; Nordquist, 2019). Upon studying and synthesizing the existing curricula and course syllabi, the problem is that the students do not have BEW ability upon completing the course required in the Cambodia Qualification Framework (MoEYS., 2015; Seng, 2015; Tith, 2013).

Three points of current curricula are seemingly unprepared for Cambodian students' future employability. First, the contents of the existing course curricula do not serve the purposes of BEW due to the inappropriate usage of the contents of general English and general writing series books (Seng, 2015; Tith, 2013). Second, the curriculum structures are inappropriately prescribed since, based on curriculum time allotment and guidelines, students do not have many opportunities to practise the tasks and since the assessments do not inspire students to practise the tasks (British Council., 2016). Third, the current BE courses are not culturally contextualized, which is problematic because Cambodian students have their own embedded-language culture, and workplaces have their business culture (Alibec, 2014; Hamilton, 2013). Although they are given some chances to write essays, letters, or emails, students, for example, are likely to use their English only within the classroom contexts (Griffith, 2014; Nkwetisama, 2012).

The shortage of the above three key elements of the existing courses for bachelor's degree in business administration and related fields are very unlikely to ready students for their prospective professional careers (The World Bank, 2014), specifically the ability to write business English documents at workplace on top of their bachelor's major. Therefore, the new curriculum development principles must be studied and analyzed in order to propose ways to help enhance undergraduate students' BEW ability and solve the current curricular issues. One of the principles to be reviewed and synthesized is content and language integrated learning (CLIL).

CLIL is "*a dual-focused educational approach in which*" both the teacher and students use an additional language to teach and learn both language and subject contents (Coyle et al., 2010, p. 1). The potential of CLIL has shifted from highly teacher-centered or "transmission-oriented" practices to a humanistic, student-centered approach (Coyle, 2007) going beyond integrating content and foreign language. For example, Otten (as cited in Coyle, 2007) raised that the learners should be the focus of any content-specific methodology such as to transparently explicate language and content learning and provide the complete meaning of subject-specific skills. Consequently, it enables learners to link between their conceptual and intellectual capabilities and their linguistic level, which are essential for the analysis of business written information before learners start to write work-related tasks.

Implementing CLIL yields several benefits, like language skills, cultural insight, multinationals, encouragement, and preparedness for career and study (British Council, 2018). Foreign language learning and teaching are quite challenging. For instance, without ignoring other languages, namely Asian, European, heritage, and the like, CLIL class in Australia aims to produce plurilingual/multilingual citizens (Dalton–Puffer, 2011). More example can be seen in ASEAN where English has been used as a medium of communication for socio–economic and geopolitical purposes (Dalton–Puffer, 2011; Stroupe & Kimura, 2015). Moreover, because of the nature of CLIL, undergraduate students in Cambodia can benefit a lot from the program when English and business contents can be learned simultaneously (Snow et al., 1989) and used to discuss and analyze contextual and cultural information of their business–related majors.

Notably and recently, some universities have tried to develop their programs, yet without a needs analysis, so results are still the same (Seng, 2015). Why is a needs analysis needed? “Needs analysis” is to specify the gaps between the present and desired results and to orderly prioritize the results for resolutions in order to develop any program and meet the needs after considering the cost of doing or ignoring the needs (Nation & Macalister, 2019). In this regard, all relevant educators must realize the possible and future needs of the students and job markets. Therefore, they are obligated to conduct the needs analysis before the program commences in order that they can incorporate what/how/why/when into the planned syllabus because doing so provides educators with information about learners’ knowledge, wants, and needs.

The interviews, one of the several sources of data for needs analysis before the course commencement and development, would help evaluate the current state of students’ needs (Glatthorn et al., 2019). However, Setzler (2011) states that chances for interview opportunities are not very common, and not much research has been done on the thorough systematic assessment of needs from the recent graduates and supervisors. Thus, the researchers were keen to explore this issue through interview and the possible implications through reviewing documents.

Notably, this research paper presents the research problem surrounding a must–have BEW ability at work, yet the shortage of a specific curriculum to help enhance undergraduate students’ BEW ability, the investigation of needs for BEW ability, novel findings of needs concerning Cambodian workplace context, and how new curriculum principles can be developed to correspond to the needs and to contribute to academic curriculum circles.

