

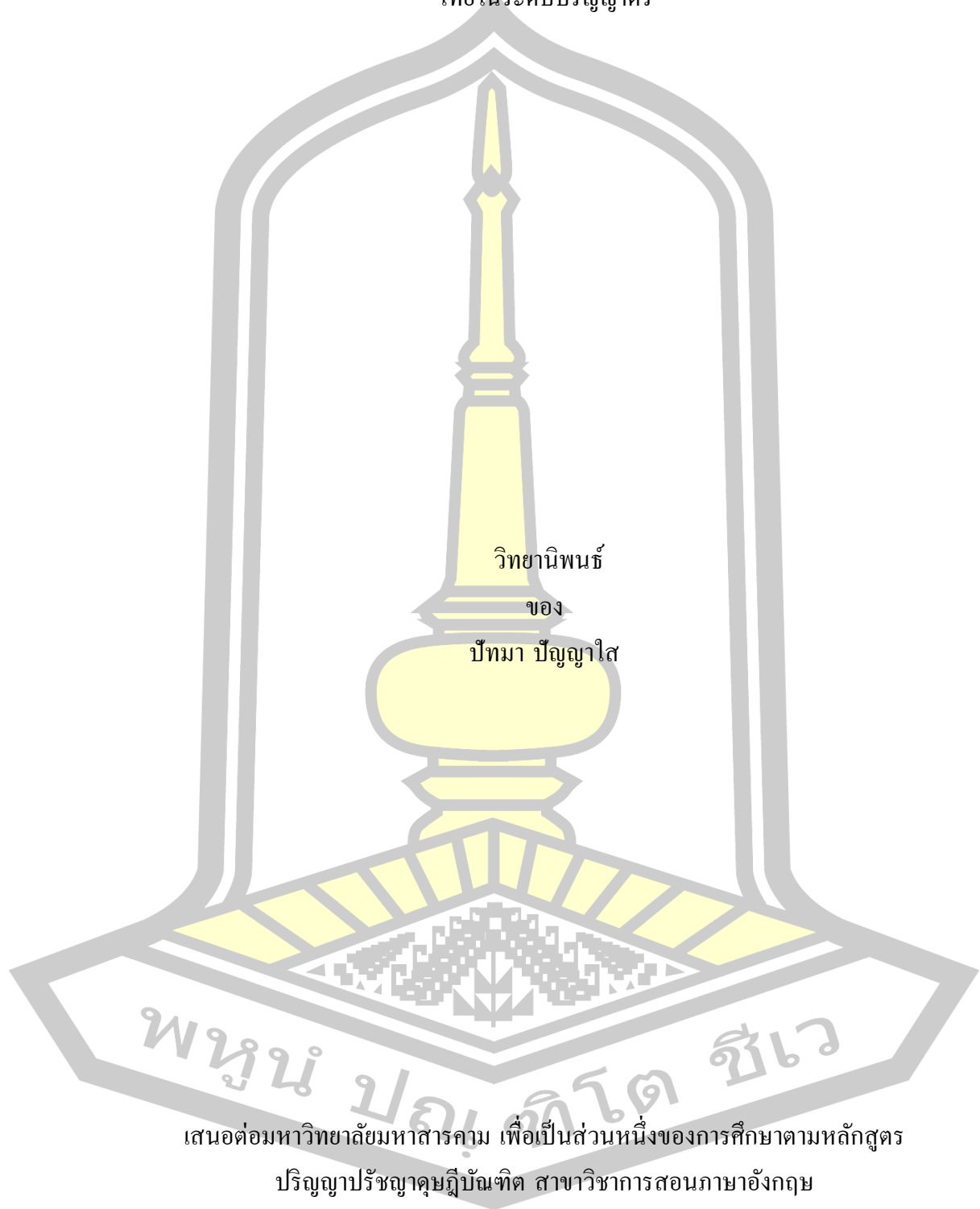
Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students

Pattama Panyasai

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Doctor of Philosophy in English Language Teaching  
September 2024

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### ABSTRACT

The present thesis investigates the needs analysis for a Business English Presentation (BEP) course designed for Thai EFL (English as a Foreign Language) undergraduate students. This research aims to bridge the gap between theoretical knowledge and practical application in business communication. Using a mixed-method approach, the study gathers empirical data from various stakeholders, including students, teachers, alumni, and employers, to identify and analyze the essential skills required for effective business presentations in English. The study employed research instruments, including structured questionnaires, video recordings, observations, field notes, and interviews (semi-structured and focus groups). The structured questionnaire, adapted from established frameworks, collected data on target situation analysis from stakeholders, assessing necessities, lacks, and wants in the BEP context. Video recordings captured students' use of verbal, non-verbal, and visual modes during presentations. Observations and field notes provided contextual insights, while interviews offered qualitative data on stakeholders' needs and expectations. Data analysis was conducted using both quantitative and qualitative methods. Quantitative data from questionnaires were analyzed using descriptive statistics, including mean and standard deviation, to describe the results of the stakeholders' perceptions based on the needs analysis framework. Qualitative data from interviews, observations, and field notes were analyzed by using qualitative content analysis to gain deeper insights into stakeholders' perspectives and experiences. Additionally, the multimodal discourse analysis was applied to understand the incorporation of students' communication in business English presentations, focusing on three modes: (i) verbal communication, (ii) non-verbal communication, and (iii) visual use.

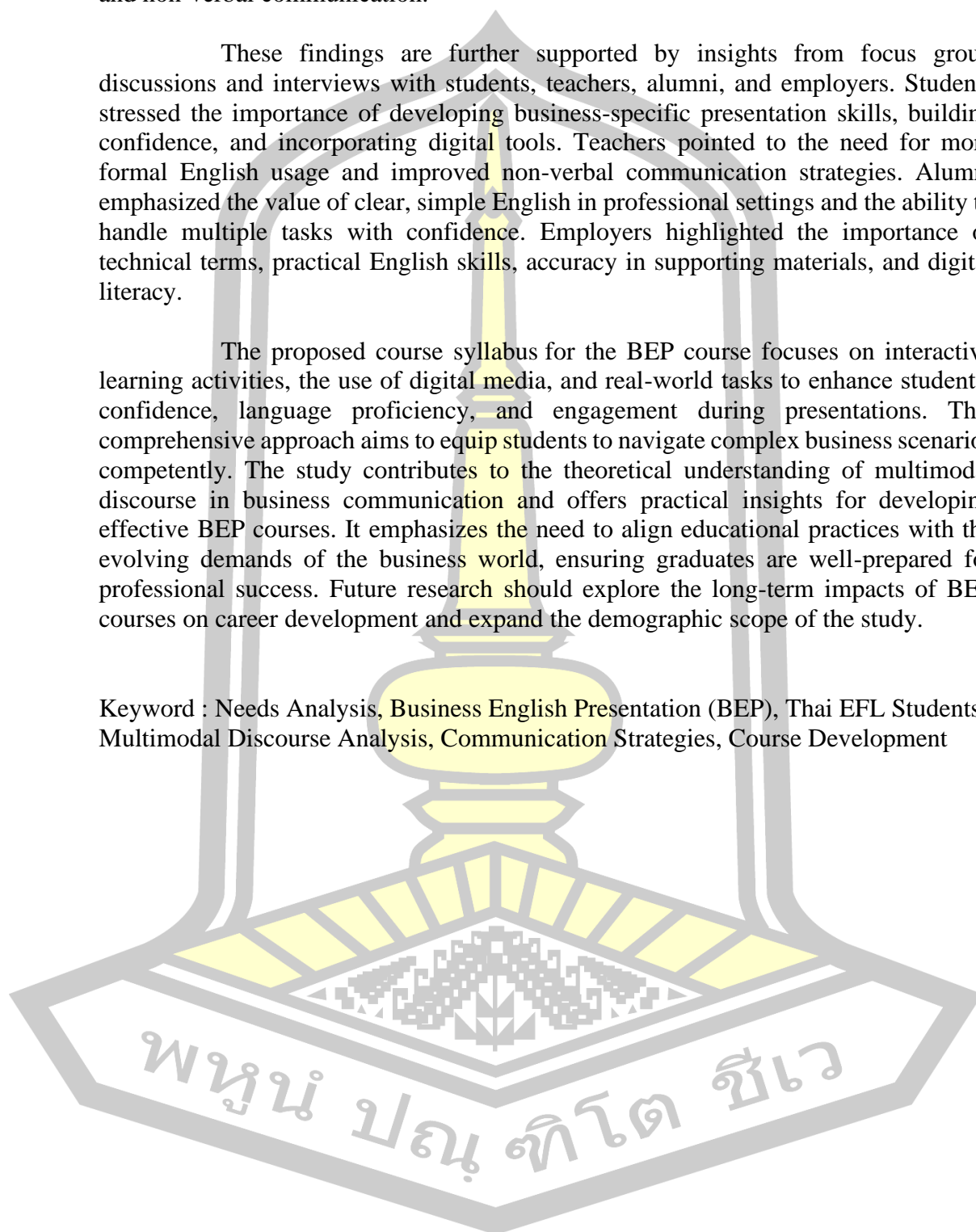
The findings reveal the needs for a Business English Presentation (BEP) course for Thai EFL undergraduate students. The quantitative results from the semi-structured questionnaire reveal key areas of 'necessity', such as mastering appropriate English expressions and presentation structure, with self-confidence identified as a significant factor in performance. Students also highlighted major 'lacks', including difficulties with non-verbal communication, content organization on slides, and the effective use of English expressions. Additionally, students expressed 'wants' to

improve their listening and speaking skills, as well as their use of supportive materials and non-verbal communication.

These findings are further supported by insights from focus group discussions and interviews with students, teachers, alumni, and employers. Students stressed the importance of developing business-specific presentation skills, building confidence, and incorporating digital tools. Teachers pointed to the need for more formal English usage and improved non-verbal communication strategies. Alumni emphasized the value of clear, simple English in professional settings and the ability to handle multiple tasks with confidence. Employers highlighted the importance of technical terms, practical English skills, accuracy in supporting materials, and digital literacy.

The proposed course syllabus for the BEP course focuses on interactive learning activities, the use of digital media, and real-world tasks to enhance students' confidence, language proficiency, and engagement during presentations. This comprehensive approach aims to equip students to navigate complex business scenarios competently. The study contributes to the theoretical understanding of multimodal discourse in business communication and offers practical insights for developing effective BEP courses. It emphasizes the need to align educational practices with the evolving demands of the business world, ensuring graduates are well-prepared for professional success. Future research should explore the long-term impacts of BEP courses on career development and expand the demographic scope of the study.

**Keyword :** Needs Analysis, Business English Presentation (BEP), Thai EFL Students, Multimodal Discourse Analysis, Communication Strategies, Course Development



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Pattama Panyasai

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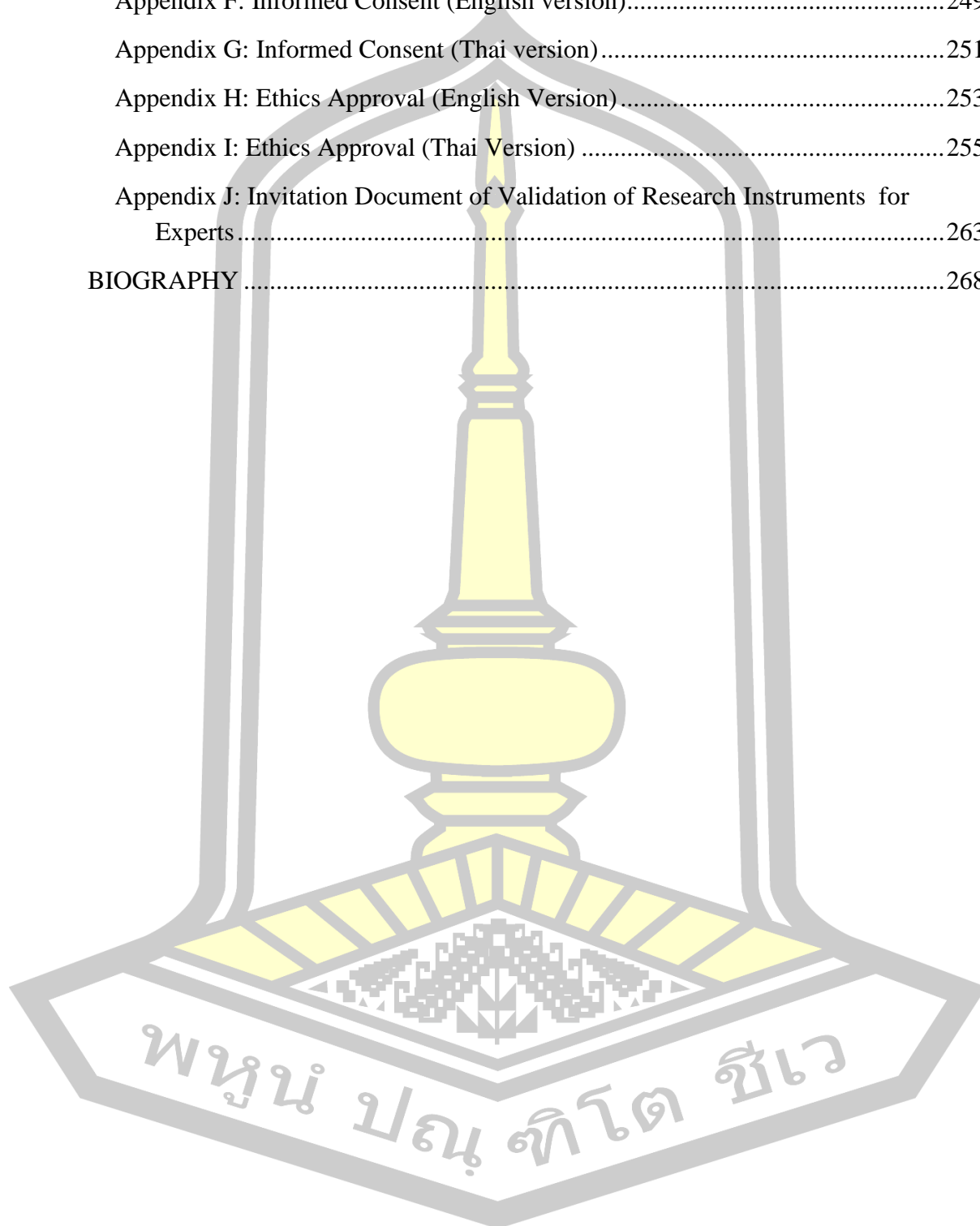


