English for Event Management: A Mixed Methods Study for
Needs Analysis and Course Design

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Abstract

English for Specific Purposes plays an important role at the tertiary education level. As the event industry is expanding in many countries around the world, including Thailand, study programs which help prepare young people specifically for a career in the event industry are becoming more sought after. An important component of any such program is an English language course which will equip students with the English skills necessary to succeed in this increasingly globalized industry. In order to design and develop an effective English for Event Management course, opinions regarding what should be included in the course were obtained from the 159 English major undergraduate students in the Faculty of Liberal Arts at a university in Thailand and 15 stakeholders (ESL/EFL teachers, event management teachers, and employers and employees in the event industry) using questionnaires and semi-structured interviews. The findings of the study provide a wealth of practical information (e.g., instructional approaches, tasks and activities, and assessment methods) that can be further used for designing and developing an English for Event Management course for English major undergraduate students.

Keywords: English for Specific Purposes (ESP), English for Event Management, mixed methods research, needs analysis, ESP course design

Introduction

Every year in Thailand there are countless events held which range widely in size that are managed by professional organizers, a trend which continues to increase (Richter, 2018). However, as discussed in "TCEB develops Mice strategy for EEC" (2018), there are still few academic institutes offering courses regarding event management to Thai university students. Accordingly, most staff and managers involved in managing events do not directly graduate from a program in the event management field, but from less directly relevant ones such as management or communication arts. Moreover, there are both national and international events organized in Thailand which require competent English skills, either directly and indirectly, as English functions as a global language, or so-called lingua franca (Anthony, 2018; Crystal, 2012). In organizing an event in Thailand, English often

plays an important role in many aspects like use of technical terms and communication with foreign clients and stakeholders. Therefore, to be international, proficient, and professional in managing events, Thai event team members, including employers and employees, often need to possess both event management and English skills. However, courses and materials regarding English for Event Management are not commonly available in Thailand.

Mahidol University has a vision to develop its students' skills in General English (GE) and English for Specific Purposes (ESP) to promote students' entrepreneurship and provide them with 21st century skills, including creativity & innovation, communication & collaboration, and leadership & responsibility (Wongwiwattana, 2020, p. 13). The Faculty of Liberal Arts has worked to develop a variety of ESP courses, including both English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) courses, for its undergraduate students, offered both as compulsory and elective courses. Therefore, to comply with this policy and provide the necessary language skills for students pursuing a career in event management, an ESP course of English for Event Management will be developed as an elective course for the Liberal Arts' undergraduate students majoring in English.

In designing any new ESP course, needs analysis must be the first and foremost task for the course designers and developers (Johns, 1991) in order to identify the students' needs and determine the skills to be provided (Basturkmen, 2013; Hutchinson & Waters, 1987; Nunan, 1988). Apart from learners' needs, the perceptions of needs, wants, lacks, and constraints of different stakeholders; for example, teachers in the field of event management and in English Language Teaching (ELT) and some employers and employees in the event industry, must be investigated (Khalid, 2016; Long, 2005; West, 1994; Woodrow, 2018). Therefore, in this research study, students' needs and stakeholders' opinions will be investigated and analyzed in order to obtain the findings needed for the next step of the English for event management course development.

Review of Literature

At the tertiary level in Thailand, English language learning is required by universities. Every student has to study at least 1-2 foundation English courses. After that, some English for Specific Purposes (ESP) courses are offered to the students. ESP is "*an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods*" (Anthony, 2018, pp. 10-11), and it has been introduced and influential in English Language Teaching (ELT) for over five decades (Charles, 2013).

In designing an ESP course, the four pillars of the ESP approach must be taken into consideration (Anthony, 2018, p. 46). They are needs analysis; learning objectives; materials and methods; and evaluation.

Figure 1

The Four Pillars of ESP (Anthony, 2018, p. 46)
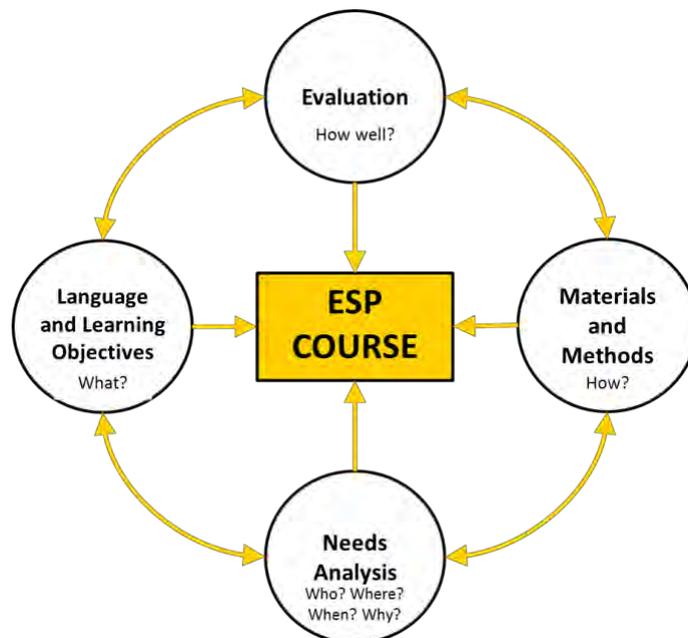
In designing an ESP course, needs analysis acts as a backbone (Woodrow, 2018, p. 21) which can help the course designer know "the gap between what the learners' actual needs are and what should be taught to them" (Brindley, 1989, p. 56). It is common to place learners as a center when a needs analysis is conducted since it is necessary to consider what they want and lack and help them generate a sense of ownership and responsibility to the course (Woodrow, 2018). There are several approaches to needs analysis (Liu & Zhang, 2020) such as Target Situation Analysis (Munby, 1978), Present Situation Analysis (Richterich & Chancerel, 1980), Learning Centered Approaches (Hutchinson & Waters, 1987), Strategy Analysis (Allwright, 1982), and the Means Analysis Approach (Holliday & Cooke, 1982). However, in this study, three needs analysis approaches: Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Situation Analysis (LSA), will be reviewed as follows:

Target Situation Analysis (TSA)

Munby (1978) initiated TSA in his model of the Communication Needs Process (as cited in Bhatia & Bremner, 2014) to discover whether the students' needs had been met by the end of a language course and measure target level performance. The core of Munby's model was the "Communicative Needs Processor (CNP)", consisting of a range of questions about key communication variables such as topics, participants, and medium used to identify the target language needs of learners (Bhatia & Bremner, 2014). Figure 2 illustrates the two main stages of Munby's Needs Analysis Model (1978, p. 33): Communication Needs Processor (CNP) and the profile of needs obtained from the CNP. The CNP starts under eight variables (i.e., purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key) that are organized as parameters in a dynamic

relationship to each other. The second stage uses the end-product from the first stage as a profile of the learners' language needs, relevant to the activities with their communicative keys with three options: specification of syllabus content emphasizing micro-skills, specification highlighting micro-functions, and specification focusing on linguistic form.