Objectives of the research

1. To investigate the needs of undergraduate students for BEW ability.
2. To develop curriculum principles based on content and language integrated learning for enhancing BEW ability of undergraduate students.

Literature Review

Business English Writing: There were numerous definitions of BEW. It is any written form of communication used to present business subject matters and required to include appropriate language for target audiences in business settings (Kolin, 2013). BEW has the same grammar rules as general English, yet it is less conversational, it is written in business registers and appropriate business levels, and it has specific formats and margins (Kolin, 2013; Talbot, 2016). Additionally, it illustrates factual, detailed, statistical information rather than opinion-oriented information (Frendo, 2005).

BEW is a work-related communication tool with both external and internal recipients, and it covers memos, emails, proposals, reports, and other various business-related written materials (Nordquist, 2019). Furthermore, BEW is a kind of business/professional writing, practically aimed at serving one or more of these purposes, including a) conveying information (distribute knowledge), b) delivering news to the audience in or outside the company, c) directing action (telling people how/what to do things), d) explaining or justifying something for complicated matters, and e) influencing other people to take a specific action, for example, to purchase a product or to use a specific tool (Ginger, 2019; Kolin, 2013; Nordquist, 2019).

Content and language integrated learning: As abovementioned, in learning and teaching process of CLIL, content and language are interwoven and interrelated. More importantly and theoretically, content of CLIL covers both subject matters, like BEW contents and English language contents (Coyle, 2011). When English (content) is considered as an object to learn and a medium to communicate the emphasized (subject) contents, English language learning has become meaningful, effective, and purposeful in real life (Snow et al., 1989).

Additionally, CLIL implementation promotes student motivation and their engagement in real-life practices. CLIL is more effective in collaborative work and communication (Tzoannopoulou, 2015), in student questioning or critical analysis, and in problem-solving (Léon-Henri, 2015), which produces expected pieces of work of the professional community. The core principles of

CLIL (cognition) make students beneficially learn English in a BEW course by using their higher-order thinking process. For example, to correspond to business English writing, such as email and memo, students need to analyze information and conceptualize the meaning before they can appropriately reply to the business audience. Students need and use analysis, evaluation, and creation/creativity to better learn the language and BEW contents (Coyle et al., 2010; Dale & Tanner, 2012).

Because culture is found in all aspects of life, culture in CLIL helps business major students to write business documents through intercultural understanding, tolerance, and communication skills (Coyle et al., 2010; Nardoni, 2015; Saumell, 2014). As a matter of fact, English has been taught as a foreign language in both high schools and universities in Cambodia, and it has become a medium of instruction in a specialized major in some tertiary level institutions (Dearden, 2014; Moore, 2017; Tweed & Som, 2015). Cambodian students' foreign language learning is hugely affected by culture. For example, students must be considerate when new materials are introduced because they can contain cultural information. More specifically, first language writing can be culturally different from foreign language writing since students may construct same contents in a different way to sound appropriately in their local contexts and culture. Accordingly, CLIL assist students with their business English writing matter.

All things considered, CLIL can be one of the approaches to enhance BEW ability of undergraduate students. How CLIL can respond to the needs analysis will be illustrated more in the results and discussion.

Conceptual Framework

Synthetically, upon the review, the researchers could determine and construct the research/conceptual framework of this study based on the concepts of content and language integrated learning as follows:

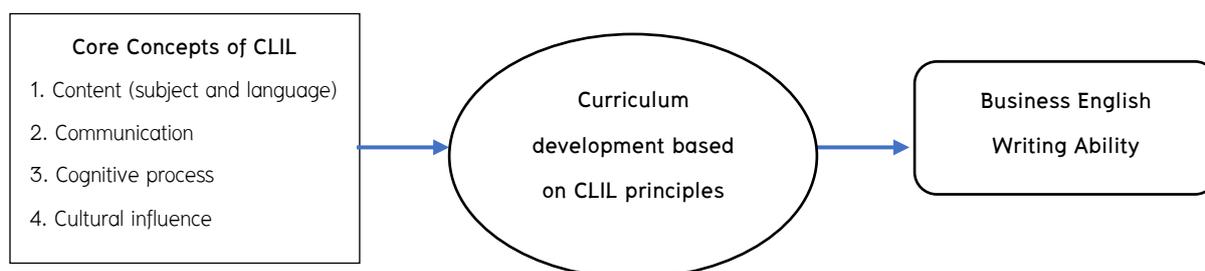


Figure 1: Research framework

Research Methodology

A qualitative research method was used to collect primary data, and reviewing the existing documents, such as books, journals, previous research, and the like is used for secondary data. Data from the analysis and synthesis enable the researchers to dissect information regarding a conceptual framework for enhancing undergraduate students' BEW ability.