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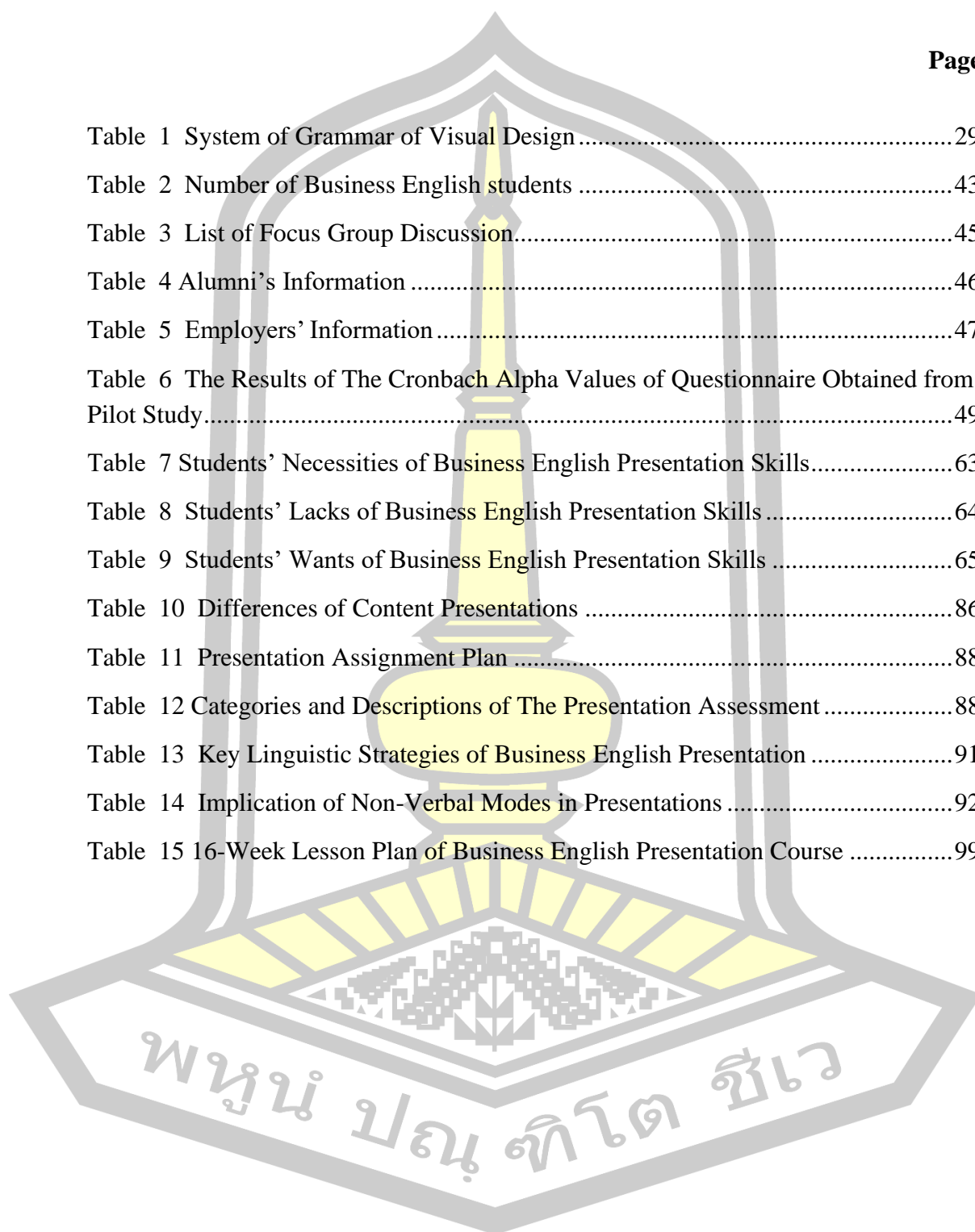
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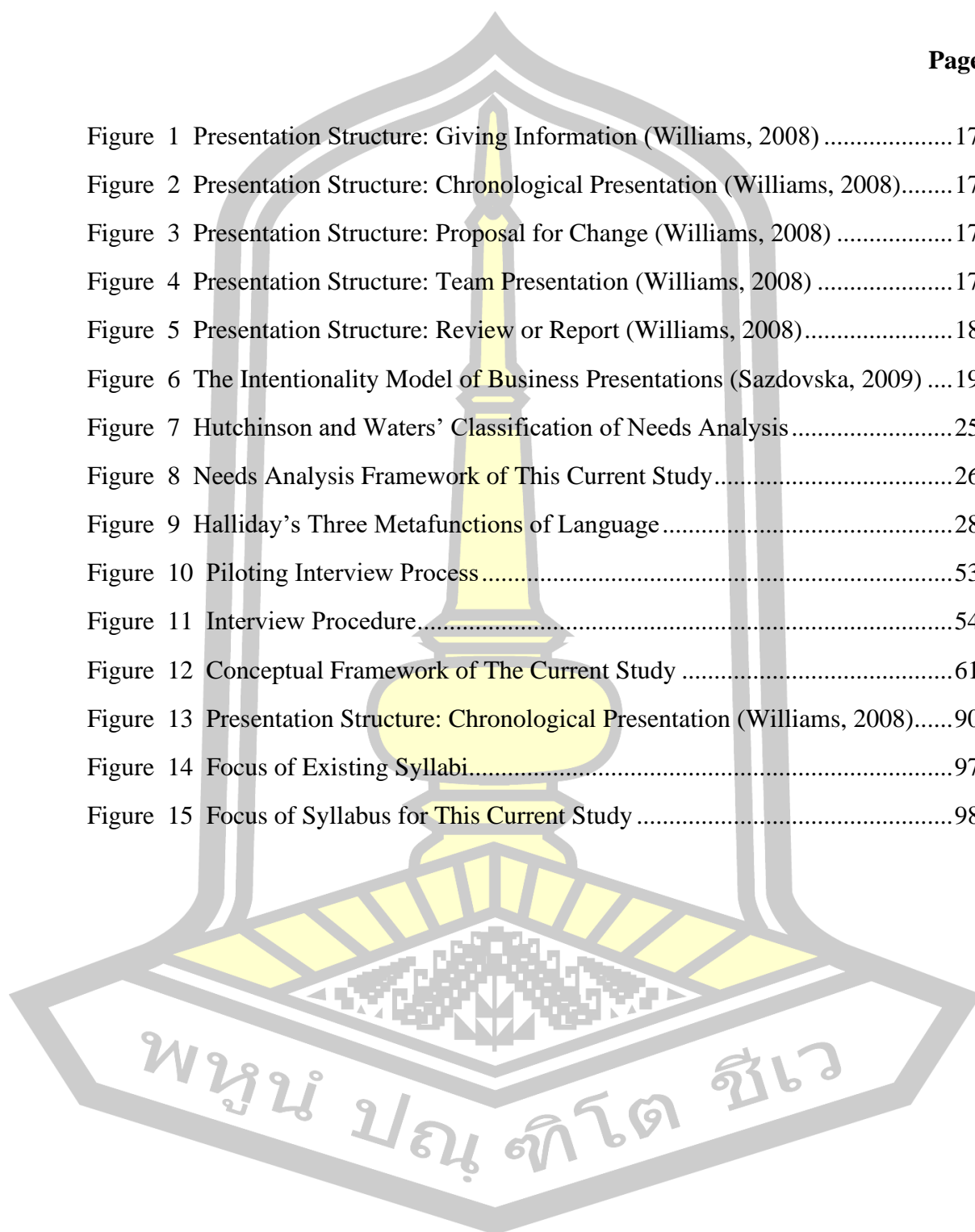
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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the general background of the research, beginning with the background of the study (see 1.1), the purposes of the study and the research questions (see 1.2). The chapter further discusses the justification of the study, which includes the rationale for investigating business English presentations and two main frameworks: needs analysis and multimodal discourse analysis (see 1.3). It also covers the scope of the research (see 1.5) and the significance of the study (see 1.4). The chapter concludes with a definition of terms (see 1.6) and the structure of the dissertation (see 1.7).

#### **1.1 Background of the Study**

Presentation skills are one of the most relevant skills in education and business. According to current research, oral presentation skills are the most crucial business communication skills (Grez, 2010; Sabbagh & Killu, 2015). In addition, several professions, including economy and business, health, politics, and diplomacy, have emphasized the importance of professional presentation abilities in achieving professional success. Professional presentation abilities include using presentations to discuss business outcomes and profits, plan strategies, pitch ideas, and debate their relevant points of view (Borisova et al., 2019; Ćurlin et al., 2020).

In English for specific purposes (ESP) context, the primary purpose of ESP is to improve students' ability to communicate in English in academic and professional settings. Therefore, it is important to emphasize the actual needs of learners, including other stakeholders when developing ESP courses (Arias-Contreras & Moore, 2022; Arnó-Macià et al., 2020; Pranoto & Suprayogi, 2020; Rahman, 2015; Widodo, 2016). According to Hristova (2014); Kerby and Romine (2009), and Salem (2019), it is critical for ESP course developers, particularly those teaching Business English, to provide a solid foundation in business fundamentals as well as practical communication skills throughout their curriculum in order to provide focused needs for successful learning outcomes.

In addition to practical communication skills, previous research has shown that more frequent presentation assignments in the classroom can improve students' ability to demonstrate advanced cognitive thinking and growth (Hristova, 2014; Kerby & Romine, 2009; Salem, 2019). Group presentations allow students to work together on a cooperative task that requires them to use English to explain their ideas and negotiate meaning with a larger community of language learners while planning and practicing their presentations (Brooks & Wilson, 2014). Conducting a typical presentation, therefore, should include the essential components required for practical presentation skills. Oral presentations are typically graded in terms of content and delivery. When presented to others, these elements will remain relevant throughout students' future careers after graduation.

Starting an oral presentation is critical because it allows students to introduce themselves to an audience. It is essential to mention that nonverbal elements, commonly referred to as "body language," can also supplement spoken messages (Džuganová, 2014; Morell & Pastor, 2018). Based on perspectives from language learning, scholars have emphasized that foreign language teaching should pay attention to verbal language communication abilities and nonverbal language use (Muchemwa, 2013). However, there has been some unbalanced development between students' verbal and non-verbal communication abilities (Liang & Kelsen, 2018; Zhang, 2019). The visual mode of presentation has also received interesting attention in recent decades. Previous studies have emphasized the meaning-making potential of visuals (e.g., images, graphs, charts). Such studies have demonstrated how visuals could stand alone or accompany texts depending on the speaker's intentions while delivering a presentation. In addition to presentation studies, especially for academic purposes focusing exclusively on the verbal or visual modes, some scholars have investigated the combination of at least two modes. Relevant research aligning with presentation studies mainly focus on exploring the interplay between language, gestures, slides, and the audience. It, therefore, becomes crucial in academic presentations when examining the contents of learning resources (i.e., documents, video recordings, social networking tools, presentation: text and multimedia) (Harrison, 2021; Januin & Stephen, 2015; Morell, 2015; Querol-Julián & Fortanet-Gómez, 2012).



In investigating Business English context, Valeiras-Jurado and Ruiz-Madrid (2020) argue that the findings in spoken Business English reveal that communication (verbal and nonverbal) is used to construct business relationships. Moreover, interpersonal meaning is as crucial as interactional interpretation in business contexts.

However, English for Specific Purposes (ESP) research has primarily focused on academic presentations, often neglecting professional contexts, particularly within English as a Foreign Language (EFL) settings in Thailand. This has led to several research gaps. A participant gap exists, as most ESP studies have concentrated on academic presentations, overlooking the needs of a broader range of stakeholders, such as students, teachers, alumni, and employers, in professional business contexts. There is also a methodological gap due to the lack of studies integrating needs analysis with multimodal discourse analysis to explore how visual, verbal, and non-verbal modes are utilized in classroom practices. Additionally, a contextual gap is evident in the limited research addressing the unique challenges faced by Thai EFL students in developing business-specific presentation skills. This study aims to bridge these gaps by incorporating insights from multiple stakeholders, employing a combined methodological approach, and focusing on the Thai context to provide practical insights for effective Business English course development (Alwi & Sidhu, 2013; Evans, 2013; Panyasai, 2022; Panyasai & Ambele, 2022; Simona, 2015).

Due to limited insights from previous research on business English presentation courses in the Thai EFL context, this study investigates the needs of Business English students, teachers, alumni, and employers using a needs analysis framework. It aims to understand their experiences in the course and professional settings, and to enhance the incorporation of presentation strategies that incorporate multimodal aspects. By employing a multimodal discourse analysis framework, this study analyzed various modalities to identify effective strategies for successful oral presentations in the classroom.

As stated, this study provided critical guidance on how to develop new courses in a professional context. It emphasized the significant contribution needs analysis could make to the development of Thai undergraduate students' oral business English presentation courses, as well as utilizing multimodal discourse analysis to reveal more

practical knowledge for business English presentation courses and general business English presentations in general.

## **1.2 Purposes of the Research**

This study was conducted to understand the stakeholders' needs regarding oral business English presentations of Thai EFL undergraduate university students. The study consisted of three purposes: a) to investigate stakeholders' needs of a Business English Presentation course based on target needs: needs, lacks, and wants, b) to investigate the incorporation of presentation strategies in business English presentations, and c) to propose an instructional model for Business English Presentation courses. The research purposes outlined were achieved through the following research questions:

1. What are stakeholders (students, teachers, alumni, and employers) needs of a good business English presentation course?
  - a. What are the differences in perception and practice of a good business English presentation course from the difference stakeholders?
  - b. How do students incorporate presentation strategies (included modal aspects) in their business English presentation?
2. What constitutes a business English presentation syllabus from existing syllabi and stakeholders' perspectives?

## **1.3 Justification of the Study**

### **1.3.1 Needs Analysis on Developing ESP Courses**

The study's focus on oral communication skills is well justified. Previous research has consistently demonstrated that oral communication is a critical requirement for effective knowledge transfer in ESP contexts (Chen et al., 2016; Menggo et al., 2019). This aligns with the necessity for ESP students to master these skills to function efficiently in their target situations. Needs analysis is a fundamental process in ESP course development. According to Chatsungnoen (2015), it involves determining the content and methodology of a course, which is essential for aligning the course objectives with the specific needs of the learners. By recognizing learners as language

users, needs analysis helps them understand language use in both target situations and learning environments. This dual focus enhances language acquisition and proficiency, making it a crucial step in the development of effective ESP courses.

Needs analysis is not a one-time process but an ongoing component of course development. It informs significant decisions regarding course outcomes, material selection, instructional strategies, and evaluation methods (Dharmawardene & Wijewardene, 2022; Haryono, 2020; Sukying et al., 2023). This continuous feedback loop ensures that ESP courses remain relevant and effective in meeting the evolving needs of students and their future professional contexts. The justification for this study is further strengthened by empirical evidence from previous research. Studies have identified specific English language proficiency requirements and developed ESP courses tailored to various target content areas. Examples include the needs of non-English students in oral presentation skills (Rachman et al., 2023), the language skill needs for future professional requirements (Kayyis & Praviti, 2022), and the English language needs for specific business courses (Suryaningsih, 2021). These studies highlight the importance of targeted needs analysis in developing and refining ESP courses.