Figure 2

Munby's Communication Needs Processor (1978, p. 33)
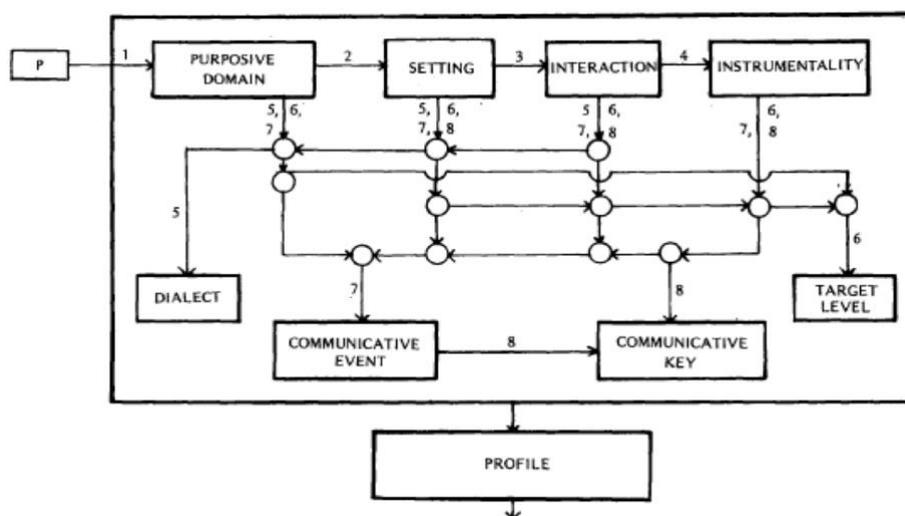
Target needs, as defined by Hutchinson & Waters' Learning Centered Approach (1987, p. 54, as cited in Nation, 2000, p. 5), refer to "what the learners need to do in the target situation". They are categorized into three groups: necessities (what students have to know in the target situation); lacks (what learners do not know); and wants (what the learners think they need).

Therefore, TSA focuses on what the students are required to do with the target language in the target situation. Mohammed and Nur (2018) state that TSA can work at various points; for example, language to be taught (e.g., English or Thai), skills in the chosen language (e.g., reading, speaking, and listening), the situation, and the functions or activities provided in the course (e.g., speaking on the phone). To sum up, TSA can be used to seek information regarding the achievement of language competence and what learners should do in order to achieve the targeted English skills by the end of the course. The information obtained from TSA can be used for both instruction and syllabus design (Robinson, 1991).

Present Situation Analysis (PSA)

The idea of Present Situation Analysis, proposed by Richterich and Chancerel (1980), can be a complement to Target Situation Analysis (Robinson, 1991). While TSA attempts to reveal the target needs and target level performance at the end of a language course (Songhori, 2008), PSA tries to analyze learners' present situation and the gap between what the learners are able to do at the beginning of the course and what they need to be able to do by the end of the course (such as their language proficiency, strengths, and weaknesses) (Robinson, 1991, as cited in Li, 2014, p. 1870). Therefore,

questions based on PSA can be used to determine how students' personal background affects how they learn (e.g., previous learning experience, reasons for attending the course and their expectations, and attitudes towards English) and information about the language teaching environment (e.g., resources and administrative matters) (Paltridge & Starfield, 2013). The information can be gathered from three basic sources: the students themselves, the academic institutions, and the prospective employers (Jordan, 1997; Richterich & Chancerel, 1980). To sum up, PSA is a "learner-centered" approach (Bloor, 1984), which focuses on what the learners can do at the beginning of the course, including their strengths and weaknesses (Niemiec, 2017).

Learning Situation Analysis (LSA)

LSA gives information on the subjective and felt needs of learners (Dudley-Evans & St. John, 1998). It includes the strategies that learners use to learn the language rather than what they need to learn (West, 1997), so it concerns process-oriented needs of learners (e.g., techniques of language learning and the learners' ideas of language learning) (Widdowson, 1981, as cited in Paltridge & Starfield, 2013, p. 327). Hutchinson and Waters (1987) used LSA for their needs analysis model, which consists of two main parts: target situation needs and learning needs. Target needs include "necessities", "lacks", and "wants" (Hutchinson & Waters, 1987) while learning needs—how learners learn the language—include learners' motivation for language learning, the way they most prefer to learn, the available resources, the time and place for the course to be taught, and the personal information of the learners (Li, 2014, p. 1871). To conclude, in Learning Situation Analysis, target needs are considered "goal-oriented" while learner needs are more process-oriented (Widdowson, 1981, as cited in Paltridge & Starfield, 2013, p. 327).

Based on the aforementioned literature review, a summary of the three approaches of needs analysis is presented in Table 1.

Table 1

A Summary of TSA, PSA, and LSA

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TSA	Product/target/goal-oriented	- What is needed by the end of the course?
PSA	Learner-oriented	- What can learners do at the beginning of the course?
LSA	Learner-oriented & process-oriented	- What do learners need to do in the target situation? - Why do learners want to learn? - How do learners learn the skills and language?

After determining how to conduct the needs analysis, the next question is "who should decide what the language needs are?" (West, 1994, p. 6). The basic sources of information in the needs analysis are the students themselves, the academic institution, and the prospective employer (Jordan, 1997). West (1994, p. 6) proposes "the needs analysis triangle" (Figure 3), which clearly explicates three

parties to interact collaboratively. They are teacher-perceived needs, student-perceived needs, and company-perceived needs. Later on, Long (2005) added more sources of information such as domain experts, literature, and triangulated sources. This is firmly supported by the Hutchinson and Waters' idea of seeking information "from a variety of sources" and endeavoring "a satisfactory compromise" (1987, p. 60). In order to obtain breadth and depth in the analysis, "multiple sources" of information should be used for validating the findings (Long, 2005, p. 63).

Figure 3

Needs Analysis Triangle (West, 1994, p. 6)
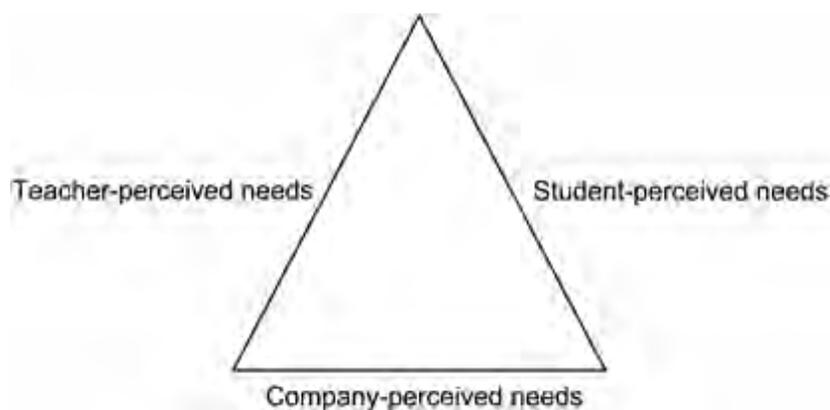
As suggested by Alsamadani (2017), TSA alone is not sufficient to determine the learners' needs without PSA. Thus, in practice, needs analysis is perceived as a combination of TSA and PSA as investigating information of needs usually requires both simultaneously (Paltridge & Starfield, 2013). That is to say, TSA focuses on learners' ***necessities***, whereas PSA concerns learners' ***lacks*** and ***wants***. These relate to the three aspects of Hutchinson and Waters' Learning Situation Analysis (1987). Therefore, in this research study, an eclectic approach of TSA, PSA, and LSA is used as a conceptual framework to seek information regarding needs, which can be the basis for developing instructional materials and activities, tests, and evaluation strategies (Brown, 1995, as cited in Masoupanah & Tarhririan, 2013, p. 2) for an English for Event Management course for English major students in the Faculty of Liberal Arts at a university in Thailand.