Population and sample: The population of this study was the recent graduate students and their supervisors working in both the public and private sectors. The sample was purposively selected from both public and private staff and their supervisors. The number of subordinates was fifteen, and there were six supervisors: two operations managers, an operations manager assistant, and three human resources managers. They were all voluntary key informants in this study.

1.1. Reportedly, the recommended reliable number of key informants for an interview by the University of California (2004) must be between fifteen and twenty-five and around twenty or twenty-five not exceeding thirty-five by Creswell and Poth (2016).

1.2. In order to make data credible and transferable, the sample was purposively selected based on the ensuing criteria: 1) fifteen recent graduates who have been working in a place where English is used in business correspondences between six months and less than two years, 2) who graduated from the faculty of business administration, marketing, accounting, economics, and finance and banking, and 3) the six supervisors who have had years of working experiences from both public and private sectors.

Research Instruments: A set of questions for semi-structured interviews, three of which were main questions, was used to collect data and obtain the research objectives. The questions, lasting between fifteen and twenty-five minutes, were modified to suit the new employees and their supervisors during the interviews. This instrument was used to explore the actual needs and/or problems at work.

A Cambridge-University questionnaire and interview questions of Huhta et al. (2013, pp. 11-13) and Polsombat (2015) were used to developed the instrument. Five experts in the field were invited to validate this instrument, whose IOC value was between 0.8 and 1. Additionally, the questionnaire from which the researchers excerpted had been validated and made reliable with Cronbach Alpha's score between 0.886 and 0.910.

Data Collection Procedure: The researchers collected both primary and secondary data. The researchers studied and analyzed the problems, designed and developed questions, and sought validation of questions from five experts. The researchers conducted a semi-structured interview with twenty-one key informants. The interview was recorded and kept confidential. The key informants were informed about the research objectives and their anonymity. For data accuracy, they were asked to check, verify, and acknowledge their answers after transcription. Moreover, the researchers reviewed current approaches' documents to propose the most appropriate guidelines for enhancing undergraduate students' BEW ability.

To develop a conceptual framework, the researchers initially analyzed and interpreted interview data. Then, using the gained interview data, they continually studied, analyzed, and synthesized relevant documents to correspond to the data. Last, they drafted the guidelines, sought validation from five experts for the appropriateness, and modified accordingly.

Data Analysis: The interview results were transcribed after the data collection, and the key informants were asked to verify and double check for accuracy. After transcribing, the researchers used the thematic analysis approach, by first exploring the similarity and relationship between chunks of raw data from the interview and then grouping and labeling the themes, in order to interpret data. The results from the first instrument were presented in percentage.

The data from the document review and validation were synthetically discussed how they could meet the needs.

Research results

Objective 1 is to investigate the needs of undergraduate students for BEW ability. The results showed as follows:

Because of the key informants' many grammar mistakes and non-formal English found during transcribing, the adjustment of their spoken language use in results was made so that data were more understandable.

The main questions are illustrated here. The key informants were asked, "What skills/abilities of BEW do you/ the staff lack and need in order to communicate internally and externally? How do you use such ability/skills in written communication? Or how necessary are they?" Three main themes such as a language culture, a need of authentic contents/tasks in the course, and more actual language practices of BEW, were found.

A language–embedded culture of BEW was the first theme of the finding. Eighteen participants answered that though they were business students and learned business English, they had difficulties with this aspect. In addition, they continued that taking business etiquette, context, or culture into consideration and following the workplace culture of business written documents were their needs. What is more, seventeen informants answered they could not prevent the first language from affecting their BEW and needed to be aware of cultural differences between Khmer and English in BEW. For instance, the third key informant responded that:

“I follow the Khmer structures to write my English sentences, such as subject, verb, and object. I think and feel that it is not the right ways to write English sentences like Khmer language. My English structures and Khmer writing have a lot in common. As a result, I need the ability to prevent my Khmer language from interfering my English writing.”

