

Needs Analysis on an English Textbook Entitled English for International Business

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Received 01/10/2021	Abstract Using the framework of CLIL for the content and ESP for the language functions, this research investigated and analyzed the needs of current MA students, MA graduates and prospective employers as the basis for designing a textbook for an elective course entitled English for International Business. The results of a survey of 42 MA students, 48 MA graduates, and 35 prospective employers of MA graduates revealed what topics of international business and what English language functions in writing and speaking needed to be included. Moreover, in-depth interviews were conducted with two MA students, two MA graduates, and four prospective employers of MA graduates to gain a deeper understanding of the responses and the results from the survey data. All in all, the results from the survey and in-depth interviews can enable the writer of the textbook to proceed with the project in a clearer and more specific direction to serve the needs of the stakeholders of this English course offered by the university in the current study.
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Introduction

It is obvious that designing and producing a textbook for teaching an English for International Business course is a daunting task. Moreover, the endeavor becomes even more challenging when it is planned to become the core textbook for students at the graduate level.

English for International Business has been an elective course for MA students of the program in the study for more than two decades, but there is no textbook designed specifically to suit the needs of the stakeholders: students, graduates, and students'/graduates' employers. From unbiased observations based on the researcher's experience teaching this course, the stakeholders, especially the employers and graduates, should obtain more benefits from this course and students should get more enjoyment while learning this course. As a result, this research was conducted with the following objectives:

1. To gain insight into what the MA students need to know in terms of the subject content and the English language functions/skills
2. To gain insight into what the MA graduates really need in terms of the subject content and English language functions/skills after they graduate from the CEIC program and are exposed to the real world of the job market
3. To gain insight into what the MA students' employers and/or prospective employers need the MA graduates to know in terms of the subject content and the English language functions/skills

Following the research objectives as mentioned above, the research questions of the current research study are as follows:

- RQ 1: What needs to be included in the content part in the textbook for the English for International Business course from the perspective of the stakeholders?
- RQ 2: What needs to be included as the English language functions in the textbook for the English for International Business course from the perspective of the stakeholders?

The research investigated students' needs regarding the English language skills they use at work which are relevant to international business or which they expect to be necessary in the future after they graduate from the MA program in the study. Examples of relevant English

language skills are communication in writing and speaking in some situations that require specific technical terms in international business, such as negotiations, currency exchange fluctuations and brand awareness. Moreover, the aforementioned investigation was conducted with graduates who entered the MA program in the study during the years of 2017-2019 to let them report on their needs when they are at work or the English for international business skills they want to brush up or upskill. That is, they were asked what topics of the subject and which specific English skills can facilitate them to be more efficient at work. The topics that were included in the questionnaire were from the course outline of English for International Business and from the commercial textbook that was used as the core course book for the subject in the study.

Last but not least, the research investigated the needs of the supervisors working in international companies/organizations regarding the same concerns: which topics of international business and which specific English skills they expect their subordinates who graduate with an MA in English to have.

The research results will be used in designing and developing the textbook for the course of English for International Business for MA students in the program in the study. Therefore, the research was limited to the stakeholders involved with the aforementioned English for International Business course.

Literature Review

The frameworks, theories, and references used in the study were based on the course outline of the English subject in the study. Hence, the course materials for the textbook to be produced will be designed based on two principles: CLIL and Business English (English for Specific Purpose). This is because the course is content-based in order to supply the input to the students in terms of international business knowledge, paving the way for the students to gain insight into the theories and practices employed in doing business across borders, while the teaching will be done using English as the media. Also, as the course is part of a master's degree in English for people who are working or will work in various careers after graduation, this course by nature can be seen as an ESP (English for Specific Purposes) course; as a result, it is planned to

have functional English skills included in each textbook chapter. For the ESP part, the research was done following the principles of ESP.

To be more specific, the content as well as English functions of each chapter for teaching the students taking this course will be designed following the results acquired from the current research on the needs analysis of the students, graduates, and employers. Therefore, the literature review contains CLIL, ESP, needs analysis, and the principles and procedures of materials development.

CLIL

The term CLIL was coined by Coyle et al. (2010). It originated from immersion and bilingual programs during the period of the 1960s to 1980s, when students were required to learn a discipline and practice foreign languages (L2) simultaneously (Brinton et al., 2011). CLIL, as Coyle et al. (2010) define, “is a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p. 1).