Research Objectives

Needs analysis is "a key instrument" (West, 1994, p. 2) to provide empirical information for language teaching, including ESP course design (Songhori, 2008). Thus, to obtain information for designing and developing an English for Event Management course, this research study aims 1) to investigate the undergraduate students' views regarding an English for Event Management course and 2) to investigate the views of the stakeholders (including ESL/EFL teachers, event management

teachers, and employers and employees in the event industry) regarding an English for Event Management course.

Research Questions

This study has two main research questions:

1. What are the views of the students regarding an English for Event Management course?

2. What are the views of the stakeholders (ESL/EFL teachers, event management teachers, and employers and employees in the event industry) regarding an English for Event Management course?

Methodology

This research was based on an explanatory sequential mixed methods study (Creswell, 2013). The study started with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data to obtain explanations of the initial quantitative findings (Creswell & Plano Clark, 2018).

Population and Sample

Based on West's "the needs analysis triangle" (1994, p. 6), the subjects in this study fell into three categories: students, ESL/EFL and event management teachers, and employers and employees in the event industry. To begin with, there were 255 English major undergraduate students in the second semester of the academic year 2020 in the Faculty of Liberal Arts at a university in Thailand: 75 freshmen, 57 sophomores, 64 juniors, and 59 seniors. These students served as the sample group for the study. However, 159 students (62.35%) out of the total responded to the questionnaire. According to Yamane (1967)'s sample size formula, a sample size for ±5% precision level where confidence level is 95% and $p = 0.5$ of 255 students would be 155.725. Therefore, 159 responses were sufficient to be used as a sample group in the study. Three students from each student batch year were also randomly selected for an interview. The other sample group, based on a purposive sampling, consisted of five ESL/EFL teachers, five event management teachers, and five employers and employees in the event industry. The 15 stakeholders, who had worked in their respective fields for at least five years and willingly participated in the study, served as the participants to complete the questionnaires and to be interviewed.

All of the sample participants were over 18 years old. To protect the rights and well-being of the research population and participants, this research proposal was sent to the Center of Ethical Reinforcement for Research of the university at which the study was conducted for approval. Before starting the survey, all participants were provided with information on the research, and they had the right to opt out if they were not comfortable with participating in the study. The data collection was anonymous, and the responses from the participants were kept confidential and destroyed after the study was completed.

Research Instruments

To elicit the participants' needs and opinions towards an English for Event Management course, the main research instruments consisted of a set of questionnaires for the students; a set of questionnaires for the stakeholders (namely ESL/EFL and event management teachers and employers and employees in the event industry); semi-structured interview questions for the students; and semi-structured interview questions for the stakeholders. All of the research instruments were developed based on the concepts of TSA, PSA, and LSA to seek appropriate information on course objectives, learning activities, instructional processes, and course assessment for developing an English for Event Management course. The research instruments were categorized into two groups based on the users.

For students, the questionnaires contained ten questions with a variety of formats like choosing one answer from multiple choices, choosing more than one answer from multiple choices, and filling in the blanks. The purpose of the questionnaires was to draw out the students' opinions and needs regarding an English for Event Management course. There were also four open-ended questions for the semi-structured interview to elicit students' more in-depth information.

The stakeholder questionnaire contained ten questions and was similar to the student questionnaire to a certain extent. The semi-structured interview questions for the stakeholders contained four questions.

After construction, the questionnaires for the students and stakeholders and the interview questions for the students and stakeholders were validated by three experts in the field of ESL/EFL and event management using the Index of Item Objective Congruence (IOC), proposed by Rovinelli and Hambleton (1977), to determine content validity. Their IOC values were 0.8, 0.87, 0.84, and 0.84, respectively. Revisions were made based on the experts' comments regarding typographical errors, word usage, and redundant questions. After that, a pilot study was conducted to determine the reliability of all research instruments and the feasibility of some important components of the full-scale study.

Data Collection

The questionnaires were distributed to the English major undergraduate students in April 2021. At that time, the COVID-19 pandemic had already been spreading worldwide, including in Thailand, for over a year, and the third wave of the pandemic outbreak was beginning in Thailand. Therefore, the online surveys were administered to the participants via Google Forms. Likewise, the semi-structured interviews were done via the Zoom Meetings application. In order to get the maximum benefit of the research instruments, data collection was done in Thai. Also, the interviews were recorded for data analysis.
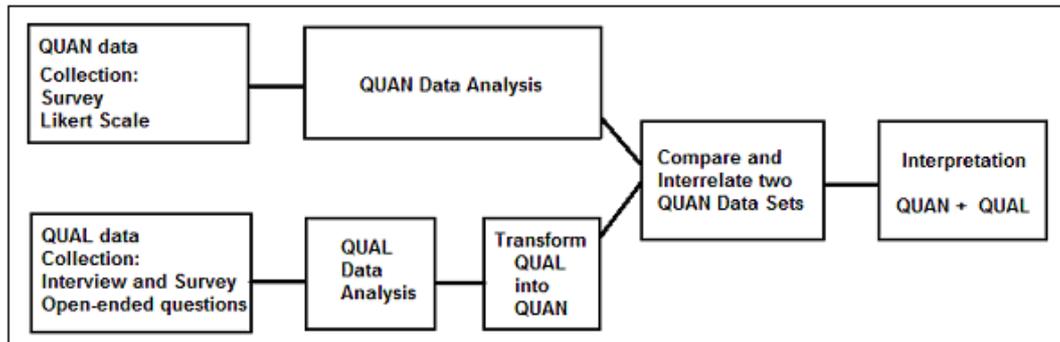
Findings

The data analysis was based on the data transformation model of the triangulation design illustrated in Figure 4 (Creswell & Plano Clark, 2018). The results from the questionnaires were

quantitatively analyzed using descriptive statistics (e.g., frequency and percentage). The data from the semi-structured interviews were analyzed using content analysis involving coding, tallying, and grouping. In this process, the qualitative data were transformed into quantitative data (Krippendorff, 2013), which allowed the two data sets to be mixed during the analysis stage and facilitated the comparison, interrelation, and further analysis (Creswell, 2013).

Figure 4

Data Transformation Model of the Triangulation Design (Creswell & Plano Clark, 2018, p. 63)

For interpreting and reporting the data, the findings from both questionnaires and semi-structured interviews were integrated to provide a narrative report using a weaving approach (Fetters et al., 2013) and presented based on the research objectives: to investigate the views of the students and those of the stakeholders.

Views of Students

In this part, the findings from 159 student questionnaires have been arranged by question from high to low frequency and are presented in Appendix A. Moreover, the findings from the twelve student interviews were analyzed using content analysis and then transformed into quantitative data. They are presented in Appendix B. The views of the students are reported primarily using quantitative data and supported by qualitative data as follows.

For the questionnaires, the 159 participants consisted of 28 male and 131 female English major undergraduate students. There were 65 first year students (10 male and 55 female); 47 second year students (8 male and 39 female); 28 third year students (9 male and 19 female); and 19 fourth year students (1 male and 18 female). 82.39% of the students agreed that event management was important in today's world, and a majority (90.57%) of the students thought that the English for Event Management course would benefit the English major undergraduate students. More than half of the students (61.64%) indicated they would like to enroll in the English for Event Management course as an elective course. Here are some views from the students' interviews:

Extract 1

This course is a combination of event management knowledge and English language.