The seventh key informant continued, *“To me, taking cultural differences between Khmer and English into consideration is needed. As a matter of fact, Japanese people and Cambodian people have similar cultures, regarding politeness in using language. Very often, the two nations put politeness first before business.”*

To recap, regarding the language–embedded culture of BEW, the participants presently needed and lacked the ability of 1) subsectors of the cultures, such as cultural differences of their first language and English, 2) interference (translation from first language to English while writing, Khmer order, Khmer structures), and 3) following the workplace culture, including business documents, etiquette, and cultural contexts.

Theme 2 (the needs to experience authentic tasks and contents): The finding was that twenty key informants agreed that while learning in college, they did not learn how to write real–world tasks as they are doing now. Work–related writing is superficially mentioned. Therefore, they need content knowledge commonly used to write business documents. For example, the 13th respondent answered, *“Some email writing, however, mostly to friends were studied only.”* The 16th participant continued, *“General English was the main study. Correct usage of English grammar in writing and speaking was our focal study. We mostly likely learn something like what we learned in high school, such as texts from general English books.”*

Theme 3 (the needs of more actual BEW language practices): The third finding was that twenty participants agreed that the new employees needed to practice more BEW. They raised that because their lecturers merely presented the contents of the course during class time, they had few opportunities to practice what had been taught, so they could not write business English

documents. For instance, according to a supervisor, university students should first be taught content knowledge, and later they should be given more and more chances to practice their writing. She additionally said:

“Because students can get firsthand experiences, they should be provided more practice and internship opportunities on top of in class learning. Or maybe, students may have a roleplay of workplace context or environment. What is more, various formats or layouts of business writing should be taught to students because different companies do not use the same formats and styles, or better getting some authentic documents from both private and public workplaces.”

Another supervisor added, *“Students need computer practices, not just handwriting, to perform more and more work-related tasks. Nowadays, technology and online platforms can be utilized to help us write better already.”*

In a nutshell, the findings of the first research objective can be drawn as a diagram below:

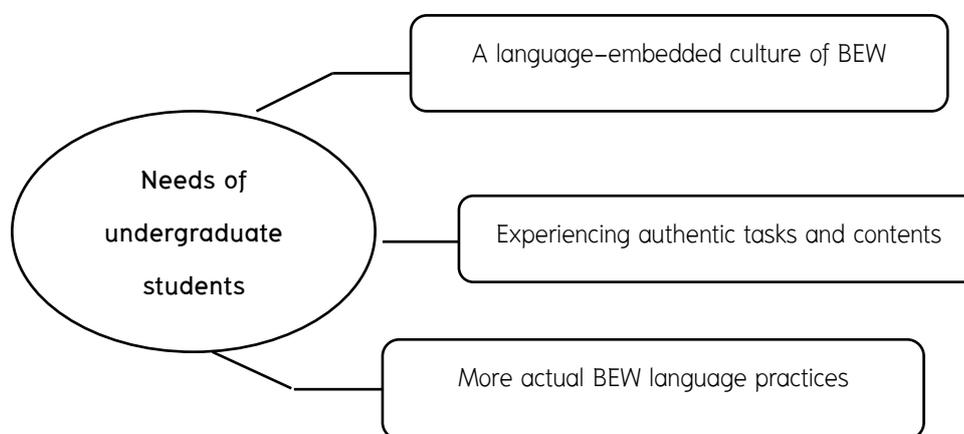


Figure 2: The main themes needed by undergraduate students for BEW ability

As shown in figure 2, the results outline the main needs of undergraduate students for 1) knowledge of a language culture, 2) the experience of authentic tasks and contents, and 3) more actual BEW practices. Meeting these three main needs in the context of Cambodia can help undergraduate students to enhance their business English writing ability and/or prepare them for future employability.

Objective 2 is to develop curriculum principles based on content and language integrated learning for enhancing BEW ability of undergraduate students. The result showed that upon gaining the needs analysis data and interpretation, the researchers reviewed relevant documents and previous research to continually propose a framework for enhancing BEW ability of Cambodian

undergraduate students. To correspond to the above needs, one main approach–content and language integrated learning– was the most appropriate.