CLIL 4Cs

Coyle (2015) describes CLIL as an integrated approach that can provide learners with opportunities to be engaged in language progression as well as meaning-making through the 4Cs framework, which includes content, cognition, communication, and culture. According to Coyle (2010), the multiple outcomes of CLIL’s 4Cs can be summarized as follows: (1) content is the knowledge students should gain from a lesson; (2) cognition is relevant to higher-level thinking, such as critical thinking ability; (3) culture is the ability to appreciate oneself and to understand and appreciate others; and (4) communication is related to language outcomes. To design an English for a Specific Purpose textbook using CLIL as the framework, these four fundamental elements of the 4 Cs must be brought into consideration. The concepts of 4Cs can be specifically explained as follows.

C1: *Content* refers to curricular knowledge and understanding. That is, it is the subject or theme of the learning in any curriculum ranging from subject disciplines such as history and science to cross-disciplinary themes such as global citizenship or community development

(Coyle, 2015). In the current study, international business is the subject, and the content must be considered in conjunction with cognition. This led the researcher to survey the participants on the topics of international business to get their thoughts on the content of the textbook that will be developed.

C2: *Cognition* is to be relevant to content. Content must be a part of learners' cognitive development as well as intercultural understanding (Coyle, 2015). This means that learners must be able to go about with meaning-making and knowledge-constructing. Fullan and Langworthy (2014) add that a course must equip students with these cognitive skills. This means that the English language students taking this international business course have to be able to make sense of the content by making use of their cognitive abilities.

C3: *Culture* refers to societal culture (directly intertwined with language use), academic culture (associated with discipline or individual subject in the content), and culture in learning (Coyle, 2015). That is, in the current study, 'culture' is the way in which the English language is used for communication in the discipline of international business (content).

C4: *Communication* refers to using a language for meaning-making and understanding (cognition) of the subject matter (content knowledge) in an appropriate way (culture). Coyle et al. (2010) assert that CLIL learners need to learn (1) the language of learning or content-obligatory language; (2) language for learning or content-compatible language; and (3) language through learning or content-enriching language.

For a subject like English for International Business offered as an elective course in an MA program in the university in this study, CLIL provided the ideal foundation because it is where language and a discipline intersect. Moreover, CLIL is very relevant to the teaching career nowadays because it goes a step beyond the traditional frameworks of teaching and learning (Munoz-Luna, 2014).

2.1.2 CLIL Model

At the university level, Brinton et al. (2011) propose three models of CLIL. However, the most frequently used model, and the one opted for in the current research, is the adjunct model, which is illustrated in Figure 1 below.

Figure 1
CLIL Subject Typology

	Adjunct Model
Objective	English Language + Content
Course Format	English Language + Content Course
Instruct	English Language + Content Instruction: Separate but Complementary
Evaluation	English Language Skills and Contents Separate

Adapted from Brinton et al., 2011

By following the adjunct model, the beginning of each chapter of the textbook for the course of English for International Business in the current study is planned to be content-based, but vocabulary or technical terms/jargon in English will also be introduced. In order for the students to understand the concepts of the content, it must be involved with students' cognition. Also, the concepts are new for students majoring in the English language; that is, students are involved with the culture in the discipline of international business. In terms of communication, students are supposed to read, discuss, listen, and talk with the teacher and classmates in order to negotiate the meaning of the international business concepts. Moreover, in the middle of each chapter, English for Specific Purposes (ESP) will be included, especially as it pertains to functional English language skills such as summary writing and sales pitches, depending on the results of the needs analysis.

2.2 ESP (English for Specific Purposes)

Business English is under the category of English for Specific Purposes (ESP). It is a course of the English language, which might be different from other subjects that follow the framework of CLIL. As a result, the researcher decided to include the framework of ESP when designing the part of learning English related to business or the part of communication, in terms of CLIL, for the current research study.

Hutchinson and Waters (1987) contend that an awareness of needs is crucial in ESP. As a result, this research study put the emphasis on the English language needs as they relate to the various stakeholders in the course.

Needs

In order to produce a textbook that is useful for the stakeholders, it should be designed with a clear purpose to serve their needs. In this sense, needs can be defined in terms of the following stakeholders:

- MA students: what they need to know in order to fill in the gaps in their knowledge concerning international business and English skills, which can prepare them to work in fields related to international business.
- Employers/ CEOs/managers of companies/organizations that are involved with international business: what knowledge concerning international business and English skills they expect the employees working with them to have.
- MA graduates: Former students who entered the MA Program between 2017-2019: what they found to be useful and what they later found that they needed but the course did not provide them.