Extract 2

The knowledge from this course can be used for organizing events in real life and applied in future careers.

Extract 3

This course promotes students' soft skills such as problem-solving, management, and communication, which are very important for everyday life and future careers.

Apart from the theories and principles of event management, regarding the language aspects, the students preferred to learn English technical terms used in event management most (92.45%) and integrate the four English skills (88.05%) in the course. Presentation skills (82.39%) and English pronunciation (77.36%) ranked third and fourth, respectively, followed by English grammar points (71.70%) and English sentence structures (69.81%) necessary for event management. For English skills, they preferred to learn productive skills (speaking and writing) rather than receptive skills (reading and listening). For the activities in the classroom, learning by doing (or so-called Active Learning) was the top student preference (88.68%), followed by using both English and Thai as a medium of classroom instruction (85.53%) and using both in an event organized in a real situation (81.76%). Also, in the class, they preferred to have a combination of individual, pair, and group activities (41.51%).

Extract 4

The course should provide the students with many hands-on activities, e.g., discussions, simulations, role-plays, presentations, and, most importantly, organizing an event in a real situation.

Extract 5

English is the main language for instruction. Thai language can be used sometimes if needed.

Extract 6

For organizing an event by the end of the course, both English and Thai can be used as a medium of communication.

For the assessment and evaluation of the students' achievement, class attendance (66.67%) and classroom participation (61.64%) ranked first and second, respectively. The students also preferred

organizing an event in groups (with an evaluation of both individual and group performance) (50.94%) and doing quizzes in the classroom (39.62%).

Extract 7
An event organization should be the final project in this course in order to allow the students to make use of what they have learned in a real situation.

Extract 8
The students' performance should be evaluated both individually and in groups.

Extract 9
Quizzes in the classrooms are preferable.

As for other assessments, the students preferred group work (36.48%) and a combination of individual, pair, and group work (33.33%). As for the assessment of English skills, they preferred writing tasks to speaking ones. Oral presentation tasks were clearly not favored by the students.

For the classroom atmosphere, the participants gave some comments in the semi-structured interview.

Extract 10
The class must be fun and not boring.

Extract 11
The teacher must be a kind and patient facilitator and advisor since the students have no background knowledge in this field.

The students also revealed their preference of class size, which ranged from 30 to 35 students. Three students (1.89%) mentioned in the questionnaires that "the more students, the better. This is because we need many participants for our events."

In the interviews, the students were asked about the effect of the COVID-19 outbreak on the event industry. Most of them (91.67%) agreed that the event industry had suffered from the effects of the pandemic. Here are some of their comments:

Extract 12
Face-to-face events are cancelled and replaced by online events.

Extract 13

Everyone needs social distancing, so the number of event attendees is limited.

Extract 14

Since everyone has to wear a surgical mask, some activities, like stage shows, cannot be performed as normal.

Moreover, the students were asked if the COVID-19 outbreak would affect the English for Event Management course or not. All of them (100%) showed a consensus and gave a variety of concerns. Here are some examples.

Extract 15

If the COVID-19 outbreak is still existing, an online class must be implemented instead of a traditional classroom, and we cannot organize an event on-site. (We may have to organize an event online.)

Extract 16

There must be many obstacles when studying this course during the COVID-19 situation, especially for the practical activities.

In summary, the students expected various active learning activities and assessment tasks to which they could apply the knowledge of event management and English skills. According to the findings from the questionnaires and semi-structured interviews, the students showed their interest and positive opinions towards the English for Event Management course although they were concerned about the impact of the COVID-19 pandemic on the course.

Views of Stakeholders

In this part, the findings from the questionnaires and the semi-structured interviews of 15 stakeholders, including five ESL/EFL teachers, five event management teachers, and five employers and employees in the event industry, are presented in Appendix C and Appendix D, respectively. The findings from the integration of both research instruments are reported as follows.

From the questionnaires, there were one male and four female participants in each group of the stakeholders. 66.67% of the participants agreed that the event industry was growing; however, 26.67% felt uncertain about it as the COVID-19 situation had affected the growth of the industry, and 6.67% disagreed with the majority. The responses from the interviews included a number of concerns as follows:

Extract 17

During the COVID-19 outbreak, events cannot be organized on-site.

Extract 18

Sponsors have more conditions and restrictions when making a decision to support an event; sponsorship is difficult to hunt for.

As for the language skills, the stakeholders considered learning technical terms in English (93.33%) as necessary as integrating the four English skills in learning (93.33%), followed by English pronunciation (73.33%), English grammar points (73.33%), and presentation skills in English (73.33%). Among the four skills of English, writing (60.00%) and speaking (46.67%) got a higher recommendation than reading (40.00%) and listening (20.00%). Five participants (33.33%) provided some interesting suggested skills such as intercultural skills, soft skills, and computer literacy.

Extract 19

A combination of event management and English language is the core of this course.

Extract 20

Apart from knowledge skills, the teacher should integrate soft skills (e.g., teamwork, problem-solving, negotiation, etc.) and social skills (e.g., effective communication) into this course via classroom instruction and activities.

Extract 21

Computer technology and online applications should be introduced to the students (e.g., applications for online registration).

Extract 22

Cultural aspects (e.g., intercultural communication and cultural awareness) should be added in the course if applicable as they are very important when dealing with many people.

Regarding classroom instruction, learning by doing (86.67%) ranked first, which was followed by using both English and Thai as a medium of instruction (73.33%), use of English and Thai for communication in an event organized in a real situation (66.67%), and a combination of individual, pair, and group work (60.00%), respectively. One respondent (6.67%) suggested role-plays and simulation in the classroom.

Extract 23

Students should actively learn by doing and practicing.

Extract 24

Lectures are used to present the event management concepts and theories to the students. This can save class time for other classroom practices and activities.

Extract 25

English is the main medium of instruction. However, students' L1 can be used if necessary.

Extract 26

When organizing an event in the final project, the students can use both English and Thai as a medium of communication.

For the class size, more than half of the respondents (53.33%) agreed that the maximum number of students was 20. One respondent suggested in the questionnaire that the fewer students there were in the class, the better as the students would have opportunities to practice in the classroom, and the teacher could give thorough feedback to each student.

As for the evaluation of the students' achievement, classroom participation (86.67%) ranked first, followed by writing an evaluation of an event organized in a real situation (66.67%), quizzes in the classroom (66.67%), and class attendance (66.67%). In third came organizing an event in groups with use of both individual and group performance evaluation (60%) and a combination of individual, pair, and group classroom activities (60%), which were followed by oral presentation of an event proposal individually (53.33%) and in groups (46.67%). Written examinations were not chosen by the participants. In regards to applying the knowledge they have learned from the course, 93.33% of the respondents agreed that the students should have a chance to organize an event in a real situation, and to be evaluated on the event's success based on both their individual performance and team performance.

Extract 27

For the evaluation of the event organization, both individual performance (e.g., tasks assigned for each student) and group performance (e.g., event success) should be considered. Also, evaluation from the event team members and the event attendees (including other teachers) should be included.

Extract 28

A written open-ended exam is acceptable, but not important. The students' knowledge on event management can be assessed by quizzes and other tasks like event plan presentations.