Basically, having its basis from the principles of communicative language learning (Coyle et al., 2010; Savignon, 2004), CLIL principles include 1) interaction and communication leading to learning fundamental through the medium of a foreign language, 2) the acknowledgement of wide variety as part of language development, 3) connection with the genre, style, correctness, and the result of diverse approaches for language learning and teaching leading to learners' competences, and 4) the relationship between cultures and languages, 5) the goal of language learning via language using, and 6) the analysis of the linguistic demands of content resulting in learners' thinking process (learning and cognition).

Similarly, teachers having a desire to succeed in CLIL classrooms should follow these essential principles: 1) authenticity (using authentic materials and cases from the real world), 2) multiple focus (focusing on both subject and language contents), 3) active learning (active participation, preparation and presentation, and discussion), 4) safe learning environment (feeling safe without much worry while learning and making mistakes), 5) scaffolding (teachers function as a facilitator, and their peers are consultants to one another), and 6) cooperation (planning of courses/ lessons/topics by CLIL and non-CLIL teachers; cooperation from parents, local community, authorities, and prospective employers for a future job market) (Mehisto et al., 2008; Suwannoppharat & Chinokul, 2015).

Moreover, Marsh et al. (2011) proposed five principles 1) competence (what a student can do after the course either new language or lesson content and skills); 2) community something relevant to the real world around students is what to learn, not just a school subject; 3) cognition while learning, students need to think along to answer specific, concrete, and abstract questions, which helps them develop their higher order thinking skills; 4) content students build their content knowledge, like a brick of wall–one on top of the other; and 5) communication (in learning activity, students interact either in pair work and group work or with their teachers, using the new learned language).

While some scholars mentioned safe learning environment, student motivation, and active learning, many scholars agreed that four main Cs are the critical principles of CLIL (Coyle et al., 2010; Suwannoppharat & Chinokul, 2015) which cover 1) Content (Knowledge): using English to learn both content and language knowledge, 2) Communication: using language to communicate

contents with other people, 3) Cognition: engagement in the learning process and in higher-order thinking skills, and 4) Culture: learning an in-depth intercultural awareness from positioning self and otherness, or the increasing cooperation in language and content learning is the results of intercultural understanding of self and otherness and global citizenship.

To correspond to the needs of the first research objective, the researchers have done the following things. First, the researchers reviewed commonly proposed principles in the existing documents. They then sorted and categorized the similar components of principles. Furthermore, they developed the principles and sought verification and validation of the appropriateness and quality of the developed principles from the experts in the fields. Last, they consulted research advisors and modified the principles, accordingly.

Eventually, the researchers could develop four major principles to respond to the needs of undergraduate students for BEW ability: 1. Students build intercultural understanding, knowledge, and awareness/tolerance between self and others in learning experiences; 2. Chosen BEW and English language contents related to learning, cognition, and culture is based on authentic materials from work settings enabling students to develop content knowledge and/or cognition, 3. Students are engaged in using a language to learn the language and using their cognition to analyze the contents and language culture, and 4. Communicative and scaffolded learning experiences help students become autonomous (personalized learning), work cooperatively, better develop and construct their understanding, knowledge, and skills.

The correspondence between the needs assessment and developed curriculum principles (second objectives) can be outlined as a diagram below.