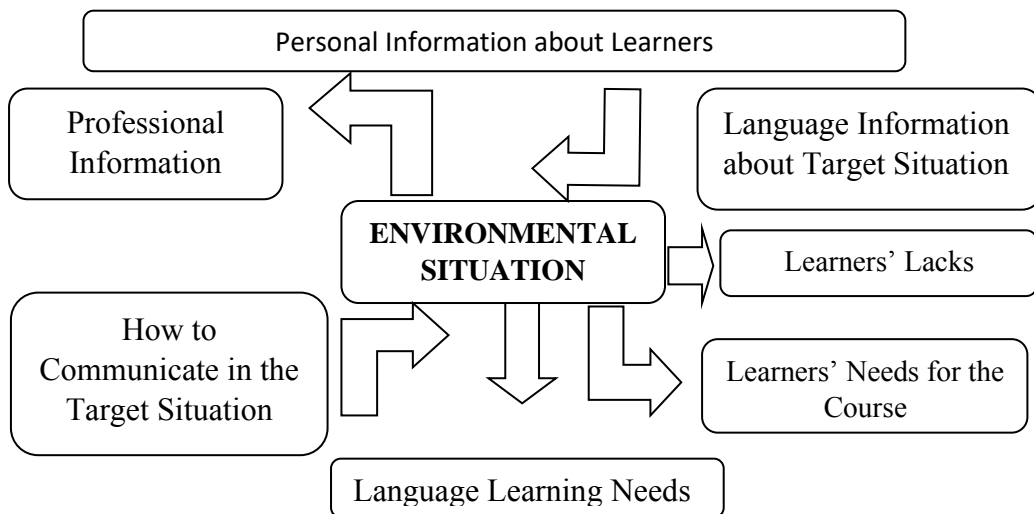
As a result, determining what to include in the textbook for the English for International Business course was based on a systematic investigation of what MA students and graduates need to know for their careers, and what employers want their employees to know so that they can perform their tasks and contribute to their organizations' success.

Needs Analysis

In terms of English language learning-teaching, needs analysis is one of the most important activities that should be done to enhance efficiency, and it is the teacher's responsibility to be aware of students' needs in order to provide them with contextual and meaningful input. Nunan (1994) views that needs analysis can help specify the criteria and rationale for a course of study, including selecting and sequencing the course content, choosing a methodology, and deciding upon course intensity. According to Hyland (2007), needs analysis is essential for English course and materials design. In this sense, according to Dudley-Evans and St. John (1998), the Business English course needs analysis is suggested to consider the following dimensions of personal information as shown in Figure1.

Figure 1

Dimensions of Personal Information regarding Business English



Adapted from Dudley-Evans and St John's (1998) Model of Business English Needs Analysis

One of the main objectives of this study was to investigate what learners will be required to do with the English language in their work situation now or in the future. This is what Chambers (1980) means when he asserts that needs analysis is done in terms of the target situation. In terms of needs assessment, Shutz and Derwing (1981) posit that there are eight steps as follows: (1) define the purposes or the goals of the study; (2) define the target population of the study; (3) plan for the limitations of the study; (4) select the instrument for gathering information; (5) collect the data; (6) analyze the data collected; (7) interpret the results; and (8) draw conclusions and discuss the implications.

Principles and Procedures of Material Developments

Regarding language learning, it is well accepted that materials development is crucial for both learners and teachers; hence, materials development principles and procedures are extremely beneficial for

being effective and efficient when preparing appropriate materials for use in language learning and teaching. Tomlinson (2009, pp.7-8) suggests some crucial principles in developing ELT materials. In essence, they are as follows: (1) learners are provided with opportunities to produce language to attain intended outcomes; (2) output activities are designed to help learners produce language instead of only practicing it; (3) output activities must allow the learners to respond to authentic stimulus; and (4) output activities are embedded with feedback opportunities for the learners.

All in all, to be more specific, in terms of materials development based on needs analysis for preparing the textbook for the English for International Business course following the concept of CLIL, the researcher plans to take the following steps: (1) identify the needs or problems to be solved by the materials, and (2) explore the needs or problems by identifying the language functions and skills that should be included in the developed materials.

Methodology

Research Design

This study is mixed-method research including a survey (quantitative approach) and interviews (qualitative approach).

Participants

Participants were divided into three groups as follows:

- *Current students of MA in CEIC: Year one and year two, entering the program in the years 2020 and 2021 (population = 40+35 = 75) (expected survey participants = 38)*
- *MA in CEIC students who entered the MA Program between 2017-2019 (population= 65) (expected survey participants = 33)*
- *Employers/ CEOs/managers of companies/organizations that are involved with international business (minimum = 30)*

For participants in group 1 and 2, the minimum amount of the returned questionnaires was expected to be about 50% of the population. Generally, it is considered good if the rate of questionnaire return is 50 percent (Berdie et al., 1986).

For participants in group 3, the minimum amount to meet the requirement was 30 according to the central limit theorem, which states that “As a general rule, a sample size equal to or greater than 30 is deemed sufficient for the CLT to hold” (Ganti, 2021).