The top ten topics that the respondents selected for this course were 1) Prepare and Monitor Budget; 2) Obtain and Manage Sponsorship; 3) Develop and Implement Marketing Strategies; 4) Enhance Customer Service Experiences; 5) Presentation Skills; 6) Manage On-site Event Operation; 7) Identify Hazards and Assess & Control Safety Risks; 8) Develop Event Concepts; 9) Lead and Manage Meetings; and 10) Manage Event Staging Components. All in all, 93.33% of the respondents felt that the English for Event Management course would benefit the English major undergraduate students.

Extract 29

The students can apply the knowledge in their day-to-day lives and future careers.

Extract 30

This course empowers the 21st century skills for the students.

In the interviews, the stakeholders showed some concerns regarding the effects of the COVID-19 situation on the event industry as follows:

Extract 31

Hybrid events (on-site combined with online) will be another alternative, apart from online events.

Extract 32

Event organizers and planners need the ability to be flexible and optimistic. Backup plans are needed and figured out in advance.

Also, most of the stakeholders (93.33%) felt that the COVID-19 situation would affect the English for Event Management course. Here are some of their concerns.

Extract 33

The teacher needs to prepare for the online course and may need computer technology and applications to teach the students in this course.

Extract 34

Some tasks, like hands-on activities, may be affected if the course cannot be taken in a traditional classroom and need adjusting to fit the course.

However, one stakeholder (6.67%) mentioned a positive side of this situation and took it as an opportunity or challenge for the students.

Extract 35

In organizing an event, there are always problems arising. The COVID-19 situation is just like another challenge or problem that event organizers have to handle. Thus, this can be used as a scenario for the students to create a suitable, interesting event during the COVID-19 situation.

In summary, the stakeholders showed positive opinions towards the English for Event Management course. They agreed that this course would benefit the English major undergraduate students since it provided them with the 21st century skills including hard skills (English and event management), soft skills (e.g., teamwork, presentation, and problem-solving), social skills (e.g., communication), computer literacy, and intercultural communication skills. Although they were concerned about the effects of the COVID-19 situation on the event industry and the English for Event Management course, they all agreed that computer technology would be helpful and necessary. This issue could be brought into the course as a challenging scenario for the students to deal with.

Discussion and Pedagogical Implications

Drawing upon the needs analysis, the majority of the respondents saw event management as one of the more popular and dynamic sectors nowadays, and as one which requires its workers to have strong English competency. As a result, they felt an English for Event Management course would be desirable and beneficial to undergraduate students majoring in English. This study reveals a consensus in the viewpoints of both students and stakeholders regarding creating an English for Event Management course.

Firstly, regarding the content of the course, principles and theories of event management should definitely be offered to the students using the four skills of English as a medium of instruction and communication, including technical terms in event management and English pronunciation. However, as this is an ESP course and the students would not have much background in event management, the general concepts and theories of event management should be introduced to the learners in order to help them understand the fundamentals of the event industry. Also, the first language of the learners (Thai) should sometimes be used in order to facilitate and help explain some of the more difficult concepts to the students as well as remove learning anxiety (Ochi, 2009).

Secondly, regarding tasks and activities of the course, learning by doing is the instructional approach preferred by both students and stakeholders since the students will have opportunities to actively do meaningful tasks involving listening, speaking, reading, and writing (Bonwell & Eison, 1991), individually and with their classmates—in pairs and in groups (Stearns, 1994). Thus, in each class, the teacher should begin with a warm-up activity, followed by Fink (2003: p. 108)'s Active Learning instructional model: getting information and ideas (lectures and discussions), experiencing by doing and observing, and reflecting on what and how the students learn. These can be done via individual, pair, and/or group work (Watanapokakul, 2011) and in direct and/or indirect ways (Fink, 2003). Moreover, regarding the hard skills to be taught and used in the course, apart from English language and event management, computer literacy is important for event students as it is a helpful aid to plan and run event efficiently (Bronson, 2018). In addition to hard skills, soft skills (e.g., problem-solving, negotiation, leadership, and teamwork) and social skills (e.g., effective communication and active listening) should be integrated in the tasks/activities (Fletcher et al., 2009; Sawyer, 2005; Silvers et al., 2006). Also, intercultural understanding is necessary for the event management students since it is often needed when organizing events (Dillenburger, 2013). Furthermore, Zeigler and Bowie (1995) suggest that students learn best when they use knowledge, test theories, and learn through experience. Therefore, a final project, an event organization, should be offered to the students because they will have an opportunity to apply the content they have learned in the course to create, plan, and organize an event in a real situation.

For the assessment and evaluation, both formative and summative assessments should be offered to the students (Adkins, 2018; Bonwell, 1997). However, a greater use of formative assessments should be implemented as they can enhance learner academic engagement and interactions and reflective thinking (Clarke, 2008). Also, as student performance improves and significantly shows "higher order learning, long term learning, and subsequent work performance and success" (Hunter & Elliott-Kingston, 2016, p. 131), a final project (an event organization), writing a summary of the organized event in English, and quizzes would serve well as summative assessments of the course. During the course, formative assessments, such as use of English in oral presentations and classroom activities, should be included. This allows the students to work by themselves, in pairs, and in groups in order to equip them with academic knowledge necessary for completing the final project. Most importantly, a clear rubric for each assessment will be provided to the learners at the beginning of the course (Brookhart, 2013) as it is an effective blueprint to integrate pedagogy with assessment (Spijkerbosch, 2009) and to assess various performance-based tasks (Chowdhury, 2019). For the evaluation of the event organization, individual and group performance would be assessed by the teacher, and evaluation from peers or team members (Reese-Durham, 2005) and event attendees could be included.

Fourthly, in terms of classroom management, the teacher, apart from being a lecturer and moderator, should act as a learning facilitator (Higgs & McCarthy, 2008) by scaffolding content for the

students. The teacher also should motivate and encourage the students to share their ideas and use English for communication. The classroom should be fun, active, engaging, encouraging, supportive, collaborative, and student-centered (D'Silva, 2010; Moos, 1979).

Last but not least, due to the impact of the COVID-19 pandemic, computer technology plays a doubly important role in many industries (Vargo et al., 2021), including events and education, even though under normal circumstances, computer technology is already being used in event management such as for ticket reservation and online marketing (Bronson, 2018). Therefore, in this course, the teacher and the students need to be equipped for the "new normal" in the event industry during and after the COVID-19 outbreak by heavily integrating computer technology into the course in different aspects. Also, the COVID-19 situation provides a scenario that can be used to develop the most up-to-date instructional material for classroom discussions as it applies to various learning topics (e.g., marketing, sponsorship management, and event planning) and for organizing online events as well as hybrid (a combination of on-site and online) events.

All in all, based on the aforementioned practical implications drawn from the study, a summary for designing an English for Event Management course is presented as follows:

Course Title: English for Event Management

Course Objectives: By the end of the course, the students will be able to:
1. knowledgably explain principles and technical terms in event management;
2. effectively use English for oral communication through leading and managing meetings and giving presentations;
3. effectively use English to write event documents and a summary of the organized event;
4. effectively create and organize an event using English as a medium of communication;
5. collaboratively work with other team members or classmates; and
6. actively participate in the classroom and be punctual for classes and assignment submissions.