In the Thai context, the development of ESP courses is crucial for enhancing students' career skills and English proficiency. Universities must align their language instruction with real-world demands, ensuring that the taught skills meet the specific requirements of companies and organizations (Chatsungnoen, 2015; Jitpanich et al., 2022; Namtapi, 2022; Piamsai, 2017; Thepseenu, 2020). This alignment ensures that students are adequately prepared for their professional futures. This study emphasizes the importance of employing a thorough needs analysis procedure to reflect students' needs in relation to the English language requirements of their professional contexts. By focusing on oral business English presentations, the study aims to develop an instructional model that addresses these needs. This approach not only enhances the relevance and effectiveness of ESP courses but also provides a practical framework for course development in similar contexts.

By emphasizing the significance of needs analysis in ESP course development, this study addresses a critical gap in the literature and offers a practical solution for

improving the alignment of language instruction with professional requirements. The proposed instructional model for business English presentation courses for Thai undergraduates has the potential to significantly enhance the ESP curriculum and related fields, ensuring that students are well-prepared for their future careers.

### **1.3.2 Investigation of Business English Presentation**

An oral presentation is a crucial professional skill for productive workplace engagement (Liu et al., 2021). It involves combining information, persuasive language, audience interaction, and entertaining multimodal aspects. Previous research in English for Specific Purposes (ESP) has primarily focused on oral presentations in academic contexts rather than professional settings. This leaves a gap in understanding presentations in business contexts outside the English-speaking world and the challenges L2 students face while presenting in English (Evans, 2013; Alwi & Sidhu, 2013; Simona, 2015).

In Thailand, studies on students' oral presentations have explored performance abilities, attitudes, teaching methods, and assessment. For instance, Konchiab and Munpanya (2021) examined students' strengths and weaknesses, attitudes towards presentations, and perceptions of scoring. Kurakan (2021) investigated anxiety levels among Thai EFL engineering students, focusing on pre-presentation and during-presentation stages. Yeereem (2013) compared language use in oral presentations between English native speakers and Thai EFL learners, finding both groups followed a similar structure but used different linguistic structures for each component.

This study aims to address the research gap in business English presentations by examining the incorporation of presentation strategies, incorporating verbal, non-verbal, and visual modes. The goal is to propose an instructional model for Business English Presentation courses that enhances students' skills in delivering effective business presentations. This focus is crucial for developing a comprehensive understanding of the unique challenges and strategies required for successful business presentations in diverse contexts.

### 1.3.3 Multimodal Discourse Analysis

A multimodal discourse analysis approach examines several forms of communication, including text, color, and visuals. It is a technique for discourse analysis that considers how different communication modes interact to produce semiotic meaning and how they each communicate independently.

According to Norris (2004), to conduct research in various fields, such as linguistics, sociology, education, anthropology, and psychology, analyzing multimodal interaction offers a practical guide to understanding and researching the various modes of communication. Kress and Van Leeuwen (2006), emphasize that visual images, like language, fulfill the metafunctions of representing the experiential world (representational meaning), interacting between the participants represented in a visual design and their viewers (interactive meaning), and composing visual resources (compositional meaning). Besides, previous studies also describe that people often use a variety of communicative modalities and are aware of much more than simply what is directly in front of them. Analyzing such multimodal interactions can offer significant insights and capture learning experiences for those interested in this related field. (Mestre-Mestre, 2015; Ruiz-Madrid & Fortanet-Gómez, 2015; Twiner, et. al, 2021;).

As this current study focused on business English presentation, research in this area has not been extensively done to gain insight into the characteristics of presentations in business contexts. Furthermore, there is a lack of evidence of research studies focusing on using different discourse analyses to examine students' oral presentations in business English, focusing on multimodal visual, verbal, and nonverbal communication modes. This study, therefore, will apply the multimodal discourse analysis framework by Norris (2004), Kress, and Van Leeuwen (2006) to analyze the incorporation of the students' communication in business English presentations based on three modes: (i) verbal communication, (ii) non-verbal communication, and (iii) visual use during BE presentations. Positively, the study hopes to benefit researchers in exploring the correlation of each mode in presentation from a holistic perspective.

#### **1.4 Scope of the Research**

This mixed-method study aimed to investigate stakeholders' needs concerning business English presentations for Thai EFL undergraduate students and to explore the incorporation of presentation strategies. Participants included undergraduate students enrolled in a Business English Presentation course, business English teachers, alumni from the Business English Program, and their employers. The study used the Business English Presentation course as the primary data source. A needs analysis framework by Hutchinson and Waters (1992), Long (2005), and Prince (1984) was utilized to assess the needs related to the course. Multimodal discourse analysis, based on the frameworks by Norris (2004) and Kress and Van Leeuwen (2006), was employed to analyze and interpret data from video recordings and classroom observations. Additionally, research instruments were adapted to fit the study's specific purposes and context.

#### **1.5 Significance of the Study**

The significance of this research lies in its comprehensive investigation of the incorporation of presentation strategies—visual, verbal, and nonverbal communication—in students' business English presentations. This area has not been fully explored in the context of Thai EFL students, making this study a valuable contribution to the field. By focusing on these multimodal strategies, the research aims to fill a gap in the current literature and provide a deeper understanding of how these elements interact to enhance presentation effectiveness.

This study offers practical insights that can significantly impact instructional models for teaching, course development, and curriculum design. Business English instructors and university lecturers can use the findings to create more effective and engaging curricula that cater to the specific needs of their students. By incorporating the recommended presentation strategies, educators can help students develop a more holistic set of communication skills, which are essential for success in the global business environment.

Additionally, the findings of this research benefit English instructors by offering a robust model for developing teaching materials. These materials, which include documents and activities, can be tailored to better prepare students for real-world business scenarios. By aligning teaching practices with the demands of professional environments, educators can



ensure that students are not only proficient in English but also skilled in delivering impactful presentations.

Eventually, the results of this study can enhance students' preparedness for their future careers. By mastering effective presentation strategies, students can improve their confidence and competence in business communication. This alignment with employers' expectations is crucial, as it ensures that graduates are ready to meet the challenges of the workplace. Consequently, this research has the potential to bridge the gap between academic preparation and professional requirements, contributing to the overall success and employability of Thai EFL students in the business sector.

### 1.6 Definitions of Key Terms

**Needs Analysis** refers to the process of gathering information to propose an instructional model for business English presentation courses that meet the specific needs of students (Songhori, 2008). This study utilized the frameworks proposed by Hutchinson and Waters (1992), who introduced the concept of target needs—encompassing necessities, lacks, and wants. Necessities refer to what learners need to know to function effectively in their target situations; lacks identify the gaps between the learners' current abilities and the required competencies; and wants to reflect the learners' personal desires for their learning. Additionally, the study incorporates the frameworks of Long (2005) and Prince (1984) to further emphasize the linguistic requirements essential for graduates' future professional endeavors, particularly in business English presentations. This approach underlines the importance of designing language education programs that meet these specific demands, ensuring that graduates are well-prepared for their professions.

**Business English Presentation course** or BEP course refers to a course that involves business English presentation elements/requirements. The course aims to teach the students appropriate language and techniques that will help them make effective presentations in English.

**Multimodal Discourse Analysis** is an academic approach that examines meaning-making practices and social interactions through various communication modes (Geenen et al., 2015). This study applied the theoretical frameworks of Norris (2004) and Kress & Van Leeuwen (2006) to analyze students' communication patterns in business English

presentations, focusing on three modes: (1) verbal communication, (2) non-verbal communication, and (3) visual elements used in the presentations.

**Verbal Communication** refers to using spoken language to convey an intentional message to a listener (McDuffie, 2013). This study will focus on the spoken words which are the students use while delivering Business English presentations as content data.

**Nonverbal Communication** refers to sending wordless messages using facial expressions, gaze, gestures, postures, tones of voice, and speech to manage interactional communication (Matsumoto, 2018).

**Visual** refers to the formatting of the guidelines and any associated textual descriptions, the style of tables used, and the methods of reporting other significant information (Klugar, 2022). It also includes various communication tools such as flip charts, overhead transparencies, slides, and videos that support more precise information while giving a presentation.

## 1.7 Thesis Organization

The dissertation consists of six chapters, structured as follows:

### Chapter I Introduction

This chapter provides the background of the study, highlighting the professional presentation abilities in achieving professional success, the components of a presentation, and the gap in business English presentation research in English for specific purposes (ESP). It also provides information regarding the needs analysis and multimodal discourse analysis. Additionally, this chapter will present the purposes of the research, the research questions, its significance and justification, and the scope of the study.

### Chapter II Literature Review and Conceptual Framework

This chapter focuses on the reviews of business English presentation and the conceptual framework of needs analysis in investigating the stakeholders' needs. The chapter will end with multimodality as a discourse study and the conceptual framework of multimodal discourse analysis's three modes (verbal, non-verbal, and visual).



### Chapter III Research Methods

This chapter presents the theoretical and analytical frameworks derived from the studies reviewed and their adaptation to the dataset. In addition, it will describe the data collection procedures and explain the data analysis, theoretical framework, and ethical considerations.

### Chapter IV Results of Stakeholders' needs and BEP Classroom Practices

This chapter summarizes and presents the findings on the needs of both educational and professional stakeholders for a Business English Presentation course, based on data collected from interviews and questionnaires. The report includes results from both qualitative analysis and descriptive statistical analysis. Moreover, this chapter also presents a study examining the multimodal presentation strategies used by Thai EFL undergraduate students in a Business English Presentation Course. It explores the incorporation of these strategies within the classroom, focusing on verbal, non-verbal, and visual modes. Data were collected via classroom observations, field notes, video recordings, and stimulated recall interviews, and analyzed qualitatively using the Multimodal Discourse Analysis (MDA) framework.

### Chapter V Results of A Business English Presentation Syllabus

This chapter focuses on the curriculum planning stage and details the course development process. It presents findings to propose a business English presentation syllabus for Business English presentations, derived from empirical data and stakeholder insights. The model offers a structured framework for creating practical courses that enhance presentation skills in both educational and professional settings.

### Chapter VI Discussion and Conclusion

This chapter offers a detailed analysis of the research findings, connecting them to previous literature and discussing their implications beyond the three research questions, particularly in relation to course development. It summarizes key contributions to further research and provides new theoretical insights into the conceptualization of Business English Presentation skills. Additionally, the chapter explores the practical implications for pedagogy and research in Business English Presentations, acknowledges the study's limitations, and suggests potential avenues for future research.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides the existing literature on what has been done on Business English presentation and the main methodological frameworks used in this study. These frameworks include Needs Analysis, Multimodal Discourse Analysis, and Multimodalities in Discourse, including visual, verbal, and nonverbal communication. The chapter discussion starts with a presentation of Business English Presentation (see 2.1) before delving into the methodological frameworks, Needs Analysis (see 2.2), and Multimodal Discourse Analysis (see 2.3). The chapter also provides previous research on investigating Business English presentation in English language classrooms (see 2.4) and ends with a summary of the chapter (see 2.5).

#### **2.1 Business English Presentation**

According to Spencer-Oatey (2012), culture is acquired rather than inherited. It is the result of one's social environment, not one's genes. Culture should be characterized by human nature on the one hand, as well as an individual's characteristics on the other. Broadly, culture, which people learn from and transfer to others to create customs and traditions, shapes huge sections of human life (Whiten et al., 2011). Culture can connect to the organizational culture, which is related to performance founded on the perceived role that culture can play in creating a competitive advantage (Lai & Lee, 2007). Thus, culture can be defined as a set of acquired human experiences, attitudes, and practices of one's social environment and human nature in individuals and from individuals to others. It can also be transferred to create ways of traditions and customs in human life and particular organizations and other settings (e.g., school, university, company, government office).

In the English language courses for English for Specific Purposes (ESP) students, according to Simona (2015), there are two crucial goals of the efficient methods of presenting an academic, technical, or business presentation which are: (i) effective presentations should involve good communication skills, organization, planning, preparation, and respect for the audience, and (ii) the methods also require a politically correct approach to the audience. These two goals are essential for the students to develop their English language and presentation skills. This also enables the students

to learn how to prepare themselves for English presentations and build their awareness regarding the international language of communication in global corporations. As already described, business English presentation culture involves many aspects to provide a more formal and well-planned structure, which can be found in both professional and educational contexts. For example, in Business English Programs, courses that provide students with the opportunities to learn more about a business enterprise, for example, any sort of facts, numbers, narrative, or progression of a company (such as explaining the advantages and disadvantages of tourism, and explaining the understanding of entrepreneurship) (Masters, 2022) are included in the course curriculum. Likewise, contents are orally presented to deliver material or knowledge, and presentation practice is to make an effective presentation.

### **2.1.1 Business English Presentation Purposes**

Business identity includes textual materials and oral presentations. The same applies to sales presentations; for instance, make a PowerPoint template with the company's logo. Although sales representatives might change the wording, the presentation's essential structure should remain constant to strengthen a brand and further the company's identification. Any successful business career must include the delivery of an effective business presentation. The presentation is often referred to as the "body" of a sale and is one of the critical actions contributing to accomplishing the company's goals.

If the business presentation is well done, it will positively affect the organization or organizations doing the presentation (Suroto & Sumargono, 2020). Furthermore, Kuswoyo & Siregar (2019) indicate that business presentation skills are not only presenting an idea with a loud voice, appropriate body language, and good eye contact to interact with the audience. It also includes a speaking performance that distributes multiple modalities of speech content, intonation, and well-structured language to facilitate audience comprehension.

For business English presentation and identity, a business presentation will have both a broad and narrow objective. The objective of the presentation may be to inform, convince, or entertain. Every speech a presenter creates should include a combination of these objectives. Even if their primary purpose is to enlighten or convince, most presentations have a small amount of entertainment value. Even though the speech is

mainly informative, the speaker may begin with a joke or a dramatic introduction. The precise objective of the presentation is to enlighten, convince, or entertain the audience with the main issue (Williams, 2020).

According to Curlin et al. (2020), the Business curriculum should include oral presentation, debating, and persuasion skills. Because presentation skills should not be confined to communication courses, they should be included in different assignments that students can learn from to organize information, connect to their audience, manage time, and develop inter and intrapersonal communication skills. Suroto et al., (2020) identifies that business presentation is an integral part of one's business career. Business communication courses should comprise several techniques in marketing, including communication ethics, presentation, negotiation, promotion, and knowing customer satisfaction. Moreover, several media characteristics can improve students' business presentations, which are explanatory, manipulative, interactive, supporting learning material, and easy to use.