Research Instruments

The research tools were a questionnaire and interview questions, both of which were checked by three experts in the field of International Business and English language teaching for the validity.

Research Procedures

The research study was divided into two stages. The details are as follows.

Stage One

An email was sent to the target groups (MA graduates, MA students, and prospective bosses of MA graduates as mentioned above) containing a link to the questionnaire in Google Forms.

Stage Two

Two MA graduates from those who entered the MA program in the years 2017, 2018, and 2019 were invited for an in-depth interview; that is, two graduates became two interviewees for the second stage. Two MA students entering the MA program in 2020/2021 were also invited for in-depth interviews. Similarly, four bosses of companies/organizations that are involved with international business were interviewed. All interviews were conducted via the Zoom application due to the Covid-19 pandemic, one at a time. Each interview took about 30-40 minutes.

Data Analysis

Quantitative Approach

After the questionnaires were returned, the data was analyzed using descriptive statistics, including *mean (M)* and standard deviation (*SD*).

Qualitative Approach

The recordings from the Zoom calls for each interviewee for each category of the respondents were transcribed and grouped according to the topics of the content parts and the language functions.

Results

The results of the study are divided into two parts. The first part is the results from the survey research, and the second part is the results from the qualitative research.

Quantitative Analysis

The results from the survey research part of this study are summarized in Tables 1, 2 and 3 as follows.

Table 1

Topic Content Needed by the Stakeholders

Subject content needed from the English for International Business Class/Textbook	2020-2021 (N=42)		2017-2019 (N=48)		Supervisors, Managers, or Business Owners (N = 35)		Total (N=125)	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
TOPIC 1: Overview of International Business [-Forces driving globalization and IB-Major reasons companies seek to create value by engaging in IB]	3.88	1.17	4.06	.86	3.80	1.13	3.94	.57

TOPIC 2: Culture [- Complexities of cross-cultural communication - Factors influencing countries business practices-Cultural Adjustment]	4.22	1.19	4.40	.77	3.66	1.14	4.11	.53
TOPIC 3 : Trade and Factor Mobility Theory [-Policy makers rely on international trade and factor mobility theories to help achieve economic objectives -Free- trade theories that explain national trade patterns]	3.95	1.20	3.85	1.13	3.51	1.20	3.83	.67
TOPIC 4: Trade Protectionism [- Governments' economic and non- economic rationales and outcomes of international trade intervention—e.g., infant industry - Major instruments of trade controls, e.g., import tax-How companies deal with trade protectionism]	3.73	1.30	3.81	1.14	3.63	1.24	3.76	.79
TOPIC 5: Economic Integration and Cooperation [-Major types of regional economic integration-Major benefits of trade integration-Roles of the WTO (World Trade Organization)]	3.90	1.281	3.88	1.04	3.11	1.30	3.67	.74
TOPIC 6: Modes of Trading	3.88	1.42	4.04	1.15	3.57	1.27	3.89	.86

Internationally Principles and practices of importing and exporting-Problems and pitfalls in international trade]									
TOPIC 7: Forms of Ownership of Foreign Production [- Rationales for companies to do FDI (Foreign Direct Investment)- Rationales for companies to select an international collaborative arrangement.g., joint venture]	3.63	1.32	3.98	1.10	3.14	1.29	3.63	.79	
TOPIC 8 : Global Marketing [- International Marketing Strategies- Distribution Practice and Complications]	4.12	1.25	4.25	1.02	3.80	1.18	4.11	.66	
TOPIC 9 : Global Production and Supply Chain [-Global Sourcing-Information Technology and Global Supply - Chain]-	3.95	1.26	4.13	1.02	3.69	1.28	3.97	.70	
TOPIC 10: Strategies for International Business [-The Potential for Standardization-The Localization Strategy- Global Strategy]	4.15	1.33	4.17	1.02	3.86	1.14	4.12	.64	
Total	3.98	1.13	4.01	.88	3.58	1.01	3.91	.61	

Table 1 reveals that the content of the English for International Business textbook needed by students entering the MA program in 2020-2021, graduates entering the MA program in 2017-2019, and the prospective employers of the MA graduates is as follows: (1) Strategies for International Business ($M=4.12$; $SD=.64$), (2) Global Marketing ($M=4.11$; $SD=.66$), (2) Culture ($M=4.11$; $SD=.53$), and (3) Global Production and Supply Chain ($M=3.97$; $SD=.70$). On the other hand, the least needed content for the English for International Business class/textbook is (1) Forms of Ownership of Foreign Production ($M= 3.63$; $SD=.79$), followed by (2) Economic Integration and Cooperation ($M=3.67$; $SD=.74$).