Course Content:
1. Develop Event Concepts
2. Manage Event Staging Components
3. Presentation Skills
4. Lead and Manage Meetings
5. Develop and Implement Marketing Strategies
6. Obtain and Manage Sponsorship
7. Prepare and Monitor Budget
8. Identify Hazards and Assess & Control Safety Risks
9. Manage On-site Event Operation

10. Enhance Customer Service Experiences

Instructional Model: The instructional model to be used in the course was adapted from Active Learning instructions by Fink (2003), Stearns (1994), and Watanapokakul (2011) and is presented in Table 2.

Table 2

Instructional Model to be Used in the Course

1. Warm-up		2. Getting information		3. Experiencing by doing and observing		4. Reflecting		5. Team meetings	
lead-in		lectures and discussions		tasks and activities		feedback and discussions		preparation for the final project	
direct	indirect	direct	indirect	direct	indirect	direct	indirect	direct	indirect
individual	groups	individual	groups	individual	groups	individual	groups	individual	groups

Skills Integrated into the Course:

1. Hard skills: English language, event management, computer literacy
2. Soft skills: problem-solving, discussion, negotiation, teamwork, communication, and presentation skills
3. Intercultural skills: intercultural understanding and communication
4. Social skills: effective communication and active listening

Medium of Instruction: English (primary) and Thai (secondary)

Teacher Roles: lecturer, facilitator, moderator, and supporter

Student Roles: active learners (i.e., participants, leaders, and initiators)

Assessment & Evaluation: Both formative and summative assessments are included in the course. Also, clear rubrics will be developed and used with every assessment.

1. Formative assessments
   - An oral presentation of an event proposal in English
   - Leading and managing meetings in English
   - Taking meeting minutes in English
   - Writing sponsorship documents in English
   - Class participation

- Class attendance
2. Summative assessments
   - Quizzes
   - A final project (organizing an event using English as a medium of communication)
   - Writing a summary and reflection on the organized event in English

Conclusion

This study focuses on investigating the needs and views of English major undergraduate students and stakeholders regarding studying English for use in the field of event management. The findings obtained from the questionnaires and semi-structured interviews provide information to be used in the design and development of an English for Event Management course as an elective course for the English major program in the Faculty of Liberal Arts at a university in Thailand. This course will be in line with the university's policy to promote students' language skills and entrepreneurship, enhance Active Learning, and provide the 21st century learning skills, meant to ensure that the students will meet both academic standards and industry needs (Dunne et al., 1999).

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Appendix A

Findings from the students' questionnaires

1. You are …

Groups	Male		Female		Total	
	Frequency	**Percentage**	**Frequency**	**Percentage**	**Frequency**	**Percentage**
1st Year	10	6.29	55	34.59	65	40.88
2nd Year	8	5.03	39	24.53	47	29.56
3rd Year	9	5.66	19	11.95	28	17.61
4th Year	1	0.63	18	11.32	19	11.95
Total	28	17.61	131	82.39	159	100

2. Event management is important at present.

Items	Frequency	Percentage
Agree	131	82.39
Not sure	25	15.72
Disagree	3	1.89

3. Apart from event management theories and content, which language and learning skills should be offered in the English for Event Management course? (You can choose more than one answer.)

Items	Frequency	Percentage
English technical terms in event management	147	92.45
Integrating four English skills (listening, speaking, reading, and writing)	140	88.05
Presentation skills in English	131	82.39
English pronunciation	123	77.36
English grammar points used in event management	114	71.70
English sentence structures used in event management	111	69.81
Communicating (e.g., speaking and discussing with others) in English	101	63.52
Writing event documents in English	98	61.64
Reading event documents in English	96	60.38
Listening to event talks and discussions in English	87	54.72
Others (please specify.)	0	0

4. Apart from theories and principles of event management, which components should be offered to the students in the event management classroom? (You can choose more than one answer.)

Items	Frequency	Percentage

Learning by doing (e.g., organizing an event in a real situation)	141	88.68
Using both English and Thai as a medium of instruction	136	85.53
Using English and Thai as a medium of communication in the event organized in a real situation	130	81.76
Individual, pair, and group work	66	41.51
Only group work	65	40.88
Using English as a medium of instruction	33	20.75
Using only English as a medium of communication in the event organized in a real situation	24	15.09
Both individual and group work	24	15.09
Only individual work	24	15.09
Using only Thai as a medium of instruction	3	1.89
Others (Please specify.) - Event simulations (n =1) - Guest speakers--Experience from event staff (n = 1) - Event site visits (n = 1)	3	1.89
Using only Thai as a medium of communication in the event organized in a real situation.	0	0
Both individual and pair work	0	0
Both pair and group work	0	0
Only pair work	0	0

5. For the most effective instruction, what is the maximum number of students in the English for Event Management class?

Items	Frequency	Percentage
30 students	56	35.22
35 students	34	21.38
25 students	29	18.24
20 students	26	16.35
15 students	4	2.52
Others (Please specify.) - The more students, the better. This is because we need many participants for our events. (n = 3) - It will be fun when organizing an event if we have many students in our class. (n = 1)	4	2.52
50 students	3	1.89
45 students	2	1.26

	1	0.63
40 students	1	0.63

6. For the evaluation of the students' achievement, what should be included in the course syllabus? (You can choose more than one answer.)

Items	Frequency	Percentage
Class attendance	106	66.67
Classroom participation	98	61.64
Organizing an event in groups (using both individual and group performance evaluation)	81	50.94
Quizzes in the classroom (multiple-choice questions)	63	39.62
In-class activities (group work only)	58	36.48
Writing an event proposal (pair work)	55	34.59
Written examination (multiple-choice questions & open-ended questions)	55	34.59
In-class activities (individual, pair, and group work)	53	33.33
Writing an event proposal (group work)	49	30.82
In-class activities (individual work only)	47	29.56
Writing an event proposal (individual work)	41	25.79
Writing an evaluation of the organized event (individual work)	40	25.16
Writing an evaluation of the organized event (pair work)	40	25.16
Organizing an event in groups (using group performance evaluation)	34	21.38
Written examination (open-ended questions)	33	20.75
Written examination (multiple-choice questions)	32	20.13
Organizing an event in groups (using individual performance evaluation)	28	17.61
Writing an evaluation of the organized event (group work)	25	15.72
In-class activities (pair work only)	20	12.58
Oral presentation of an event proposal (individual and group work)	12	7.55
Oral presentation of the event summary (individual and group work)	3	1.89
Oral presentation of an event proposal (individual work)	1	0.63
Oral presentation of an event proposal (group work)	1	0.63
Oral presentation of the event summary (individual work)	1	0.63
Oral presentation of the event summary (group work)	1	0.63
Quizzes in the classroom (open-ended questions)	0	0
Others (Please specify.)	0	0

7. By the end of the course, the students should have a chance to use the knowledge they have learned in the course to organize an event in a real situation and use it as a part of their performance assessment.

Items	Frequency	Percentage
Agree	118	74.21
Not sure	30	18.87
Disagree	11	6.92

8. In order to evaluate the event organization task, both individual performance (e.g., team participation and individual responsibility) and group performance (e.g., success of the organized event) should be taken into consideration.