Evans (2013) explains that in business presentations, the presenter is required to give an effective presentation in English. For the audience, these presentations can be identified as either external or internal in orientation. For externally oriented, client-focused presentations, the following purposes are included to provide information about an investment product: to outline the design and potential market of a new product, to report the progress of a project, to describe and justify an advertising campaign, and so on. Regarding internally oriented presentations, the following purposes were noted: to update staff on matters relating to budgeting and business development, to instruct staff on the use of software and systems, to coordinate the work of different departments, to conduct staff development sessions, and so on. Thus, from the purposes mentioned, presentations often involve the routine, practical and common matter of reporting, updating, and coordinating. Whether these presentations are internal or external, the audience is generally familiarized with the presenter and usually knows the background to and purpose of his or her presentation. This means that the focus of attention is on the information presented rather than on the personal information of the presenter. Therefore, the nature of presentations is very different from what is conveyed in self-help literature, where business presentations are typically

portrayed as high-stakes, set-piece events where properly dressed, eager to be professional in convincing target audiences to buy their product or adopt their strategy.

A business presentation is, therefore, an introduction, demonstration, or speech delivered by an individual or group to enlighten, inspire, persuade, or encourage an audience. For the audiences, these presentations can be identified as either external (to provide information about an investment product, to outline the design and potential market of a new product) or internal (to budgeting and business development, to instruct staff on the use of software and systems, to coordinate the work of different departments) in orientation with different purposes. The presentations are also supported by audiovisual assets, such as projectors, papers, presentation software, whiteboards, and other charts.

### **2.1.2 Business English Presentation Strategy and Structure**

Social structure is the concept of a structured or well-organized collection of parts. According to Bernardi et al. (2007), the shape or social structure of a society may occasionally reveal its structural composition. Otherwise, the social structure of a society is described by its horizontal or vertical organizational patterns. The vertical social structure, also known as social inequality, is the hierarchy established within a community or group of people. In contrast, horizontal social structure refers to the social, physical, and interpersonal links within communities to which individuals belong. Statuses, roles, social networks, groups and organizations, social institutions, and society make up the majority of social structures.

Professional environment typically includes co-workers, industry peers, clients, partners, business consultants, and service providers such as accountants and attorneys (Tasnim, 2022). The setting is also associated with situations in which individuals can connect with others for sharing business objectives, interests, and activities, for example, proposing jobs, working on professional initiatives, and seeking industry assistance. Importantly, people who work in business environments typically give oral presentations and begin making proposals before delving further into specifics. Even when delivering knowledge to audiences of various cultures, seasoned presenters can confront distinct problems (Blumberg et al., 2014). The following are some issues that



every presenter should be able to address practicing and improving their public speaking skills, increasing their cultural awareness, and balancing acceptable degrees of confidence and passion.

Even in a professional atmosphere, an oral presentation might reflect a social structure. Those who work in an organizational context should be considered in terms of their specific jobs and responsibilities, as well as their interactions with others in their communities. Therefore, giving an oral presentation is a frequent means of interacting with businesses in a variety of situations where individuals can engage for mutual corporate goals, interests, and activities. In order to achieve good social practice in a corporate English presentation, a professional presenter should be concerned with public speaking skills, cross-cultural awareness, and emotional compositions.

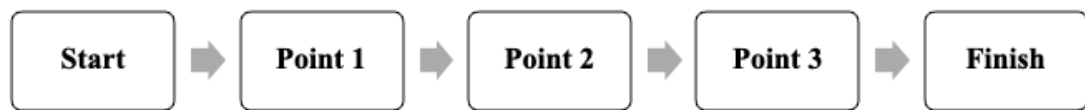
In the world of business, a confident, well-planned presenter can mostly present and persuade different audiences productively. Since many companies require people who are able to communicate information and ideas in English in various contexts and situations, it is necessary to be concerned on how to communicate properly with employers and colleagues, stakeholders, and customers. Producing clear content and well-organized presentations are becoming more crucial skills which have already been 'the need' for a business. Promoting a presentation in English classroom is a considerable way to have students practiced all language system areas including vocabulary, grammar, discourse, and phonology, and other language skills: listening, speaking, reading, and writing. As well, the presentation can also build the students' confidence and their responsibilities to provide a presentation effectively (Agustina, 2019). Presentation skills are not only functional in the classroom, but also outside the classroom. Many students, particularly undergraduate students might be assigned to conduct a presentation in order to review what they have learnt in the class and challenged them to enlarge their deeper comprehension of the particular topic as well.

In order to build an effective presentation, studying presentation strategy can be a great way to conduct an effective presentation, and it can support the students' cognitive and communicative skills in the process of English language learning. Also, many academics offer comprehensive and valuable models for the presentation strategy to significantly increase business presentations as the business presentation can be

described as universal and yet different based on the presentation aims. Here are some strategies that can show the different patterns or structures in giving a presentation:

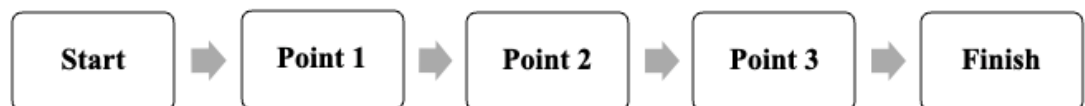
Williams (2008) suggests that presentation structures which are differentiated from one another based on aims of presentations. In addition to this, he divides the presentation structures into the following categories:

#### **Giving Information**



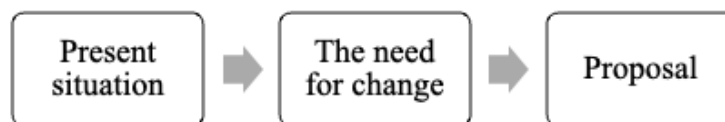
*Figure 1 Presentation Structure: Giving Information (Williams, 2008)*

#### **Chronological presentation**



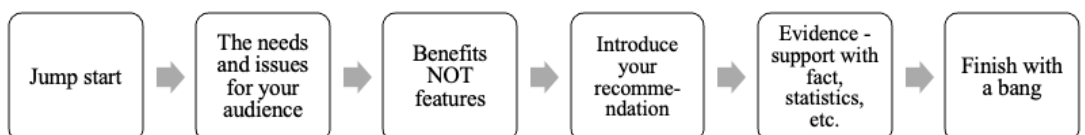
*Figure 2 Presentation Structure: Chronological Presentation (Williams, 2008)*

#### **Proposal for change**



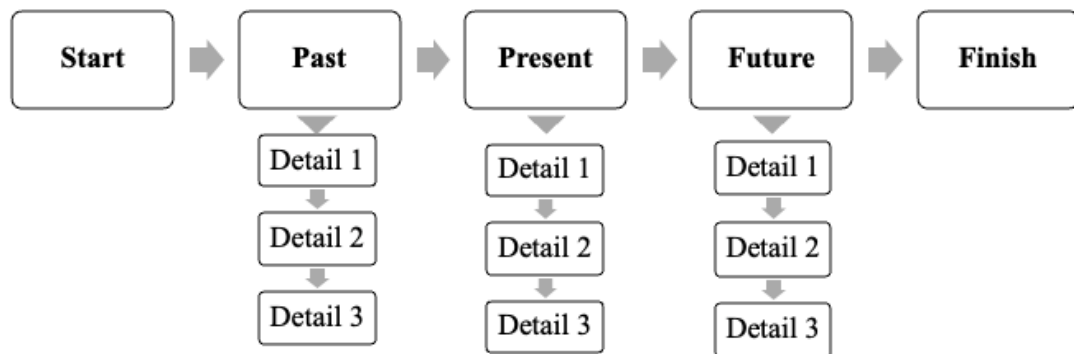
*Figure 3 Presentation Structure: Proposal for Change (Williams, 2008)*

#### **Team presentation**



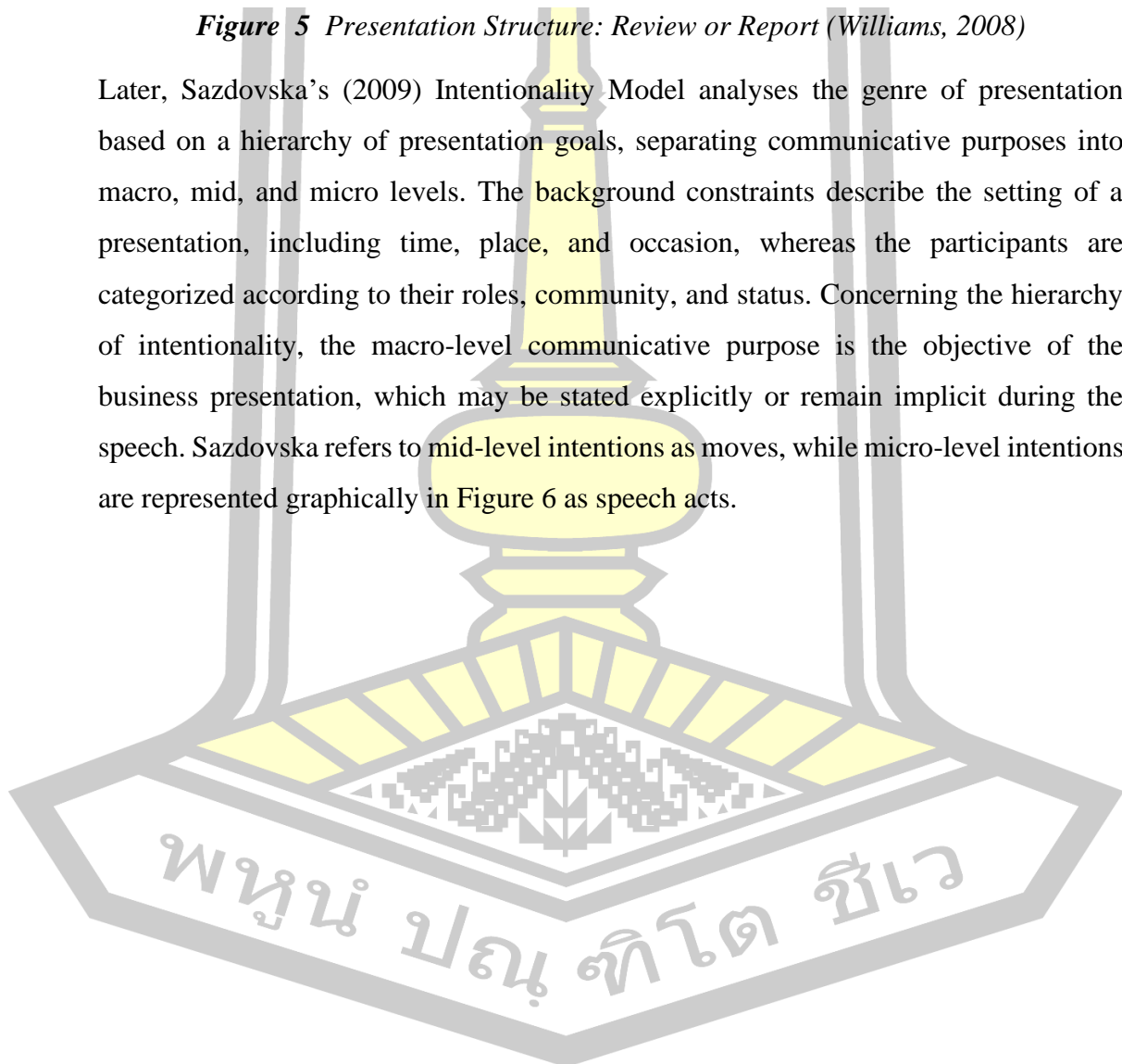
*Figure 4 Presentation Structure: Team Presentation (Williams, 2008)*

### Review or report

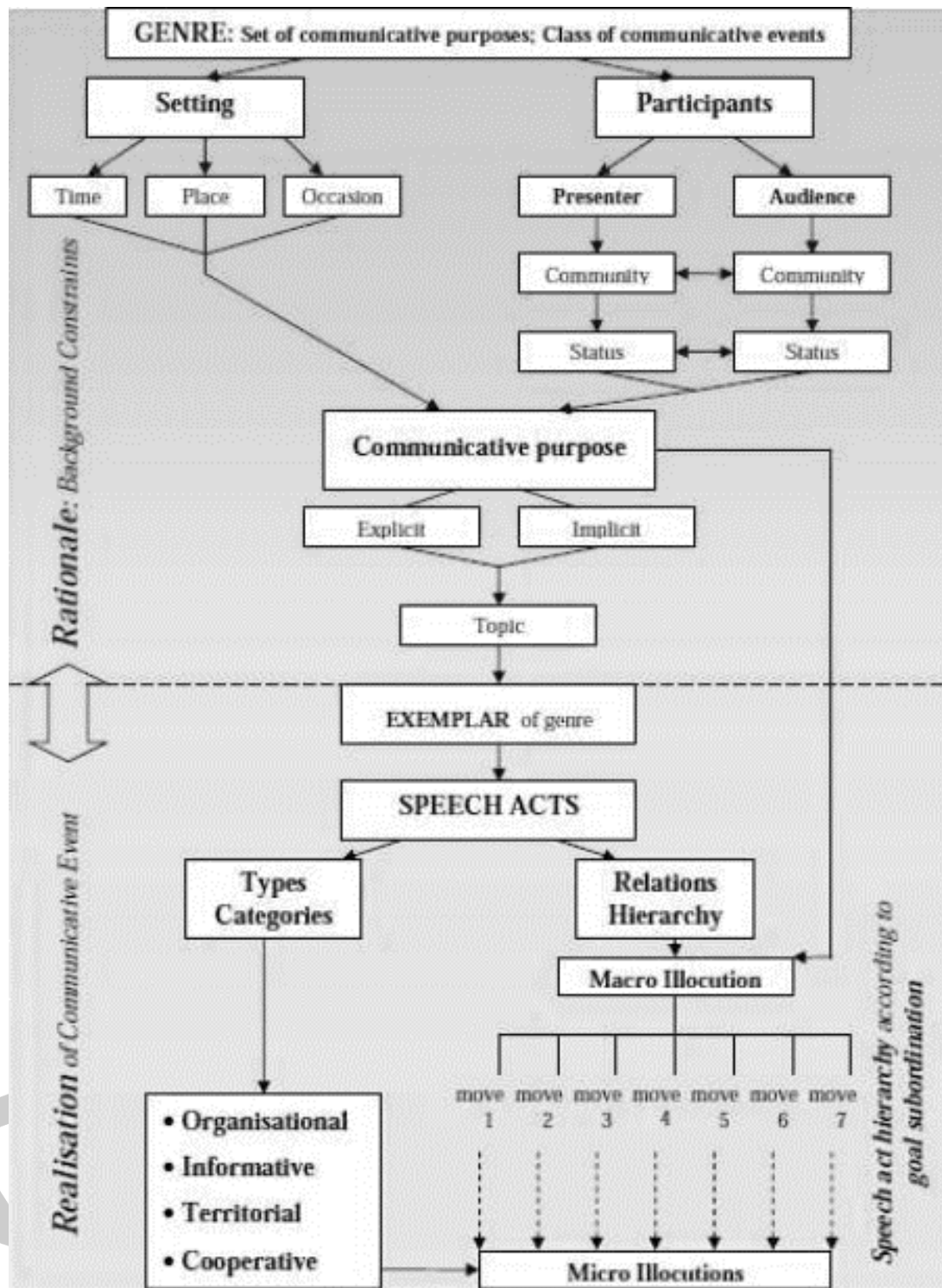


**Figure 5** *Presentation Structure: Review or Report (Williams, 2008)*

Later, Sazdovska's (2009) Intentionality Model analyses the genre of presentation based on a hierarchy of presentation goals, separating communicative purposes into macro, mid, and micro levels. The background constraints describe the setting of a presentation, including time, place, and occasion, whereas the participants are categorized according to their roles, community, and status. Concerning the hierarchy of intentionality, the macro-level communicative purpose is the objective of the business presentation, which may be stated explicitly or remain implicit during the speech. Sazdovska refers to mid-level intentions as moves, while micro-level intentions are represented graphically in Figure 6 as speech acts.