Table 2

Writing Skills Needed by the Stakeholders

Writing	2020-2021 (N=42)		2017-2019 (N=48)		Supervisors, Managers, or Business Owners (N = 35)		Total (N=125)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. E-mail Writing	4.74	.54	4.81	.45	4.26	.98	4.58	.37
2. SMS, LINE, WeChat Writing	3.98	1.07	3.81	1.07	4.09	.74	3.92	.54
3. Memo Writing	4.10	.85	3.83	.86	3.66	1.14	3.84	.56
4. Minutes of the Meeting	4.21	.81	4.04	1.09	3.71	.96	3.93	.52
5. Business Reports	4.32	1.03	4.40	.84	3.71	1.15	4.09	.56
6. Contract Writing	4.07	1.14	4.19	1.16	3.57	1.12	3.93	.51
7. Summary Writing	4.43	.63	4.42	.79	3.69	1.08	4.18	.49
Total	4.24	.56	4.21	.56	3.81	.71	4.07	.30

Table 2 reveals that the three groups of stakeholders need the textbook of English for International Business to include the following topics in the part of language functions in terms of writing in English: (1) the most needed language function is Email Writing ($M= 4.58$; $SD=.37$), (2) the second most needed is Summary Writing ($M= 4.18$; $SD=.49$), and (3) the third most needed is Business Reports ($M= 4.09$; $SD=.56$). However, the least needed was found to be Memo Writing ($M=3.84$; $SD=.56$) followed by SMS, LINE, WeChat Writing ($M= 3.92$; $SD=.54$).

Table 3

Speaking Skills Needed by the Stakeholders

Speaking	2020-2021 (N=42)		2017-2019 (N=48)		Prospective Employers (N = 35)		Total Mean (N= 125)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1.Negotiations	4.64	.69	4.52	.65	3.97	1.01	4.37	.45
2. Attending a Meeting	4.48	.63	4.47	.65	3.89	.80	4.25	.46
3. Giving a Presentation/ Sales Pitching	4.48	.94	4.42	.92	3.57	1.24	4.08	.61
4. Socializing	4.31	.64	4.25	.79	3.86	1.00	4.10	.47
5. Group Discussions	4.19	.80	4.23	.81	3.86	1.03	4.04	.55
6. Conflict Management	4.26	.99	4.17	1.01	3.86	.94	4.06	.65
Total	4.39	.56	4.38	.60	3.83	.80	4.17	.41

Table 3 indicates that the three groups of stakeholders need the textbook of English for International Business to include the following topics in the part of language functions in terms of speaking in English: (1) Negotiations ($M= 4.37$; $SD=.45$), (2) Attending a Meeting ($M= 4.25$; $SD=.46$), and (3) Socializing ($M=4.10$; $SD=.47$). The least needed language functions in terms of speaking were found to be Group Discussions ($M= 4.04$; $SD=.65$) and Conflict Management ($M=4.06$; $SD=.65$).

Qualitative Analysis

In order to be able to obtain a deeper understanding of the survey results, in-depth interviews were conducted with two students who entered the MA program in the year 2021, two graduates who entered as students of the program during the years of 2017 and 2019, and four supervisors/entrepreneurs who were considered prospective employers of the graduates of the MA program in the current study.

To report the results from the qualitative part derived from the interviews done with stakeholders are represented by the letters as the following. For the employers, the letter for each interviewee is: one male entrepreneur (E1), one male civil official posted abroad (C1), one senior male working with a trade organization (T1), and one female senior manager of a multinational company (M1). For the graduates, the letter used to signify each interviewee is G1 and G2. Finally, for the current students, the symbol for each one is S1 and S2. The interview results clarify the findings on the needs as defined in the survey research, which will enable the researcher to design a textbook for the English for International Business course that prepares the MA graduates for the job market.

The Needs for the Content Part of the Textbook

The results from the interviews were in line with those of the survey, and many of the points further clarified the needs of the prospective employers. To begin with, the interview results concerning the needs for the content part of the textbook in the study are summed up according to the topics provided to the respondents in the questionnaire as follows.

Overview. Most prospective employers agreed that the Overview is very important to pave the way for students to understand what international business is. Also, M1 supported the idea by emphasizing that the “*Overview is a ‘must’ for the students of this subject because it is like the ‘heart’ of international business. IB is different from doing business domestically. They should know the history of IB and objectives of IB.*” In addition, C1 mentioned that the “*Overview is essential because it gives an overall picture of the ‘ecosystem’ of all the relevant matters of*

international business. I think that it should be included in teaching or sharing with people who are (prepared to be) involved with international business.”