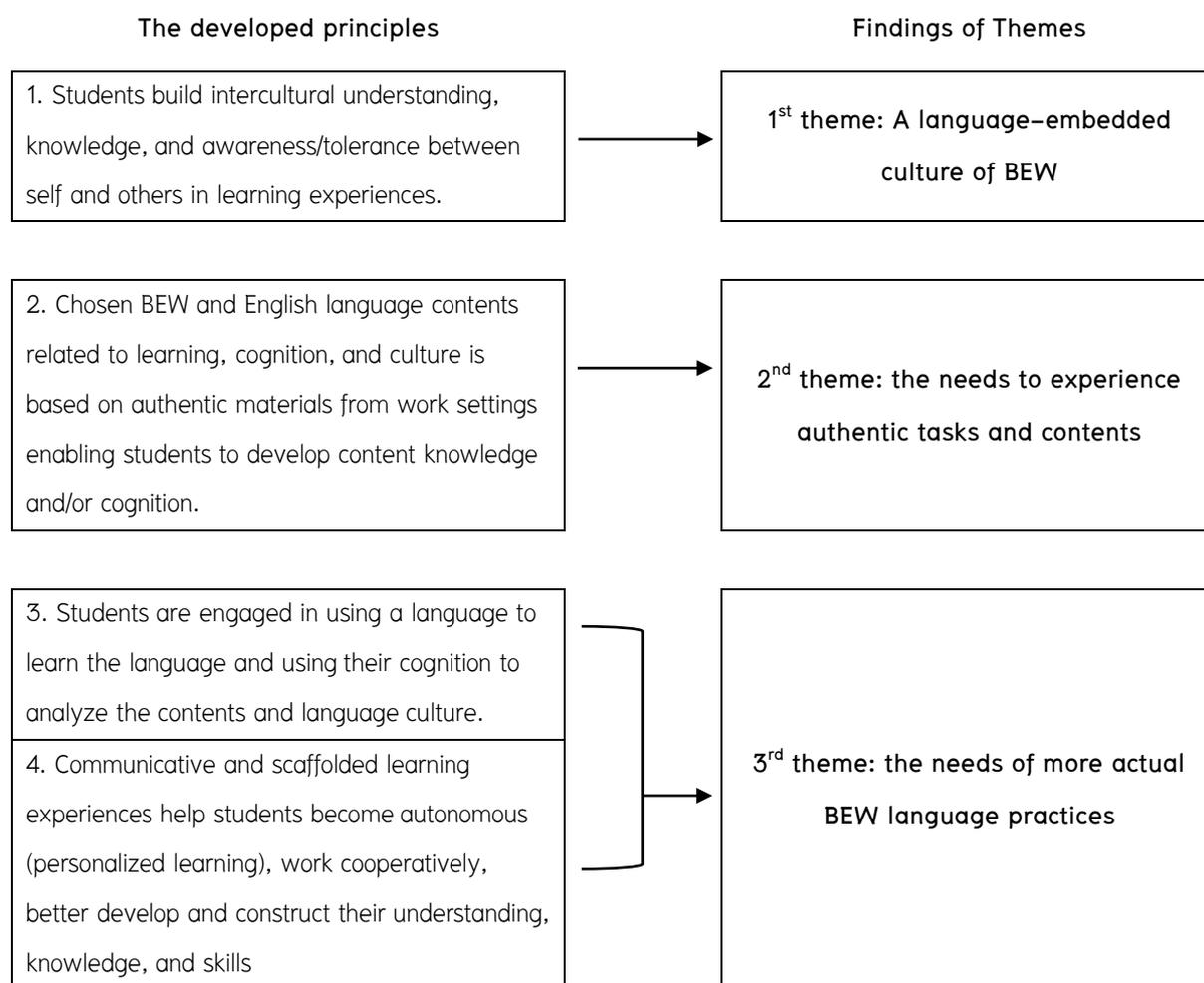


Figure 3: The correspondence between developed principles and findings of themes

From figure 3, the researchers developed four principles used to correspond to each theme found in the first objective in this study. The first principle was an intercultural consideration permitting students to engage with culture or community surrounding. Also, the second principle was orientated to the authenticity of work content and BEW contents. Both the third and fourth principles were developed to involve students in language usage through content and language analysis and business written communicative tasks under the scaffolding or supporting learning environment.

To sum up, the developed curriculum principles can correspond to findings of undergraduate students' needs.

Discussion

To understand how corresponding the results of the first and second research objectives, the researchers decided to discuss the results together and demonstrate how a conceptual framework of CLIL can correspond to the needs gathered from the interview.

From the first findings, it is true that language–embedded culture, cultural contexts, and workplace cultures significantly impact BE written communication at work (Lian & Sussex, 2018). The culture of Cambodian students impacts the ways they learn foreign languages. In other words, the way they think, write, and communicate is enormously influenced by cultures. For example, students must be considerate when new materials are introduced because they can contain cultural information which can hamper students' efforts to write BE documents at work competently. Another example is that students may use different contents to indicate the same information, using BEW to suit their local contexts and culture.