**Figure 6** The Intentionality Model of Business Presentations (Sazdovska, 2009)

From the above figure, Sazdovska (2009) also divides presentations into four categories, which are listed below:

### **Organizational actions**

Organizational actions link the different components of a presentation and help signal the discourse's order. They are thought to denote a logical structure, improving comprehension and clarity.

### **Information actions**

Informative acts neutrally convey information with a focus on factual content. They indicate less personal involvement on the part of the presenter.

### **Territorial acts**

Territorial acts are interpersonal strategies used to protect the speaker's territory and assert his or her right to no distraction. They are exemplified by threats, criticisms, warnings, aggressive and offensive tactics, and information provided in a critical or judgmental manner.

### **Cooperative acts**

Cooperative acts are interpersonal strategies emphasizing collaboration to bridge the speaker and audience gap. Compliments, offers, audience engagement, rapport building, thanking, and agreement exemplify them. A business presentation frequently contains cooperative speech acts as it is in the speaker's interest to win the audience's approval.

Khabibullina (2018, cited in Agustina, 2019) proposes 10 guidelines for an effective presentation as follows:

#### **Plan about a presentation in advance:**

In order to avoid nervousness, a presenter should consider where a presentation is organized, equipment, materials, timing, appearance, and the like.

#### **Prepare a presentation:**

1. Set the presentation goal or purpose.
2. Consider who will be the target audience.
3. Structure the presentation accordingly, for example, the opening, the central part, and the summary.
4. Draft the script and try to use simple language.

5. Prepare for unexpected presentation questions to deal with the audience's questions.
6. Limit presentation time and the number of slides (e.g., 15 minutes for presentation with no more than 20 slides using a simple front with appropriate size).
7. Avoid adding too much information in the presentation slides; put visual materials to support the presenter's ideas (e.g., figures, graphs, charts, videos)

**Design how to introduce: a presenter and presentation theme:**

Before giving a presentation, as a presenter, people should introduce themselves by giving their full name, position, and the company they represent. Some people also include their contact information on the first slide. That is in case someone from the audience wants to contact them after the presentation. After the introduction, remember to state the topic of the presentation.

**Outline a presentation:**

People want to know why they should listen, so it is essential to provide a presentation outline. This is why the introduction is so crucial. It should be upbeat, engaging, and catchy.

**Inform when audiences can ask questions:**

Typically, a question-and-answer session (Q&A) occurs after a presentation, allowing a presenter sufficient time to deliver the main point without being interrupted by multiple questions.

**Provide transition between each section in a presentation clearly:**

Utilizing transitional phrases and words in English makes a presentation appear smooth and easy to follow.

**Impress audiences:**

Plan to amaze audiences during presentation. It will help to draw the audience's attention and make the presentation more vivid and memorable, use adjectives and descriptive words in your speech.

**Create meaningful data:**

Use some visuals in the presentation if a presenter needs to present statistics or a comparison of integration algorithms. Use charts, graphs, or diagrams to make the data visually appealing and meaningful. Consider that bar and column charts are good for ranking, while pie charts and line graphs are good for proportions and trends.

### **Summarize key contents in a presentation:**

Briefly summarize a presentation's main ideas and points at the conclusion. Give the audience a viewpoint and a call to action, telling them what a presenter wants them to do with the knowledge the presenter has provided. Thank everyone who attended the presentation before inviting them to the Q&A session.

### **Practice more:**

Try practicing a presentation. Practice with friends, parents, or spouse or in front of a mirror. The better it gets, the more a presenter practices. When practicing, try to avoid using flimsy words, for example uhhhhh, ahhhh, you know, like. The study's main goal was to determine how well a practice presentation could encourage a presenter to speak up by providing feedback.

As a result of globalization, which has increased the number of businesses and individuals working abroad or conducting international business, giving presentations in a foreign language has become commonplace. Therefore, a common language of communication is essential for both international business and internal communication within multinational corporations. Additionally, the ability to present information, communicate ideas, and send messages to a global audience is becoming increasingly important. Following the global trend, multinational corporations, for instance, in Hungary, typically use English as their primary working language, so presentations will likely need to be delivered in English.

### **2.1.3 Business English Presentation and Interaction**

“Business English Presentation and Interaction” integrates principles from business communication, English language teaching (ELT), and interaction theories. Business English presentations are crucial for conveying ideas, negotiating, and establishing professional relationships in a globalized business environment. Effective presentations require not only linguistic proficiency but also an understanding of cultural nuances, audience engagement strategies, and the use of multimodal communication tools (Harrison, 2021; Thomas & Jayagopi, 2022).

In this context, symbolic interactionism, a sociological perspective, plays a significant role in understanding these presentations. This theory, as discussed by Aksan et al. (2009), emphasizes that individuals' actions are influenced by the meanings they

ascribe to various symbols, objects, and behaviors. Furthermore, Houston et al. (2019) elaborate that people operate in both real and symbolic worlds, shaping their self-images and social realities through these interactions. This perspective is crucial in business English presentations, where presenters must navigate diverse audience backgrounds to create a shared understanding.

Moreover, effective interaction in business presentations hinges on several factors: the presenter's ability to use clear and persuasive language, the strategic use of visual aids, and the understanding of audience dynamics. Jervis (2021) highlights that overcoming communication barriers involves recognizing and addressing different assumptions and perspectives, which is essential for successful business communication. This aligns with findings from Chen, Davison & Ou (2016) and Qamar et al. (2022), who emphasize the importance of quality interactions in enhancing relationships, engagement, and comprehension in business settings.

Additionally, the use of technology in business presentations has become increasingly important. Digital tools such as PowerPoint, Prezi, and interactive platforms can enhance the delivery of content and engage audiences more effectively. Moreover, virtual and augmented reality technologies are emerging as innovative tools that can provide immersive experiences and facilitate better understanding. Furthermore, the ability to adapt presentations to different formats, such as webinars or online meetings, is crucial in today's remote work environment. Presenters must be adept at using these technologies to maintain engagement and ensure clear communication.

Equally important is cultural intelligence. Understanding the cultural backgrounds of audience members can help presenters avoid misunderstandings and tailor their messages appropriately. This involves being aware of cultural norms, values, and communication styles that may influence how a presentation is received. Intercultural communication competence is therefore essential for successful business English presentations, especially in multicultural and international contexts.

Finally, feedback mechanisms play a vital role in refining presentation skills and enhancing interaction. Collecting feedback from audiences through surveys, Q&A sessions, and follow-up meetings can provide valuable insights into the effectiveness

of the presentation. This feedback can be used to improve future presentations and address any areas of misunderstanding or disengagement.

In conclusion, the topic of “Business English Presentation and Interaction” is vital for understanding how effective communication in business settings can be achieved through the interplay of language, symbols, and audience engagement. While the theoretical underpinnings are robust, enhancing the depth of application, integrating various theories more cohesively, incorporating critical perspectives, including recent research, and providing practical guidelines would significantly improve the quality and utility of the review. These enhancements would offer a more comprehensive and actionable framework for practitioners in the fields of business communication and ELT.

## **2.2 Needs Analysis**

Needs analysis is a crucial process for identifying and evaluating requirements in decision-making within human services and education. Cuiccio and Husby-Slater (2018) emphasize that analysis aids in resource allocation, securing grant funding, and effective planning. Similarly, Kaharuddin et al., (2019) describes it as a process for assessing problems and solutions, highlighting its importance in understanding and addressing specific needs.

To conduct a thorough needs analysis, four main aspects must be considered: the target group, the audience, the needs analysts, and the resource group (Ibrahim, 2016). However, Brown (2016) and Sönmez (2019) argue that needs analysis should go beyond these basic aspects and focus on three key distinctions: situation needs versus language needs, objective needs versus subjective needs, and linguistic content versus learning methods. Situation needs emphasize human aspects, while language needs target specific linguistic skills. Objective needs rely on observable data, whereas subjective needs reflect learners’ desires and expectations.

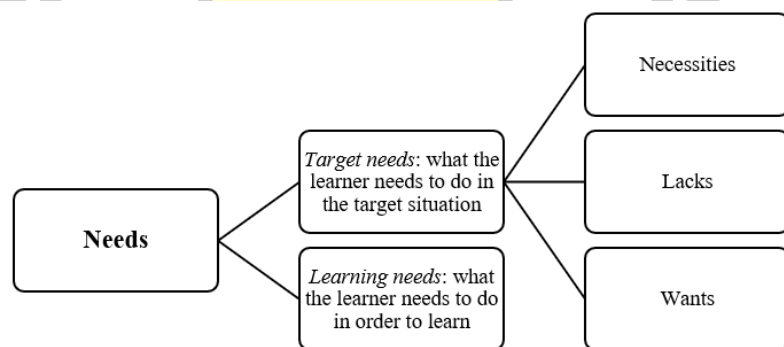
Critically examining Chero (2022) and Romanowski (2017), it is evident that objective needs derive from real-life language use, current proficiency, and language difficulties. Meanwhile, subjective needs involve cognitive and emotional factors such as personality, confidence, and attitudes. The integration of both types of needs analysis



allows students to express their requirements, leading to more effective pedagogical decision-making. This learner-centered approach helps teachers and course designers understand students' goals and encourage active participation.

Prince (1984) suggests a practical approach to needs analysis with three steps: goal analysis to determine course objectives, job analysis to describe job requirements, and language analysis to examine work-related language. Although this approach provides a structured methodology, it may overlook the nuances of individual learner needs. Hutchinson and Waters (1992) offer a more nuanced perspective by distinguishing between “necessities” (essential knowledge) and “wants” (learner desires), emphasizing the gap between current knowledge and target proficiency.

Hutchinson and Waters (1989) further classify needs into learning needs and target needs, providing a comprehensive framework. Target needs include necessities, lacks (gaps in proficiency), and wants (personal desires), while learning needs focus on how learners acquire necessary skills. Widodo (2017) supports this classification, noting its effectiveness in addressing both internal needs (specific language use) and external demands (institutional requirements). However, this framework might be too rigid for dynamic and varied educational environments.



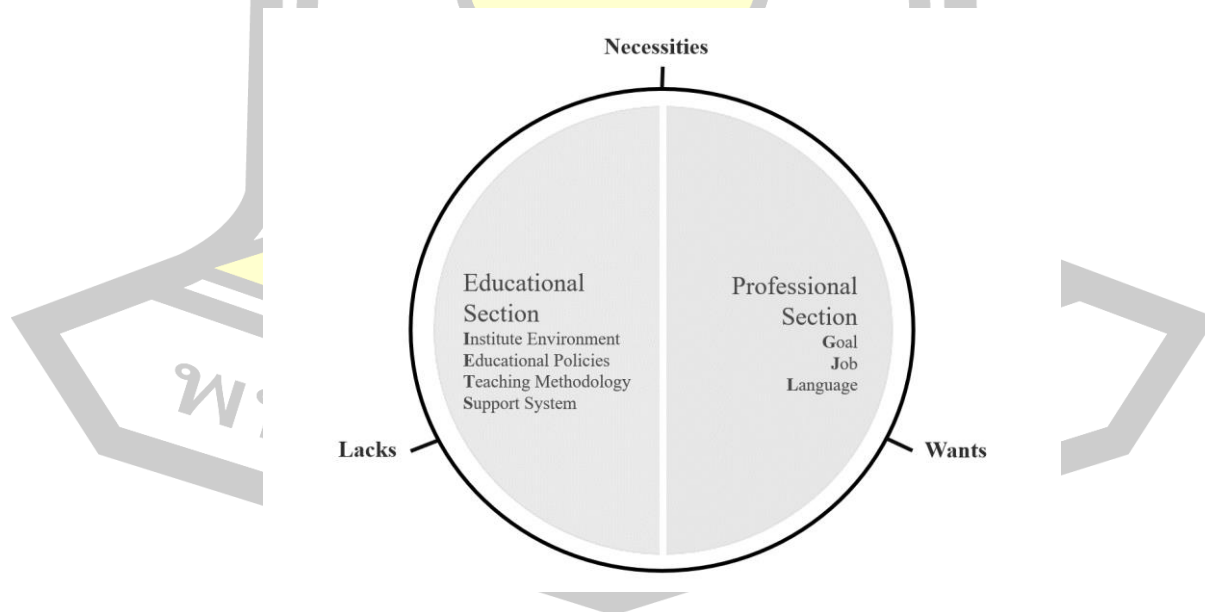
**Figure 7** Hutchinson and Waters' Classification of Needs Analysis

Long (2005) significantly advanced ESP needs analysis by focusing on real-world tasks that learners need to perform in their target language environments. Despite its practical focus, this approach might miss the broader pedagogical goals. Serafini et al. (2015) stress the importance of needs analysis in ESP course design, advocating for methodological improvements to enhance reliability and validity. This highlights a

critical gap in the current practice of needs analysis, as there is often insufficient attention to methodological rigor.

Richards (2001) provides a comprehensive overview of needs analysis purposes, including identifying necessary language skills, assessing course effectiveness, determining specific training needs, and collecting information about learners' problems. While this framework is detailed, it may lack the flexibility to adapt to rapidly changing educational contexts. Macalister and Nation (2019) emphasize that needs analysis should cover a range of needs using various tools, reflecting the unpredictable nature of learners' requirements. This suggests a need for more adaptable and responsive needs analysis methods.