All the MA students (S1 and S2) and graduates (G1 and G2) in the interviews agreed that an overview is needed for the textbook of this subject. G2 mentioned that *“For me, the Overview of International Business (and Culture) is crucial. The overview helped me to understand what organization in which sector graduates can find a job related to international business.”*

Culture. Prospective employers, graduates, and students agreed that culture is a very important topic for this textbook. C1 said that, *“Culture might seem less important than other topics. However, businesses nowadays are done on a long-term basis. That is, relationships and mutual understanding are very important. From my experience in working with foreigners, adjustment and adaptation to work with peoples of different cultures are very important. The example is that the role of nonverbal communication can never be ignored because it is very helpful for achieving good results.”*

Also, E1 put the emphasis on the importance of the knowledge of culture regarding shopping habits and product preferences of the customers, as currently his products are sold to people in Bahrain.

M1’s idea is in line with other prospective employers. She mentioned that, *“Cross-cultural communication and adaptability are very important for every industry in every aspect.”*

The ideas of the two current students and two MA graduates in the interviews are aligned with the ideas and perspectives of all the prospective employers regarding the content of this topic.

Trade and Factor Mobility Theories. The prospective employers, MA graduates, and MA students agreed that this topic is needed, but it should be simplified and practical. M1 and E1 think that MA graduates from the English language major are not expected to know a lot of theories. M1 said that, *“An ability to work at the practical level is okay. Theories are something that is too far beyond.”* However, E1 said that *“Theories about the trade and business evolutions can be included in the textbook, but not too much. The knowledge of theories... the students of the program are expected to know only those that are practical such as*

the theory of 'Product Life Cycle'. I need them (the content concerning theories) to be practical. If they know some basic IB theories, that is good when they interact with my team or agents working for me abroad, since they can understand each other more easily. Just enough to talk and understand."

Trade Protectionism. There were some points suggested by the prospective employers, which are very useful for designing the textbook in the current study. E1 stated that *"I don't expect the graduates to know a lot about this topic because it is at the national level, and I would suggest that this topic be combined with (the topic of) trade and...theories."* Similarly, M1 suggested that *"The content of trade protectionism is good for a person working in IB to know, but the most important thing is for the personnel to work effectively. As a result, I don't think I expect them (the MA graduates) to know too much about this. This topic can be combined with Trade Theories."*

G2, an MA graduate, agreed with this idea, saying that *"I think it (trade protectionism) is too complicated for me. It should be simplified and combined with the part of trade theories. Do not make it too deep; just make it more practical."*

Economic Integration and Cooperation. Most interviewees said that personnel working at the operational level do not require this knowledge that much, but it is something nice to know.

E1 said that *"Students (of this course) need to know it ...but just at the basic level... of being able to talk with others in the field of IB."*

Modes of Trading Internationally. All prospective employers agreed about the importance of this topic. E1 mentioned that *"There needs to be one chapter for this topic and it should include shipping terms [incoterms] and Letter of Credits. These concepts are very crucial."*

M1 mentioned that *"Modes of doing international business such as joint ventures, contract manufacturing, FDI [foreign direct investment], and portfolio investment must be included because these concepts must be known by those who take Eng [lish] for Inter[national] Bus[iness]. They should know that these are different forms of inter[national] bus[iness]."* She also said that *"I think, for English major students, the content should*

not be too deep. The content on Modes of Trading Internationally, Forms of Ownership, and Global Production and Supply Chain can be combined.”

G1 also mentioned that *“Incoterms are very much needed, but the textbook (Rimkeeratikul, 2017) given to all students (taking this class) when I was in this class was used well. I refer to it anytime I’m in need. It relates to import-export as an important mode of trade, which is very important at work (that is relevant to international business).”*

Moreover, another MA graduate (G2) and T1 (supervisor/employer) suggested that digital marketing and e-commerce is the form of trade in the present time, which needs to be included in the course content.

Forms of Ownership. The ideas from the interviewees of this group varied. However, in essence, all of them agreed that forms of ownership need to be included in the textbook content part. E1 (supervisor/employer) said that *“This is very important. This must be included and one chapter should be devoted to this topic: FDI [Foreign Direct Investment], Joint Ventures, OEM [Original Equipment Manufacturers].”*

G2, a graduate, confirmed this by saying that *“This topic must be included because changes in IB come very fast. I experienced working in a joint venture organization, and it was taken over. Anyone who is involved with IB should know forms of ownership...so that they can adjust themselves to the situations.”*

Global Marketing. The responses from the prospective employers revealed that they expect the MA graduates to have basic knowledge of marketing in general and digital marketing as well. G2 said that the knowledge about this topic learned from this class can help her understand the marketing mechanism even though she is not directly involved with the marketing activities of the organization she is working for.

Global Production and Supply Chain. All prospective employers, current students, and MA graduates agreed that this topic is required but could be combined with other content topics. G1 mentioned that *“...(the content on) Supply Chain is needed but not too much in detail; it could*

just be included with (the content on) Modes of Entry and Strategies and combined with Global Marketing.”