Items	Frequency	Percentage
Agree	142	89.31
Not sure	14	8.81
Disagree	3	1.89

9. The English for Event Management course will benefit English major undergraduate students.

Items	Frequency	Percentage
Agree	144	90.57
Not sure	15	9.43
Disagree	0	0

10. You are interested in studying English for Event Management as an elective course.

Items	Frequency	Percentage
Agree	98	61.64
Not sure	55	34.59
Disagree	6	3.77

Appendix B

Findings from the students' interviews

Question 1: Do you think the English for Event Management course is interesting? Why?

Responses	Frequency	Percentage
Yes - The content from this course can be applied in future careers. - The knowledge from this course can be used for organizing events in real life. - The content of this course relates to various subjects in the Faculty of Liberal Arts. - This course is a combination of event management knowledge and English language. - This course promotes students' soft skills such as problem-solving, management, and communication, which are very important for everyday life and future careers. - It sounds fun and in trend.	10	83.33
Not sure - It depends on the students' preferences and styles. Although this course will benefit the English major students, some students may not want to enroll in it because it may not fit their preferences. It is OK to be an elective course, but not a compulsory one for us.	1	8.33
No - I am not interested in this industry because personally I don't like being surrounded with many people or associating with people.	1	8.33

Question 2: What do you expect from the English for Event Management course?

Responses	Frequency	Percentage
Course content & activities - The course should provide the students with both lectures (for theories and content) and practical activities, but more practices than lectures. - The course should provide the students with many hands-on activities, e.g., discussions, simulations, role-plays, presentations, and, most importantly, organizing an event in a real situation. - The knowledge in the course can be applied in real life. - The course should have a field trip or event site visit.	12 12 12 4	100 100 100 33.33
Language used in the course - For organizing an event by the end of the course, both English and Thai can be used as a medium of communication. - English is the main language for instruction. Thai language can be used sometimes if needed. - A bilingual classroom is preferable as L1 can help explain difficult content, which can help the students understand the content easier and faster. - For organizing an event by the end of the course, only English is used as a medium of communication.	10 8 4 2	83.33 66.67 33.33 16.67
Evaluation - The students' performance should be evaluated both individually and in groups. - An event organization should be the final project in this course in	12 12	100 100

	Frequency	Percentage
order to allow the students to make use of what they have learned in a real situation.		
- Quizzes in the classrooms are preferable.	10	83.33
- Peer evaluation for the event organization is recommended.	8	66.67
- The proportion of the students' assessment should focus on practicality and application rather than theories.	3	25.00
- The assessment should come from a variety of tasks that finally lead to the final project (event organization).	2	16.67
Classroom atmosphere		
- The class must be fun and not boring.	12	100
- The teacher must be a kind and patient facilitator and advisor since the students have no background knowledge in this field.	8	66.67

Question 3: Do you think the COVID-19 outbreak affects the event industry? How?

Responses	Frequency	Percentage
Yes - Face-to-face events are cancelled and replaced by online events. - Everyone needs social distancing, so the number of event attendees is limited. - Since everyone has to wear a surgical mask, some activities, like stage shows, cannot be performed as normal. - Many people do not buy tickets in advance.	11	91.67
Not sure - If the COVID-19 situation is better, face-to-face events will be able to be organized as normal.	1	8.33
No	0	0

Question 4: Do you think the COVID-19 outbreak will affect the English for Event Management course? How?

Responses	Frequency	Percentage
Yes - If the COVID-19 outbreak is still existing, an online class must be implemented instead of a traditional classroom, and we cannot organize an event on-site. (We may have to organize an event online.) - There must be many obstacles when studying this course during the COVID-19 situation, especially for the practical activities. - We may have fewer attendees in our event.	12	100
Not sure	0	0
No	0	0

Appendix C

Findings from the stakeholders' questionnaires

1. You are …

Groups	Male		Female		Total	
	Frequency	**Percentage**	**Frequency**	**Percentage**	**Frequency**	**Percentage**
ESL/EFL teachers	1	6.67	4	26.67	5	33.33
Event teachers	1	6.67	4	26.67	5	33.33
Employers and employees in the event industry	1	6.67	4	26.67	5	33.33
Total	3	20	12	80	15	100

2. Event management is a growing industry at present.

Responses	Frequency	Percentage
Agree	10	66.67
Not sure - It may not be due to the COVID-19 situation.	4	26.67
Disagree - The pandemic outbreak now highly affects the event industry.	1	6.67

3. Apart from event management theories and content, which language and learning skills should be offered in the English for Event Management course? (You can choose more than one answer.)

Items	Frequency	Percentage
English technical terms in event management	14	93.33
Integrating four English skills (listening, speaking, reading, and writing)	14	93.33
English pronunciation	11	73.33
English grammar points used in event management	11	73.33
Presentation skills in English	11	73.33
Writing event documents in English	9	60.00
English sentence structures used in event management	8	53.33
Communicating (e.g., speaking and discussing with others) in English	7	46.67
Reading event documents in English	6	40.00

Others (Please specify.)
   -   Intercultural communication (n = 2)
   -   Soft skills (e.g., communication skills, problem-solving skills, and leadership skills) (n = 2)
   -   Computer literacy (n = 1)
	5	33.33

Listening to event talks and discussions in English	3	20.00

4. Apart from theories and principles of event management, which components should be offered to the students in the event management classroom? (You can choose more than one answer.)

Items	Frequency	Percentage
Learning by doing (e.g., organizing an event in a real situation)	13	86.67
Using both English and Thai as a medium of instruction	11	73.33
Using both English and Thai as a medium of communication in the event organized in a real situation	10	66.67
Individual, pair, and group work in the classroom	9	60.00
Using only English as a medium of communication in the event organized in a real situation	5	33.33
Using only English as a medium of instruction	4	26.67
Both individual and group work in the classroom	3	20.00
Both individual and pair work in the classroom	1	6.67
Others (Please specify.) - Role-plays and simulations	1	6.67
Using only Thai as a medium of instruction	0	0
Only individual work in the classroom	0	0
Only pair work in the classroom	0	0
Only group work in the classroom	0	0
Both pair and group work in the classroom	0	0
Using only Thai as a medium of communication in the event organized in a real situation	0	0

5. For the most effective instruction, what is the maximum number of the students in the English for Event Management class?

Items	Frequency	Percentage
20 students	8	53.33
15 students	3	20.00
30 students	2	13.33
35 students	1	6.67
Others (Please specify.) - The fewer students, the better because the students will have opportunities to practice in the classroom, and the teacher can give thorough feedback to each student.	1	6.67
40 students	0	0

45 students	0	0
50 students	0	0

6. For the evaluation of the students' achievement, what should be included in the course syllabus? (You can choose more than one answer.)

Items	Frequency	Percentage
Classroom participation	13	86.67
Writing an evaluation of the organized event (individual work)	10	66.67
Quizzes in the classroom (multiple-choice questions)	10	66.67
Class attendance	10	66.67
Organizing an event in groups (using both individual and group performance evaluation)	9	60.00
In-class activities (individual, pair, and group work)	9	60.00
Oral presentation of an event proposal (individual work)	8	53.33
Oral presentation of an event proposal (group work)	7	46.67
Writing an evaluation of the organized event (pair work)	7	46.67
Writing an evaluation of the organized event (group work)	6	40.00
Oral presentation of an event proposal (individual and group work)	5	33.33
Writing an event proposal (pair work)	3	20.00
Writing an event proposal (individual work)	2	13.33
Oral presentation of the event summary (group work)	2	13.33
Written examination (open-ended questions)	1	6.67
Oral presentation of the event summary (individual and group work)	1	6.67
Oral presentation of the event summary (individual work)	0	0
Organizing an event in groups (using only group performance evaluation)	0	0
Organizing an event in groups (using only individual performance evaluation)	0	0
In-class activities (group work only)	0	0
In-class activities (pair work only)	0	0
Writing an event proposal (group work)	0	0
In-class activities (individual work only)	0	0
Written examination (multiple-choice questions)	0	0
Written examination (multiple-choice questions & open-ended questions)	0	0

Quizzes in the classroom (open-ended questions)	0	0
Others (Please specify.)	0	0

7. By the end of the course, the students should have a chance to use the knowledge they have learned in the course to organize an event in a real situation and use it as a part of their performance assessment.