In conclusion, needs analysis is vital for understanding the social and cultural values, beliefs, and identities of teachers and learners. It should be seen as an investment that motivates learners and fosters their expectations for developing language skills. By investigating established frameworks such as those proposed by Hutchinson and Waters (1992), Long (2005), and Prince (1984), this study aims to shed light on the linguistic requirements essential for graduates' future professional endeavors, particularly in business English presentations and related skills.



**Figure 8** Needs Analysis Framework of This Current Study

(Prince, 1984; Hutchinson & Waters, 1992; Long 2005)

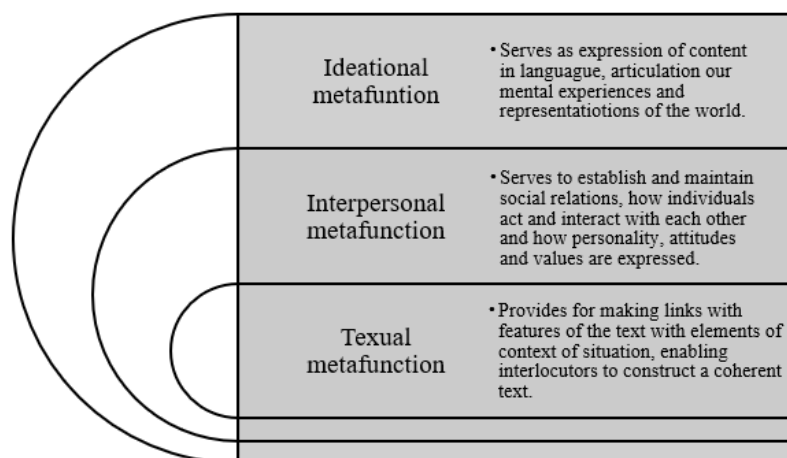


Thus, through comprehensive assessments, including goal analysis, job analysis, and language proficiency evaluations, researchers can identify necessities, lacks, and wants, offering critical insights into the linguistic needs of various professional sectors. This approach point out the significance of designing language education programs to meet these specific demands, ultimately ensuring that graduates are well-prepared for their chosen professions.

### **2.3 Multimodal Discourse Analysis (MDA)**

This framework has originally been proposed in many works produced by many scholars, for example, Holliday (1978), Kress and Van (2001, 2006), Levine and Scollon (2004), and Norris (2004). There are two major paradigm shifts that have emerged from many works in discourse analysis which have influenced the development of multimodal discourse analysis. For the former paradigm shift, scholars have mentioned a model for the study of language aligning with studying many social semiotics as modes of communication (Halliday, 1978; Kress & Van Leeuwen, 1996; Kress & Van Leeuwen, 2001). The latter paradigm shift highlights studying discourse as visible texts or actions which people use to make meanings (Lemke, 2005; Petty et al., 2012; Scollon, 2001). Both paradigm shifts have had a significant impact on the growth of multimodal discourse analysis. Despite having relatively different theoretical perspectives, these two directions should not be considered as contradictory because they have influenced each other and have been employed in complementary ways.

Halliday's systemic functional theory (SF) provides the conceptual approach in which complex set of resources are used to make meaning in communication and events. In Halliday's theory (Systematic Functional Grammar), language is elaborated with three systems: semantic system, lexico-grammatical system, and phonological system. The core of the three systems is the semantic system, and it is called the three metafunctions, which are: (i) ideational function, (ii) interpersonal function, and (iii) textual function (see Figure 10: Halliday's three metafunctions of language).



**Figure 9** Halliday's *Three Metafunctions of Language*

Holliday also mentions that the grammatical system in language use is not a code. It is not only producing correct sentences, but also making meaning in various social contexts. Halliday's concept had been further developed by Kress and Van Leeuwen (1996). Kress and van Leeuwen indicate that visual images and other semiotics of language are used in carrying out three meta functions. Kress and van Leeuwen's approach shows the differences of semiotic modes (e.g., images, photographs, diagrams) which can collaborate to generate indirect meanings communicated by texts. Even though this approach shows the principle for key texts analysis in multimodality, any case of analysis should begin with Halliday's metafunctions of language. Kress and van Leeuwen mention that all visual communication should be analyzes as multimodal discourse analysis (MDA) including multimodalities of semiotic resources used in human communication, and significantly based on Halliday's three meta functions. Thus, according to Halliday's concept developed by Kress and van Leeuwen, the approach is proposed through three patterns: representational meaning, interactive meaning, and compositional meaning (see Table 1: *System of grammar of visual design*).

**Table 1** *System of Grammar of Visual Design*

Metafunctions	Realizations in images
<b><i>Representational (or ideational) meanings</i></b> how images represent reality	<ul style="list-style-type: none"> <li>• Narrative: images that involves actions.</li> <li>• Conceptual: images with classificatory or analytical relationship between elements.</li> <li>• Verbal: images with the use of speech or thought bubbles</li> </ul>
<b><i>Interpersonal (or interactive) meanings</i></b> relationship between the participants within the images and relationship between the image and the audience of the text	<ul style="list-style-type: none"> <li>• Gaze: direct and indirect gaze of participants in the image.</li> <li>• Social distance: sizes of the images.</li> <li>• Attitudes: involvement and detachment based on horizontal and vertical perspectives.</li> </ul>
<b><i>Compositional meanings</i></b> the arrangement of images	<ul style="list-style-type: none"> <li>• Framing: weak and strong framing to indicate connection or disconnection of images.</li> <li>• Positioning: left-right, top-bottom and center-margin to indicate given and new information respectively.</li> </ul>

(Adapted from Kress & Van Leeuwen 1996 as cited in Vu & Febrianti, 2018)

Firstly, the representational meanings refer to the ability of any symbolic modality to represent an object and its relationship to make meanings. The representational meanings are separated into two categories: narrative representation and conceptual representation. For narrative representation, it reflects the relationship between people through their interactions, which include action process, reactional process, speech process, mental process, and conversion process. Besides, conceptual representation shows the relationships between people through attributes, categories, and characteristics. Secondly, interpersonal meanings refer to the relationship between the picture maker, the viewer, and the numerous modalities in the image that interact with each other. It could be divided into four dimensions: contact, social distance, perspective, and modality. Thirdly, compositional meaning represents the entire form of multimodal discourse. It indicates that the viewer of the image focuses on the space structure of the dynamic model, and it establishes the overall tone and aids the evaluation of the global compositional mind. The compositional representation can be divided into three basic components: information value, salience, and framing. According to Kress and Van Leeuwen (2006), PowerPoint's visual composition is

studied using the three interconnected systems of compositional definition: Information value, salience, and framing. The three interconnected compositional systems can be applied to visuals that integrate text and picture as well as other graphic elements such as a table or a chart (Nisa et al., 2021).

Norris (2004) proposes a theoretical framework of multimodal (inter)action analysis which is a combined approaches to multimodality and the framework that understands the multiple modes in interaction as the combination of modes to one system of communication. This framework focuses on all actions which are considered interactions between people in different society, objects, and environments. It also provides a wider sociocultural perspective which can work cooperatively for a detailed analysis of interaction. In multimodal interaction analysis, the unit of analysis is mediated actions. Also, this framework draws on theories of mediated discourse, gesture studies, sociolinguistics, social semiotic approaches to multimodality (Norris & Jones, 2005). The concept of mediated actions is defined as people in a society acting through mediational means (Norris, 2004; Norris, 2009; Norris & Pirini, 2016). Mediated actions consist of three level actions: higher-level actions, lower-level actions, and frozen actions. Higher-level actions refer to actions that are a chain of lower-level actions with an opening and a closing while lower-level actions are the smallest interactional meaning unit. Frozen actions are entailed in disembodied modes (e.g., printed material, layout of an environment) or material objects. Moreover, Geenen et al. (2015) supported the idea that in accordance with a social semiotic approach to multimodal discourse analysis, people in different social settings select and combine various semiotic resources to express meaning. Meaning becomes an object of selection of using many semiotic systems. The physical embodiment of a (broadly considered) utterance, action, symbol, or text is conceptualized as exemplifying a succession of socio-culturally and contextually positioned decisions. In addition, semiotic systems have historically developed through sociocultural instantiation which is definitely an integrated part of every semiotic activity. Thus, multimodal analysis should work with concepts and approaches that are not specific to language, or indeed to any other mode, but can be applied cross-modally. This concept will necessarily center on communicative functions that can be fulfilled by several or all semiotic modes (LeVine & Scollon, 2004).

As the purposes of this current study is to investigate the structure and the interactional patterns of visual, verbal, and nonverbal communication during a Business English presentation, the theoretical framework used in this study is based on the multimodal discourse analysis framework by Kress and Van (2006) and Norris (2004). The multimodal discourse analysis is employed to support the investigation because its unit of analysis is focused on mediated actions. The mediated actions will be three main units for analyzing the verbal and nonverbal communication in BE presentations, particularly, for the higher-level actions. For the theoretical framework by Kress and Van (2006), this framework emphasizes the metafunctions including representing the experiential world (representational meaning), interacting between the participants represented in a visual design and their viewers (interactive meaning), and composing visual resources (compositional meaning). This current study will focus on the compositional meaning to investigate the use of visual communication in BE presentations. Moreover, from this framework, visual composition will be studied through three interconnected systems: information value, salience, and framing.

### **2.3.1 Multimodality as Discourse**

Multimodality emphasizes the importance of considering semiotic resources beyond language, such as gaze, images, music, and gestures, in communication. This approach is increasingly relevant in today's digital age, where various media platforms integrate multiple semiotic modes. Exploring the significance of multimodality in discourse analysis reveals its key theoretical foundations, practical applications, and critical perspectives.

Firstly, Iedema (2003) highlights that the rise of semiotics through TV, computers, and other media has brought attention to the complexity of multimodal representations in everyday life. Multimodality provides a discourse analytical entry point into how televisual texts combine language, visuals, orality, and writing to create meaning. Moreover, Constantinou (2005), Chouliaraki & Fairclough (2022), and Kress and Van Leeuwen (2001) discuss how meaning is intertwined across different media: verbal/aural, visual/pictorial, and visual/graphic.

In addition, Halliday (1978) suggests that people create meanings through active choices in social contexts, with the assumption that all semiotic modes can be described



similarly. The concept of multimodality, rooted in Critical Discourse Analysis (CDA), proposed by Kress (1990) and Pennycook (2001), expands this idea. Their work emphasizes that language theory should encompass not just formal grammar but also a network of semantic choices across various semiotic modes.

Furthermore, Van Leeuwen (2014) notes the growing academic interest in multimodality. This approach allows scholars to uncover hidden discourses in texts that might not be visible through traditional linguistic analysis (Machin et al., 2016). By exploring these hidden meanings, researchers can gain a more comprehensive understanding of communication dynamics. For instance, multimodal discourse analysis, as described by Baldry and Thibault (2006), examines how verbal and non-verbal patterns interact to generate meaning. Similarly, multimodal interactional analysis, highlighted by Scollon and Scollon (2001), focuses on how people express themselves and respond in intercultural settings. The rise of digital technology has further increased interest in multimodality, affecting how people communicate and improving multimodal skills in educational settings (O'Halloran et al., 2016). Thus, the practical relevance of multimodality underscores its importance in both research and real-world applications.

However, despite its advantages, there are critical viewpoints regarding multimodality. Ledin and Machin (2015) argue that Halliday's framework might oversimplify by treating all semiotic modes as equal, potentially overlooking important differences. Forceville (2012) suggests that multimodality might be too narrowly focused if it views all forms of communication through a single theoretical lens. Kress (2010) points out that while all semiotic modes have the potential for meaning, their significance varies depending on the context. These critiques highlight the need for a careful approach when analyzing multimodal communication.

In conclusion, the review underscores the significance of multimodality in discourse analysis, highlighting its theoretical foundations and practical applications. By considering various semiotic modes, researchers can gain a deeper understanding of communication, revealing hidden discourses and enhancing interaction in diverse contexts. This approach is particularly relevant in the digital age, where multimodal communication is increasingly prevalent. Therefore, this current study employs

multimodal discourse analysis to examine the multiple modes of semiotic resources in delivering business English presentations, focusing on the interplay of verbal, non-verbal, and visual communication. This approach not only helps learners improve their language skills but also enhances their cultural awareness.

### **2.3.2 Multimodalities in Discourse**

Multimodality emphasizes the importance of considering various semiotic resources beyond language, such as gaze, images, music, and gestures, in communication. This approach is increasingly relevant in today's digital age, where different media platforms integrate multiple semiotic modes. Exploring the significance of multimodality in discourse analysis reveals its key theoretical foundations, practical applications, and critical perspectives.

According to Kress et al. (2005), the importance of multimodality in human language and linguistic research presents more challenges but offers more precise insights into representation and communication by including a broader range of semiotic resources. Kress (2010) notes that multimodal approaches to sense-making provide a more complete understanding of language and other semiotic resources. By considering these elements, researchers can uncover deeper meanings that go beyond verbal communication.

In the context of business English presentations, this study investigates the structure and interplay of three communicative modes: verbal, non-verbal, and visual. Understanding these modes is crucial for a comprehensive analysis of business English presentations.

Firstly, verbal communication is the most common type of communication used to interact with others. Schmitz (2012) asserts that verbal communication plays a vital role in influencing human actions, as it explores what people think and intend to do. Rustan and Subhan (2018) highlight that verbal communication is used to express ideas, opinions, and feelings. Kendon (1981) identifies three functions of language in verbal communication: descriptive, expressive, and social. These functions involve describing people and places, expressing emotions, and engaging in social interactions like greetings and giving orders.



Moreover, verbal communication can be categorized into four forms: interpersonal, intrapersonal, small group, and public communication. Interpersonal communication involves face-to-face interactions, often informal and simple. Intrapersonal communication refers to private conversations, including self-talk and visualization (McLean, 2005). Small group communication occurs among a few individuals with a common purpose, while public communication involves sharing information with larger groups to inform, persuade, or build relationships (Linabary, 2021).

In addition to verbal communication, non-verbal communication includes actions that convey information or meaning without words, such as facial expressions, gestures, and eye contact. Bambaerloo and Shokrpour (2017) and Mehrabian (2017) emphasize that non-verbal communication supports or replaces verbal communication in delivering messages. Porter (1969) categorizes non-verbal communication into gestures, facial expressions, postures, eye contact, paralinguistics, and appearances.

Gestures are an essential component of language, contributing meaningfully to spoken messages (Clough & Duff, 2020). Facial expressions can convey a wide range of emotions, often universally recognized across cultures. Postures indicate comfort levels in various situations (Keiling, 2022). Eye contact is crucial for maintaining smooth conversations, while paralinguistics involve voice levels and tones that convey additional meaning. Appearances, influenced by culture and context, can signal various non-verbal messages such as social status or affection.