Strategies for International Business. Most interviewees agreed that they need this topic to be included in the textbook for this course. However, only one prospective employer, who is an entrepreneur (E1), remarked that he does not expect MA graduates with a degree in English to be involved with strategies. He said that, *“I expect to have language graduates be facilitators who can help me to communicate in business English. I need specific English language abilities ...that is English used in international business. I think they can be a good secretary or coordinator who can communicate well with executives and carry out the assignments well with understanding.”*

The Language Functions of Writing

The interview results for the part on the language functions of writing needed to perform tasks relevant to international business are summed up according to the topics provided to the respondents in the questionnaire as follows:

Email Writing. All prospective employers agreed that they need the MA graduates to be able to write email at work. E1 elaborated that *“The students should be taught to write email specifically for work in the field of IB. I would prefer to call this International Business Email ...International Business Writing (and International Business Speaking).”*

Also, all graduates in the interview session agreed that they need to write email at work. G1 mentioned that *“I need international business email skills. Students are taught how to write email in general, but I think if it is specifically for international business, it would be very useful. And from that...we can apply when we write SMS...”* G2 mentioned that *“Email writing is my first priority.”*

SMS, LINE, WeChat Writing. All the prospective employers, graduates, and current students agreed that they do not need this part. In addition, T1 felt that it (this kind of writing) can be included indirectly in another lesson of writing part (such as e-mail writing) by mentioning that *“It is (all) about etiquette.”*

Memo Writing. All the prospective employers, graduates, and current students agreed that they do not need this part. All of them think that nowadays, memos are superseded by email writing. Thus, this textbook should not include memo writing in the language usage part.

Minutes of the Meeting. None of the interviewees in the study believed that this was needed.

Business Reports. All the interviewees in the study shared the same idea, saying that this is needed. To be more specific, E1 said that *“The reports needed are Action Minutes or Action Reports.”*

Contract Writing. Most interviewees considered that contract writing was beyond the responsibilities of the graduates of the MA program in the study. It is normally taken care of by the legal team of the organization. G1 mentioned that *“I don’t need to write contracts; they have a legal team to take care of (writing contracts).”*

Summary Writing. All interviewees agreed that the ability to write a summary is very important, as this skill is required in all situations at work that are relevant to international business. C1 said that *“Summary writing is the source of every kind of writing. If (they) can write a summary, (they) can write anything.”* G1 specified her need that *“I must summarize the project progress to my boss within one page. It is similar to a ‘Progress Report.’ I need to know (report) writing style and formats.”*

The Language Functions of Speaking

The interview results for the part on the language functions of speaking needed to perform tasks relevant to international business are summed up according to the topics provided to the respondents in the questionnaire. They are as follows.

Negotiations. Most interviewees proposed that negotiations are involved in almost every activity at work concerning international business. C1 said that, *“Negotiations are very important for trade missions.”* However, all other interviewees including E1 and M1 did not feel that MA graduates majoring in language should be expected to do

trade negotiations. E1 said that *"I expect MA students to be good at using English...well-rounded, coordinating people. It is also good for the company if they know something about international business."* G1, an MA graduate working in a multinational company, said that *"I need to know how to negotiate to reduce my workload. Negotiation is very crucial (for me)."* This might suggest that basic negotiation skills can be included, while advanced negotiation skills may be too much for the course in the study.

Attending a Meeting. Most interviewees agreed that attending a meeting is one of the important activities at work relevant to international business. To be more specific, G1 mentioned that *"...asking questions in a meeting is a must to show that you are participating (in the meeting). It is relevant to culture; we...Thai people rarely ask questions, but working in an international setting, ...it is very important. It is a way to confirm your existence. Participation in a meeting is really important."*

Giving a Presentation/Sales Pitching. The interviewees seem to agree that presentation skills are very important for people in the field of international business. Also, from the point of view of some interviewees, sales pitching is another kind of English language skill that is important and differs from a presentation.

G1 emphasized that the language skill covering presentations is needed. She said that *"It should be the very first thing covered in a class on international business. Presentations are always assigned to those who are responsible to do the job (in the organization). For example, I have to explain to the stakeholders regarding the project and the details involved (with the project). If it were done in Thai, it would be easy. But it must be done in English because the audiences are international. Also, it must be done professionally."*

Socializing. The information provided by the interviewees enabled the researcher to gain insight into what they think about this language function. T1 mentioned that, *"Students should be trained to talk about entertainment such as sports..."*. G2 emphasized that this skill is needed. *"It is about what should be said or not. It is good to have good relationships with others related to work. It is also about cultural differences as well."*

Group Discussions. Prospective employers, graduates, and current students think that this language function can be combined with another language function, e.g., attending a meeting. Moreover, G2 requires “...the patterns of how to disagree and disagree.”