In this sense, CLIL can handle these cultural matters/needs, help learners build intercultural understanding and knowledge, and develop intercultural tolerance and communication skills (Coyle et al., 2010; Saumell, 2014). First language writing can be culturally different from second language writing (Brown & Lee, 2015). Culture underlies all the other three components of CLIL and is found in all aspects of life (Saumell, 2014). Similarly, according to socio–cultural theory, international students learn the language through social interaction, and learning, thinking, and culture are interwoven and interdependent and affect learners in the subject they learn, specifically in business written communication (Dale & Tanner, 2012).

Thus, with the focus of cultural awareness and consideration of learners' aspects of life and as stated in the guidelines, future curriculum developers should incorporate learners' culture and contexts from setting curriculum objectives, selecting contents, organizing learning experiences, to even including (inter)cultural understanding in assessments. As far as the researchers are concerned, having had many years of experience in English instruction, Cambodian people hardly ever touch upon the language culture. Instead, instructors teach people through Grammar–translation Method or prefer Communicative Language Teaching (CLT) approach as CLT is believed to enable students to communicate well. Favorably, considering intercultural tolerance and awareness helps learners do better.

Regarding the second findings, the employers or public agencies/ministries in Cambodia need staff or college graduates who can use (work–related) English on top of their skills (Seng,

2015). Thus, real-world language experiences in the classroom are related to and are expectedly found in the outside world because, according to output theory, learners need to produce the language (Richards & Rodgers, 2014).

In CLIL class, students are encouraged to speak, write, and experiment with mistakes and creativity with authentic tasks from business scenarios outside the classroom context, which finally helps them become more competent (Krashen, 2009; Radjaa, 2012). CLIL states that if, for example, students learn the contents from the authentic materials as prescribed in curriculum structures, they will be prepared for English-speaking environments like the foreign firms in Cambodia (Book, 2014; Dale & Tanner, 2012). In this regard, students must be provided with the opportunities to use authentic language and perform specific, practical tasks or mainly comparable to the ones students need at the workplace (Book, 2014) since BEW is another genre of English writing.

From the third findings, in business settings for skills acquisition to prepare (Cambodian) students for the real world of work, students must be taught “discrete content knowledge” (Brown, 2014; Richards & Rodgers, 2014). CLIL can assist students with this need because students must be equipped with practical business English style/tone, expressions, useful phrases, and the like so that they can use English as a vehicular language and practise it for their educational outcomes (Coyle et al., 2010). Therefore, students can effectively and confidently employ their ability to demonstrate their learning outcomes.

Without practice and business cooperative tasks (Huh, 2006), the knowledge of BE documentation may develop, yet the abilities to write those types are not proved (Seng, 2015). Therefore, based on the developed framework of CLIL, repeated practice of authentic tasks from workplace/real-world experiences can enhance students’ BEW ability. This is true because, in particular business settings such as in factories, professional meetings, presentations, negotiations, and the like, students encounter the know-how of language usages and need specific language to undertake the authentic tasks (Radjaa, 2012; Richards & Rodgers, 2014).

Moreover, exam orientation/summative assessment and the absence of cultural context in the existing curricula of Cambodian higher education institutions do not motivate undergraduate students to practise and make students unable to write BE documents. We thus need a formative assessment of students’ continuous practice. The evaluation of whether students can achieve curriculum objectives is through the actual demonstration of attained ability based on work-related

criteria of task performance and is to inform how progressive students’ abilities and skills are (Jamaica, 2006 as cited in UNESCO, 2019).

In a nutshell, based on the thematic content analysis, the researchers came up with new body of knowledge and research contribution, which will be discussed below.

Knowledge from Research

The new knowledge gained can be drawn as the following diagram.