Furthermore, Phutela (2015) divides non-verbal communication into aesthetic, physical, signs, and symbols. Aesthetic communication includes creative expressions like music and dance. Physical communication involves body movements and gestures. Signs are mechanical non-verbal cues like signal lights, while symbols represent social status and beliefs through items like clothing and jewelry. Riggio and Riggio (2012) note that non-verbal communication differs from verbal communication in its continuous nature and the use of multiple channels simultaneously.

In addition to verbal and non-verbal communication, visual communication uses visual elements to convey messages, inspire change, and evoke emotions (Nediger, 2020). With the limitations of spoken and written communication, visual aids such as images, charts, and graphs are increasingly used in business contexts to present information

clearly and effectively (Baldwin & Roberts, 2006). Russmann and Svensson (2017) observe a shift towards visual modes of communication with the rise of social media platforms like Facebook, YouTube, and Instagram.

Stanton (1990) provides an example of using visual communication in business by presenting statistical information through tables, graphs, and charts. Bhasin (2021) highlights that visual communication can include graphic design, diagrams, text, and illustrations. Visual modes help convey messages, describe changes, and build emotions, complementing spoken and written communication.

However, despite its advantages, there are critical viewpoints regarding multimodality. Ledin and Machin (2015) argue that Halliday's framework might oversimplify by treating all semiotic modes as equal, potentially overlooking important differences. Forceville (2012) suggests that multimodality might be too narrowly focused if it views all forms of communication through a single theoretical lens. Kress (2010) points out that while all semiotic modes have the potential for meaning, their significance varies depending on the context. These critiques highlight the need for a careful approach when analyzing multimodal communication.

The review highlights the significance of multimodality in discourse analysis, highlighting its theoretical foundations and practical applications. By considering various semiotic modes, researchers can gain a deeper understanding of communication, revealing hidden discourses and enhancing interaction in diverse contexts. This approach is particularly relevant in the digital age, where multimodal communication is increasingly prevalent. This current study employs multimodal discourse analysis to examine the multiple modes of semiotic resources in delivering business English presentations, focusing on the interplay of verbal, non-verbal, and visual communication. This comprehensive approach not only helps learners improve their language skills but also enhances their cultural awareness, making it especially relevant in the digital age where multimodal communication is increasingly prevalent.

## **2.4 Related Research**

### **2.4.1 The Role of Needs Analysis in English for Specific Purposes**

Needs analysis plays a crucial role in identifying and evaluating requirements necessary for effective decision-making in human services and education. Cuiccio and Husby-Slater (2018) highlight that needs analysis aids in resource allocation, securing grant funding, and effective planning. Similarly, Arafah (2019) describes it as a process for assessing problems and solutions, underscoring its importance in understanding and addressing specific needs.

In the global context, various studies have applied needs analysis to investigate students' learning requirements in English for Specific Purposes (ESP) courses. For instance, Wu (2012) conducted a needs analysis of college business English courses to provide insights into the needs of business English learners. The study used questionnaires and interviews with employers, college graduates, and current students. The findings suggested that business English courses should emphasize listening and speaking skills and incorporate task-based pedagogical strategies. Similarly, Guiyu and Yang (2016) investigated business English teaching in China, highlighting the need for practical business skills and communicative, student-centered instructional materials.

Moreover, Chen et al. (2016) examined the needs analysis of English learning in Taiwan from the perspectives of students and employers. The study revealed discrepancies between the skills learned in school and those required in the workplace, particularly in listening and speaking skills. Ganeson (2018) identified English language problems among business students in Malaysia, emphasizing the need for improved grammar, pronunciation, and presentation skills. The study highlighted the importance of addressing these needs to better prepare students for professional environments.

In the context of oral presentation skills, Alwi and Sidhu (2013) explored self-perceived competence and actual performance among business faculty students. The study found significant differences between students' self-evaluations and their actual performance, indicating a need for more guidance and practice in oral presentation skills. Similarly,

Rachman et al. (2022) identified oral presentation as an essential component of ESP courses, emphasizing its role in improving students' communication skills.

However, in the Thai EFL context, research on needs analysis in ESP, particularly in Business English Presentation courses, appears limited. Polsombat (2015) investigated the English language needs of employees in a Japanese trading company in Thailand, highlighting the need for speaking and listening skills. Sittitoon (2018) examined the needs and problems of business English student trainees in hotel settings, identifying listening as the most challenging skill. Saiwech (2017) focused on learners' needs in business English courses, suggesting improvements in content, particularly grammar.

Panyasai (2022) explored students' attitudes towards business English presentations, emphasizing the need for developing English language use in presentations, building confidence, and organizing well-structured presentations. The study suggested using online tools, participating in seminars, and increasing speaking practice as effective strategies.

Other related studies in the ESP context include Chatsungnoen (2015), who examined the English language needs of food science and technology students in Thailand, highlighting the importance of reading, translation, speaking, and listening skills. Thepseenu (2022) investigated the needs of civil engineering students, emphasizing the value of communicative topics, particularly speaking and listening in work-related situations. Namtapi (2022) focused on the needs of tourism personnel in Ayutthaya, Thailand, identifying deficiencies in listening and speaking skills and emphasizing the importance of cross-cultural competence and exposure to the target language.

Despite the extensive research on needs analysis, several gaps remain. Firstly, there is a lack of comprehensive studies that integrate both subjective and objective needs analysis in the context of Business English Presentation courses in the Thai EFL context. Additionally, while many studies highlight the importance of listening and speaking skills, there is insufficient focus on how these skills can be effectively developed through tailored pedagogical strategies. Furthermore, the impact of technological tools and online resources on improving business English presentation skills remains underexplored.

In conclusion, needs analysis is vital for understanding the social and cultural values, beliefs, and identities of teachers and learners. It should be seen as an investment that motivates learners and fosters their passion for developing language skills. By investigating established frameworks such as those proposed by Hutchinson and Waters (1992), Long (2005), and Prince (1984), this study aims to shed light on the linguistic requirements essential for graduates' future professional endeavors, particularly in business English presentations and related skills.

Therefore, through comprehensive assessments, including goal analysis, job analysis, and language proficiency evaluations, researchers can identify necessities, lacks, and wants, offering critical insights into the linguistic needs of various professional sectors. This approach underscores the significance of designing tailored language education programs to meet these specific demands, ultimately ensuring that graduates are well-prepared for their chosen professions.

#### **2.4.2 Multimodal Discourse Analysis on Oral Presentation**

In the global context, Jurado (2017) examined a multimodal approach to persuasion in oral presentations. This thesis had three primary goals: proposing a methodology that combines multimodality and ethnography for systematic use of persuasive strategies, applying this methodology to a corpus of 15 presentations to obtain a taxonomy of persuasive strategies, and examining the use of persuasive strategies and their modal manifestations. The results showed that speakers become more persuasive when they are aware of the modes they can employ and use them coherently. This study underscores the significance of understanding multimodal elements to enhance persuasiveness in oral presentations.

Building on this, Morell and Cesteros (2018) investigated multimodal communication in academic oral presentations by L2 Spanish students. Their study revealed that multimodal competence, the ability to combine verbal and non-verbal modes, can compensate for linguistic deficiencies. This finding highlights the importance of fostering multimodal competence in L2 learners to enhance their communication skills.

Similarly, Harrison (2021) focused on the visual semiotics of slides and multimodality in oral presentations, using Professor Brian Cox's TED talks as a case study. The



research demonstrated how the interaction between speech, gestures, and slides creates a dynamic of sense-making with the audience. This study suggests practical ways to sensitize and engage students more directly with the multimodal aspects of oral presentations.

Further extending the scope, Qi and Hu (2022) applied multimodal ecological discourse analysis to PowerPoint slides in business English classes. Their findings revealed that students' ecological values are conveyed through the interplay of multimodal semiotic resources in PPT design. This study emphasizes the need to integrate ecological considerations into multimodal analysis in educational settings.

In addition, Zainal et al. (2022) conducted a multimodal analysis of academic oral presentations by undergraduate ESL students. Their research aimed to differentiate the use of discourse features and visuals in informative and persuasive speeches. They found it challenging to analyze data from two distinct genres but suggested adding new criteria to the multimodal framework to better understand the distinctions.

Moreover, Lindenberg (2023) explored modes and intersemiotic cohesion in online student presentations. This study highlighted the transformation of online-specific material resources into semiotic resources, such as tracking written text with the mouse while reading it aloud. The findings underscore the importance of intersemiotic cohesion in delivering effective online presentations.

In the Thai EFL context, there are fewer studies focusing on multimodal discourse analysis in educational settings. For example, Rungruangsuparat (2016) investigated the identity construction of Thai university websites, using multimodal discourse analysis to explore how universities present themselves online. The findings highlighted the importance of verbal and visual texts in framing university identity and interacting with online audiences.

Additionally, Vungthong (2017) examined new technologies for teaching children English as a Foreign Language (EFL) in Thailand, focusing on tablet applications. The study revealed the potential and limitations of multimedia apps in addressing EFL teaching challenges and highlighted factors influencing teachers' decisions to adopt new technologies.

Laokua and Gadavanij (2022) also investigated parasocial interaction in mediated English teaching programs in Thailand. They found that conversational methods and various techniques, such as humor and visual semiotics, generated parasocial interaction, motivating viewers and enhancing the popularity of English language instruction.

Despite the extensive research on multimodal discourse analysis, several gaps remain. Firstly, there is a lack of comprehensive studies that integrate both subjective and objective needs analysis in the context of Business English Presentation courses in the Thai EFL context. Additionally, while many studies highlight the importance of listening and speaking skills, there is insufficient focus on how these skills can be effectively developed through tailored pedagogical strategies. Furthermore, the impact of technological tools and online resources on improving business English presentation skills remains underexplored.

To address these gaps, the current study will conduct a study focusing specifically on business English presentations. This study will employ needs analysis to investigate stakeholders' needs (BE students, BE teachers, alumni, and employers) based on the 'target needs' framework to identify what is required for success in business English presentations. Additionally, a multimodal discourse analysis will be used to explore the incorporation of presentation strategies, including visual, verbal, and non-verbal communication. The research will utilize questionnaires, semi-structured interviews, video recordings, field notes, and stimulated recall interviews. By adopting a mixed-methods research design, this study aims to provide comprehensive insights and practical solutions for enhancing business English presentation skills.

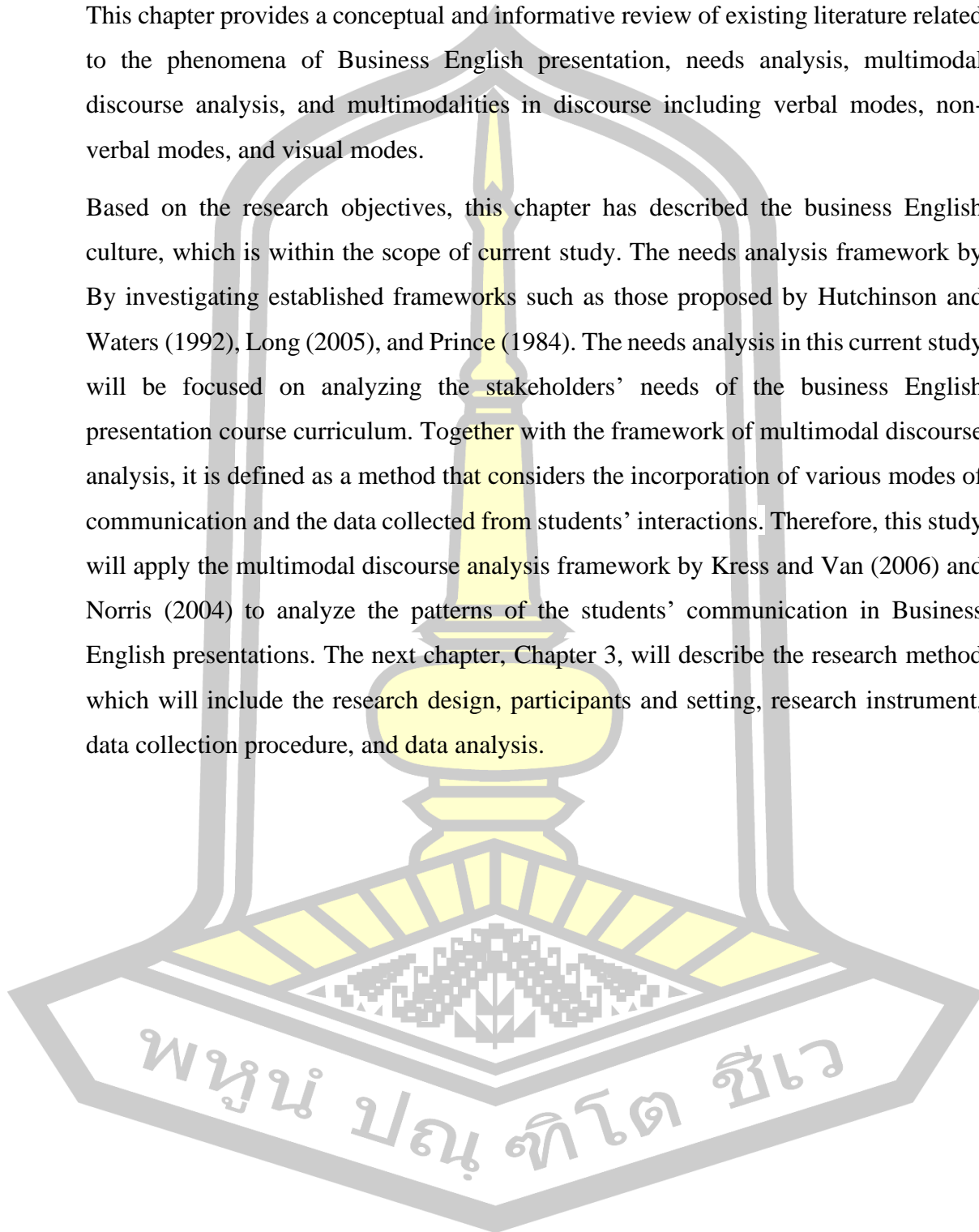
In conclusion, while existing studies have contributed significantly to our understanding of multimodal discourse analysis in various contexts, there is a clear need for more focused research on business English presentations in the Thai EFL context. This study seeks to fill these gaps by integrating needs analysis and multimodal discourse analysis to develop effective strategies for teaching and learning business English presentations. Through this approach, the study aims to enhance the practical application of multimodal strategies, ultimately improving the communication skills of business English students.



## 2.5 Chapter Summery

This chapter provides a conceptual and informative review of existing literature related to the phenomena of Business English presentation, needs analysis, multimodal discourse analysis, and multimodalities in discourse including verbal modes, non-verbal modes, and visual modes.