Conflict Management. Prospective employers, graduates, and current students think that this language function can be combined with another language function, e.g., socialization. However, it can be an indirect way of conflict management. G2 considered this to be for managers only because they are the ones who solve conflicts. She said that “It is too advanced in terms of speaking (for this course).”

Conclusion and Discussion

Contents and Language Functions of the Textbook in the Study

The answers to the research questions are based on the research results from the quantitative part integrated with the results from the results from qualitative parts. The responses from the questionnaire give a big picture of the needs of the stakeholders. That is, the topics of the IB content and the language usages for writing and speaking to be included in the textbook of the study are decided by looking at the research results of the quantitative part. Four writing functions and four speaking skills with the highest mean scores from the survey results are to be included in the part of language usages of the textbook in the study. For the details and combinations of some topics are decided by following the research results of the qualitative part. That is, because the answers from the interviewees clarify the responses from the questionnaires, providing the researcher with a deeper understanding and a sharper focus.

Implications

All in all, from the survey research and in-depth interviews with the stakeholders as aforementioned, their needs were analyzed in relation to the content and the language functions of writing and speaking. Moreover, the interviews with the stakeholders provided insight into their needs that go beyond the topics specified in the

questionnaires used in this current research. The main points are concluded as follows.

The Content Part of Each Textbook Chapter

From the survey results, according to the mean scores, the prospective employers, MA graduates, and current MA students of the program in the study were found to need the following topics of international business, ordered by degree of need: (1) Strategies of International Business (2) Culture, (2) Global Marketing, , (4) Global Production and Supply Chain, (5) Overview, (6) Modes of Trading Internationally, (7) Trade and Factor Mobility Theories, (8) Trade Protectionism, (9) Economic Integration and Cooperation, and (10) Forms of Ownership of Foreign Production.

In addition, from the understanding gained from the interviews with the stakeholders of the textbook in the study combined with the research results from the survey, the researcher came to the conclusion that the chapters for the textbook should be arranged as follows.

- Chapter One: Overview and Strategies of International Business
- Chapter Two: Culture and International Business Etiquette
- Chapter Three: Global Marketing
- Chapter Four: Global Production, Supply Chain, and Mode of Trading Internationally
- Chapter Five: Trade and Factor Mobility Theories and Trade Protectionism
- Chapter Six: Economic Integration and Forms of Ownership of Foreign Production

The textbook is planned to be six chapters because this suits the timetable of the course. Generally, one semester contains sixteen weeks, with two weeks reserved for two examinations: the midterm examination and the final examination. It should also be noted that the topics of most chapters are a combination of what was found to be needed by the stakeholders from the research results. The order of the content of each chapter was arranged by keeping in mind the natural progression of the knowledge to which the students should be exposed.

The Language Function Part of Each Textbook Chapter

Writing

The integrated research results from the survey study and the interviews led the researcher to conclude that for the textbook to serve the needs of the stakeholders, it should include the following writing functions, with the order to be arranged after the content is constructed.

- One: International Business E-mail
- Two: Summary Writing
- Three: International Business Reports

Speaking

Similar to the case of the writing functions discussed above, the order of each speaking function/context can be arranged after the content and functions are constructed. However, based on the quantitative and qualitative results, it can be concluded that the stakeholders need the textbook to include the following lessons for improving speaking skills.

- One: Giving a Presentation
- Two: Sales Pitching
- Three: Speaking and Asking/Answering Questions when Attending a Meeting
- Four: Socialization and Negotiations

It must be elaborated here that it is planned that each chapter of this textbook will contain one content subject and one English language function, which can be either writing or speaking, but not both because of time limitations. In practice, each session for the class of this subject is about three hours, and one chapter is planned to be done in two sessions.

Moreover, with respect to the language functions in the textbook, the research results suggest that it would be beneficial if the students are provided with chances to sharpen their English language listening skills, especially listening to a variety of English accents of non-native speakers when interacting with native English speakers. In addition, reading contracts with understanding can be included in the part of language functions. Although the information on language functions is very useful,

there can be a variety of challenges, such as the newness of the concepts in the content section of each chapter, which might consume a lot of time in giving explanations of each concept in the content part.

In conclusion, the research results reveal what needs to be included in the textbook of this course. The chapters are roughly designed according to the needs analysis done with the stakeholders, following the framework of CLIL and the understanding of the nature of the course of English for Specific Purposes. All in all, the research can serve as a guideline for the researcher in constructing a textbook that should bring more satisfaction to the stakeholders involved.

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