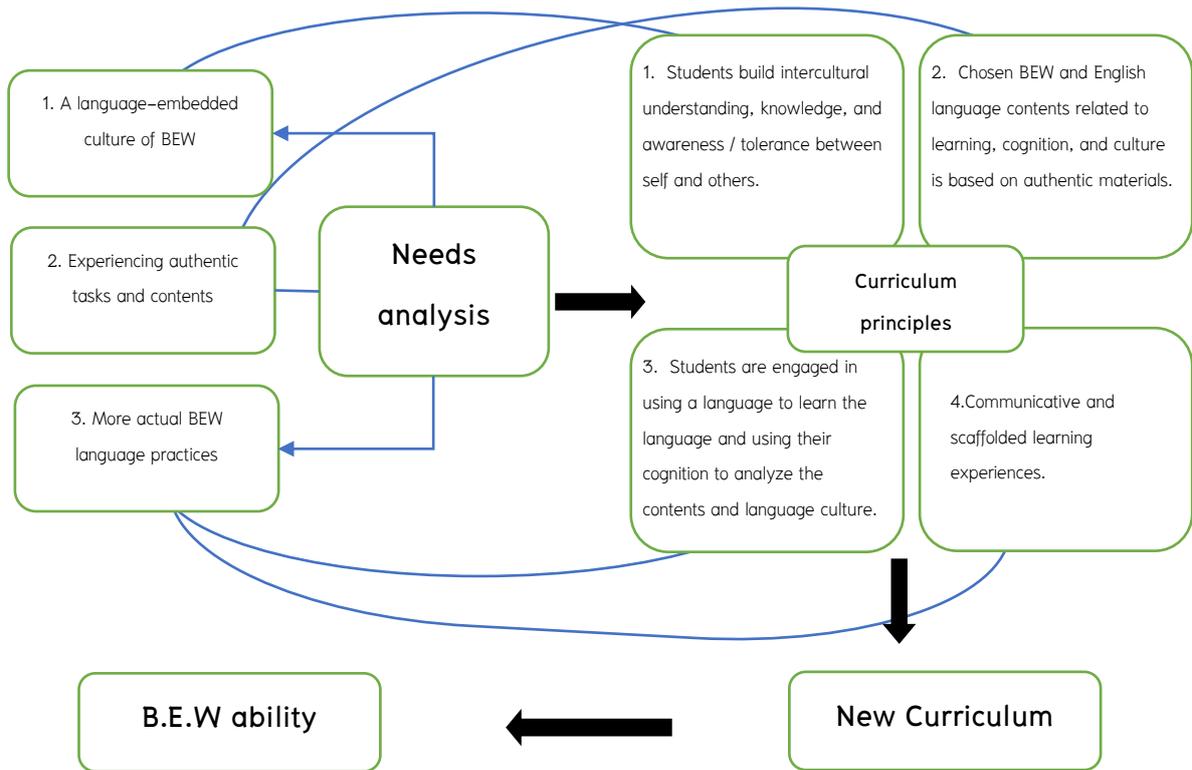


Figure 4: The linkage of needs for BEW ability at workplace and specific curriculum

From figure 4, novel knowledge gained from this research presents and proves the linkage of the needs of undergraduate students for BEW ability at work and the specific curriculum provided at educational institutions. In other words, the results of the first research objective confirmed that their language–embedded culture, local and workplace culture, actual learning practices of BEW, and directly–related–work performances impact the way undergraduate students write. Culture of language and working experience and communicative practice play a crucial role in their work and daily life, specifically in the context of Cambodia.

From the results of second objective and discussion, to suggest curriculum principles for enhancing BEW ability of undergraduate students. Once again, the developed curriculum principles are 1) Students build intercultural understanding, knowledge, and awareness/tolerance between self and others in learning experiences, 2) Chosen BEW and English language contents related to learning, cognition, and culture is based on authentic materials from work settings, enabling students to develop content knowledge and/or cognition, 3), Students are engaged in using a language to learn the language and using their cognition to analyze the contents and language culture, and 4) Communicative and scaffolded learning experiences help students become autonomous (personalized learning), work cooperatively, better develop and construct their understanding, knowledge, and skills.

In sum, with results of needs analysis and the developed curriculum principles, educators, teachers, and concerned people could further develop the curriculum components: objective specification, content selection, organization of learning experiences, and evaluation (Ornstein & Hunkins, 2018).

Conclusion

This qualitative research was conducted to investigate the needs and develop principles based on content and language integrated learning. The data gained from the analysis of the actual needs of undergraduate students for BEW in the interview were used to study the appropriate approaches. The three main findings of the interviews and the review of documents enable researchers to select suitable approaches and develop a framework for combating the issues faced by educators, learners, and teachers in the Cambodian culture and context. The results responded to the two main research objectives.

Suggestions

The researchers suggested that a new curriculum based on the four main principles be developed and that further experimental research be conducted to evaluate the effectiveness of the curriculum. To effectively implement the curriculum, teachers need to fully understand the developed principles before the curriculum development, curriculum objectives, methods of organizing learning experiences, and evaluation.

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