Items	Frequency	Percentage
Agree	14	93.33
Not sure	1	6.67
Disagree	0	0

8. In order to evaluate the event organization task, both individual performance (e.g., team participation and individual responsibility) and group performance (e.g., success of the organized event) should be taken into consideration.

Items	Frequency	Percentage
Agree	14	93.33
Not sure	0	0
Disagree	1	6.67

9. The English for Event Management course will benefit English major undergraduate students.

Items	Frequency	Percentage
Agree	14	93.33
Not sure	1	6.67
Disagree	0	0

10. In terms of event management, which topics should be offered to the students in the English for Event Management course? (Please select 10 topics.)

Items	Frequency	Percentage
Prepare and Monitor Budget	14	93.33
Obtain and Manage Sponsorship	12	80.00
Develop and Implement Marketing Strategies	12	80.00
Enhance Customer Service Experiences	12	80.00
Presentation Skills	12	80.00
Manage On-site Event Operation	11	73.33
Identify Hazards and Assess & Control Safety Risks	11	73.33
Develop Event Concepts	10	66.67
Lead and Manage Meetings	10	66.67

Manage Event Staging Components	9	60.00
Select Event Venues and Sites	6	40.00
Determine Event Feasibility	6	40.00
Plan In-house Events or Functions	5	33.33
Process and Monitor Event Registration	3	20.00
Develop Conference Programs	2	13.33
Research and Comply with Regulatory Requirements	2	13.33
Develop Workplace Policy and Procedures for Sustainability	2	13.33
Others (Please specify.)	0	0

Appendix D

Findings from the stakeholders' interviews

Question 1: Do you think the English for Event Management course is interesting? Why?

Responses	Frequency	Percentage

Yes
  - This course is different from other English courses.
  - It is a course that allows the students to learn by doing, which can promote active learning.
  - This course empowers the 21st century skills for the students.
  - Event management is one of the trendy occupations for Thai students.
  - The students can apply the knowledge in their day-to-day lives and future careers.
  - This course increases students' opportunities for job employment and pave the way for the students to work locally and globally.
	14	93.33

Not sure - This course might attract many students, but not a lot of them.	1	6.67
No	0	0

Question 2: What do you expect from the English for Event Management course?

Responses	Frequency	Percentage
Course content & activities		
- Apart from knowledge skills, the teacher should integrate soft skills (e.g., teamwork, problem-solving, negotiation, and etc.) and social skills (e.g., effective communication) into this course via classroom instruction and activities.	15	100
- Since the students have no background in event management, the content should be wider rather than deeper.	11	73.33
- Computer literacy should be integrated to complete classroom tasks/activities (e.g., the Excel program for budget management).	8	53.33
- In every session, the content should not be too much. The teacher should provide some important theories or principles (lectures are acceptable) and then let the students do some activities using those theories and principles. Also, a period of time should be provided to the students for preparing or discussing their final project.	6	40.00
- A combination of event management and English language is the core of this course.	4	26.67
- Guest speakers (e.g., event employees or event planners) should be invited to share their experience with the students.	2	13.33
- Computer technology and online applications should be introduced to the students (e.g., applications for online registration).	2	13.33
- Cultural aspects (e.g., intercultural communication and cultural awareness) should be added in the course if applicable as they are very important when dealing with many people.	1	6.67
Language used in the course		
- English is the main medium of instruction. However, students' L1 can be used if necessary.	11	73.33
- When organizing an event in the final project, the students can use both English and Thai as a medium of communication.	10	66.67
- When organizing an event in the final project, the students should	5	33.33

	Frequency	Percentage
use only English as a medium of communication.		
- Only English is used as the medium of instruction	4	16.67
Evaluation		
- The students' performance should be evaluated by both formative assessments (e.g., quizzes, presentations, and group activities) and summative assessments (e.g., final exam, reports, and final project).	15	100
- For the evaluation of the event organization, both individual performance (e.g., tasks assigned for each student) and group performance (e.g., event success) should be considered. Also, evaluation from the event team members and the event attendees (including other teachers) should be included.	15	100
- Clear rubrics are needed for each task's evaluation.	13	86.67
- A written open-ended exam is acceptable, but not important. The students' knowledge on event management can be assessed by quizzes and other tasks like event plan presentations.	5	33.33
Classroom atmosphere		
- A variety of teaching methods should be used in the class.	15	100
- Lectures are used to present the event management concepts and theories to the students. This can save class time for other classroom practices and activities.	13	86.67
- Students should actively learn by doing and practicing.	12	80.00
- Student talks are more preferable to teacher talks.	4	26.67

Question 3: Do you think the COVID-19 outbreak affects the event industry? How?

Responses	Frequency	Percentage
Yes - During the COVID-19 outbreak, events cannot be organized on-site. - Events can be organized via online applications. - Hybrid events (on-site combined with online) will be another alternative, apart from online events. - Sponsors have more conditions and restrictions when making a decision to support an event; sponsorship is difficult to hunt for. - A lot of sales promotions are needed for marketing. - Computer technology plays a very important role for planning and organizing events. - More budget, time, and energy are needed. - Event organizers and planners need the ability to be flexible and optimistic. Backup plans are needed and figured out in advance.	15	100
Not sure	0	0
No	0	0

Question 4: Do you think the COVID-19 outbreak will affect the English for Event Management course? How?

Responses	Frequency	Percentage
Yes - Computer technology are needed to be integrated in the course. - The teacher needs to prepare for the online course and may need more computer technology and applications to teach the students in this course. - Some tasks, like hands-on activities, may be affected if the course cannot be taken in a traditional classroom and need adjusting to fit the course.	14	93.33

- An online or virtual event may be organized for the final project instead of a face-to-face event if the pandemic outbreak is still existing.		
Not sure	0	0
No - In organizing an event, there are always problems arising. The COVID-19 situation is just like another challenge or problem that event organizers have to handle. Thus, this can be used as a scenario for the students to create a suitable, interesting event during the COVID-19 situation.	1	6.67

About the Author

Dr. Sasa Watanapokakul is currently an Assistant Professor of English who teaches post- and undergraduate courses in the Faculty of Liberal Arts at Mahidol University, Thailand. She obtained her Ph.D. in English as an International Language from Chulalongkorn University. She was granted the Endeavour Postdoctoral Research Fellowship in 2012 and the Endeavour Vocational Education and Training (VET) Scholarship in 2018 from the Australian Government. Her fields of interest are English language teaching (e.g., Active Learning, creative teaching methodology, and using computer technology to enhance English language teaching), English for Specific Purposes (ESP), Applied Linguistics in English Phonetics and Phonology, and Event Management.