Based on the research objectives, this chapter has described the business English culture, which is within the scope of current study. The needs analysis framework by By investigating established frameworks such as those proposed by Hutchinson and Waters (1992), Long (2005), and Prince (1984). The needs analysis in this current study will be focused on analyzing the stakeholders' needs of the business English presentation course curriculum. Together with the framework of multimodal discourse analysis, it is defined as a method that considers the incorporation of various modes of communication and the data collected from students' interactions. Therefore, this study will apply the multimodal discourse analysis framework by Kress and Van (2006) and Norris (2004) to analyze the patterns of the students' communication in Business English presentations. The next chapter, Chapter 3, will describe the research method which will include the research design, participants and setting, research instrument, data collection procedure, and data analysis.



## **CHAPTER III**

### **RESEARCH METHODS**

A mixed-method research design was employed, combining quantitative and qualitative data to address the research questions. Given the limited research on the need for a Business English Presentation course in Thailand, this study will use exploratory research to provide practical insights into the field. This chapter explains the methodological procedures adopted for this study. It begins with the research design (see 3.1), followed by details about the participants and setting (see 3.2), and the research instruments (see 3.3). Next, it covers data collection (see 3.4), data analysis (see 3.5), ethical considerations (see 3.6), data assessment (see 3.7), the conceptual framework of the study (see 3.8) and ends with chapter summary (3.9).

#### **3.1 Research Design**

##### **3.1.1 A Mixed Method Research Design**

Mixed method research combines qualitative and quantitative approaches to collect and integrate data, using distinct designs that may include philosophical assumptions and theoretical frameworks. This method provides both depth and breadth to the investigation, offering a more complete understanding than a single approach alone (Creswell, 2014; Heigham & Croker, 2009; Migiro & Magangi, 2011). For example, a researcher might conduct an experiment (quantitative) and then interview participants (qualitative) to understand their perspectives on the experiment.

Therefore, the current study was conducted as mixed-method research, combining both qualitative and quantitative approaches in collecting and analyzing data. Initially, to investigate the stakeholders' needs, questionnaire data from Business English students were analyzed quantitatively using descriptive statistical tools such as mean, frequency, and percentages. Additionally, interview data from stakeholders, including BEP students, BE teachers, alumni, and employers, were analyzed qualitatively using qualitative content analysis.

Moreover, to examine the incorporation of semiotic sources used in students' business English presentations, video-recorded data were analyzed qualitatively based on three

modes: visual, verbal, and nonverbal. Observation and field notes data were also analyzed qualitatively to report on observable and real-time occurrences in students' presentations.

Furthermore, a mixed method research approach was employed alongside the mixed-method research design to investigate empirical data and enhance the validity and credibility of the research procedure. As a study in the Business English Presentation course, the results contributed to a better understanding and explanation of the curriculum from the perspectives of students and stakeholders. This also provided a clearer picture of the incorporation of students' communication in business English presentations, focusing on three modes of communication.

### 3.2 Participants and Setting

For convenience and practical reasons, this study was conducted at a government university located in Thailand with business English major students, teachers, and alumni from the business English major program. Views from these participants provided insights into their target needs for a BEP course, which were used as data to propose an instructional model for business English presentation courses. The detailed criteria for selecting each group of participants are discussed in Section 3.2.2.

#### 3.2.1 Participants

The participants in this study included three groups, comprising Business English students, Business English teachers, alumni and employees.

Based on the current enrolment data of Business English students in the university service system within the academic year of data collection for this study, there are 91 Business English students in all academic level (Table 2).

**Table 2** *Number of Business English students*

Academic Level	Number of students
Sophomore	34
Junior	21
Senior	36

Regarding the 5 BE teacher participants of this study, they were selected because they have been taught the Business English Presentation courses and they are also the key

people responsible for Business English course curriculum. They are four female, and one male. Four of them held a master's degree in English, English Education, and one of them held a doctoral degree in English Language Teaching. Besides, the teachers are those with more than five-year teaching experiences in the Business English Program.

For alumni, six alumni were former students who graduated from Business English Program in the year 2018-2022. They also have work experiences at least 1-5 years in the field of business English both in Thailand and overseas.

Six employers are individuals who have worked with former students or have experience overseeing employees in the business field. They were selected based on their roles as managers, supervisors, or senior managers, and their willingness to contribute valuable insights relevant to the research objectives.

### **3.2.2 Sampling Strategy for Participant Selection**

Participants for this study were selected using convenience and purposive sampling techniques. Convenience sampling involves choosing individuals who are readily accessible and willing to participate, often due to their interest in the research topic or desire to express their viewpoints (Alkassim, 2016; Etikan, 2016). On the other hand, purposive sampling focuses on selecting individuals based on specific characteristics that align with the research objectives, thereby providing valuable data for generalizations and further investigation (Etikan, 2017; Rai & Thapa, 2015; Sharma, 2017; Ritchie, Lewis & Elam, 2003).

In this study, convenience sampling was employed to select participants from a government university in northeastern Thailand, where the researcher works. This location was chosen for its easy accessibility, allowing for efficient data collection.

For purposive sampling, potential participants were chosen based on the following criteria: (i) Business English students enrolled in the Business English Presentation Course; (ii) Business English teachers who are currently teaching in the Business English Program and have experience teaching the Business English Presentation Course; and (iii) Business English alumni who work in business or related fields (e.g., Accounting, Marketing, Sales, Finance), as well as employers who have experience working with these former students.

### 3.2.2.1 Business English Students

In this study, participants were divided into two groups to provide a comprehensive understanding of their experiences with the Business English curriculum. The first group consisted of 21 junior students who participated in this current study. The second group included 91 students who selected for their extensive experience in core Business English courses and project presentations.

The first group included 21 junior students selected for an in-depth case study. They were grouped based on their participation in conducting their presentation project, allowing them to work with members they were familiar with. These students participated in a focus group discussion to provide qualitative data on their experiences and insights. The discussion was recorded to capture accurate details of their performance and contributions. Additionally, they completed an online questionnaire to gather quantitative data that complemented the qualitative findings from the focus group. The students were listed according to their pseudonyms and groups as follows:

**Table 3** *List of Focus Group Discussion*

Group	Pseudonyms
BE student group A	Aroon, Anong, Apinya, and Amara
BE student group B	Boonrak, Boonsri, Busaba, and Buppha
BE student group C	Charita, Chantana, Chailai, and Chai
BE student group D	Dara, Dusadi, Duanphen, Duangkamol, and Dusita
BE student group E	Eve, Ella, Emma, and Emily

Second Group: This group consisted of 91 students who were assigned to complete an online questionnaire. These students were specifically chosen because they had completed core courses in the Business English curriculum, including Business English for Marketing and Advertising, English for Tourism and Hospitality Industry, English for Restaurant, Business English for Negotiation, and Business English Presentation. Their selection was based on their experience on these courses and their involvement in presenting projects, which provided relevant context and background for the study. This approach ensured that their responses were informed by practical experience in the relevant subjects.

### 3.2.2.2 Business English Teachers

The selection of Business English teachers was based on their essential role in teaching the Business English Curriculum. The workload for each semester is approximately 15 credits, requiring them to teach at least three classes with different courses. There were four females and one male, all with over five years of teaching experience in the Business English Program, covering various courses within the curriculum. The researcher personally contacted each teacher, scheduling appointments to collect individual data. Additionally, the researcher asked for permission to engage Business English students for data collection through focus group discussions, questionnaires, and observation of their presentation projects. The teachers' availability for interviews was also discussed, and pseudonyms, namely Teacher A, Teacher B, Teacher C, Teacher D, and Teacher E, were used to maintain confidentiality while reporting their information.

### 3.2.2.3 Alumni

Alumni were invited to participate in the current study. Their perceptions were expected to reflect their experiences on the Business Presentation Course. Importantly, they could share how they applied their presentation skills in their professional contexts across various careers in business. An invitation letter and an informed consent form were distributed to all six alumni, who were working in business-related fields both in Thailand and abroad. The researcher arranged interviews with them at their convenience via the Zoom application. Pseudonyms (Alumni A through Alumni F) were used to refer to the alumni.

**Table 4** Alumni's Information

Alumni	Year of graduation	Position	Type of organization
Alumni A	2018	Front desk staff	Hotel industry
Alumni B	2019	Sales & Marketing staff	Hotel industry
Alumni C	2022	Spa Receptionist	Hotel industry
Alumni D	2020	Customer service staff	Restaurant industry
Alumni E	2020	Ground Staff	Aviation industry
Alumni F	2018	Marketing staff	Clothes brand shop



### 3.2.2.4 Employers

Employers were based in Thailand and held degrees in Business English or related fields. Additionally, each of these professionals occupied as manager or supervisor roles within five different departments: front office, human resources, marketing and promotion, customer service, and support & services. The following section presents the qualitative findings concerning their requirements for oral presentations in varied business contexts.

**Table 5** *Employers' Information*

Employers	Position	Type of organization
Employer A	Supervisor in HR	Hotel industry
Employer B	Manager in Front Office	Hotel industry
Employer C	Supervisor in Spa and Massage Services	Hotel industry
Employer D	Chef Supervisor	Restaurant industry
Employer E	Senior supervisor in Development and System Improvement Department for Public Sector Support	State Enterprise office
Employer F	Senior Supervisor in Passenger Services	Aviation industry

### 3.2.3 Data Collection Site

This current study was carried out in a non-profit public higher education university in northeast of Thailand. This university is officially recognized by the Ministry of Higher Education, Science, Research and Innovation of Thailand. The university offers courses and programs leading to officially recognized higher education degrees in several areas of study, for example, Communication Arts, Economics, Business Administration and Management, Political Science, Sociology, Linguistics, Social Development, and Community Development. The university recently has diversified its curricula to train human resources in various fields under five faculties, including Education, Humanities and Social Sciences, Management, Industrial Technology, Science and Technology. Later, since 2001-2008, the curriculum has been developed and opened to students who want to continue their higher education in various fields (e.g., Master of Arts Program development strategy branch Project Management and Evaluation English branch, Master of Education Program Education Administration Educational Research and



Evaluation Branch, Master of Public Health Program, Master of Science Program Applied Science, Doctoral Program Branch of Regional Development Strategy and Ph.D. in Education Administration) (uniRank, 2022).

For the data collection, the researcher collected data from the Business English Program at the faculty of Humanities and Social Sciences because this program focuses on international contexts, countries and cultures, and business environments where English is used as a language of communication. The program also provides business skills suitable for various professions and necessary for doing business in today's global marketplace. Therefore, according to its curriculum, presentation skills are considered as an integral part of the learning objectives in Business English courses which are relevant and consistent with the scope of the current study.

### **3.3 Research Instruments**

#### **3.3.1 Questionnaire**

In this study, needs analysis data from the stakeholders' (BEP students, BE teachers, alumni, and employers) needs was required in order to identify the target needs in the Business English Presentation course. Questionnaire was used as the research instrument to collect the data regarding the target situation analysis. Generally, questionnaires are of three types three types: structured (close questionnaire), unstructured (open questionnaire), and semi-structured (a combination of structured and unstructured) (Ifitahurrohmah, 2012).

The questionnaire was presented in both English and Thai and contained two main parts. The first part included 5 items which aimed to gather general information about the participants, such as gender, age, career, status, and educational year. The second part included 15 items related to the needs analysis: the target situation analysis, which was divided into three categories: 1) Necessities (five items): what aspects were needed by learners to effectively engage in Business English presentations, 2) Lacks (five items): what learners had not yet mastered, and 3) Wants (five items): what learners wanted to learn to enhance related skills. Each item was accompanied by a five-point Likert scale ranging from (1) Strongly disagree to (5) Strongly agree.

To ensure the content validity and accuracy of the language used in the questionnaire, the researcher asked three experts in the field of English Language Teaching (ELT) to review the questionnaire and provide comments or feedback.

The questionnaire was designed and developed based on the framework by Hutchinson and Waters (1987) and Panyasai (2023). Its items were validated by experts who first investigated the congruence between the provided statements and the research objectives using the Index of Item Objective Congruence (IOC). For this study, the IOC rate was determined by comparing the evaluations of five experts. The selected questionnaire items included those with an IOC rate ranging from 0.50 to 1.00, indicating a high level of agreement and thus confirming the reliability of the data collected.

### ***Piloting Stage***

Before collecting data, the researcher did a pilot study in order to know if the questionnaires were valid or not. The invalid items of the questionnaires were dropped. The researcher conducted a pilot study with 20 students, 10 teachers, 9 alumni, 3 employers, who had similar characteristics to the main participants. After collecting the data, the researcher analyzed it using SPSS by referring to Cronbach's Alpha reliability level. Reliability of the questionnaire items were tested in a pilot study which was conducted to participants who were not involved in the actual study to obtain Cronbach alpha value. Konting et al., (2009) suggested the Cronbach alpha value of more than 0.90 to be categorized as very highly reliable, 0.80 to 0.90 as highly reliable and 0.70 to 0.79 as reliable. In addition, Taber (2016), clarified that acceptable rate for Cronbach's alpha based on qualitative interpretations provided in the studies. Most commonly, the threshold was considered to be  $\geq 0.70$  or  $> 0.70$  for acceptable validity or internal consistency. However, there were instances where authors referred to values of 0.7 or 0.6 as acceptable.

**Table 6** *The Results of The Cronbach Alpha Values of Questionnaire Obtained from Pilot Study*

	Cronbach alpha value
Questionnaire for Business English Students	.88

From the table 2 above, in assessing the internal consistency of the questionnaire, Cronbach's alpha was calculated for each item. The overall results in each set of questionnaires indicated that the values ranged at  $\geq 0.70$ . These values confirmed that the scales used in this study are both reliable and consistent for measuring the constructs of interest. This level of reliability assures that the questionnaire is suitable for further analysis in exploring needs analysis data from different stakeholders. See the questionnaire on Appendix B.

### **3.3.2 Video Recording**

The video recordings aim to capture the incorporation of presentation strategies in business English presentation. The duration of each presentation was around 5-10 minutes. The video recordings allowed the researcher to triangulate the data collected from the stimulated recall interviews, participant observations, and field notes to see the students use of the three modes. To capture a better video of the student's presentations, the camera's scope included: 1) A wide-angle view that captures the wide-area scene of the participants but does not include any close-up scene, and 2) A close-up view that helps to capture and exclude the closer actions or movements of the participants (LeBaron, 2008). In this study, the researcher used three cameras to record the BEP presentations: one camera is for the wide-angle view, which is a centered position that direct the audience's attention, and two cameras are for the close-up views, which are left and right positions to capture the closer actions or movements of the BE presentations (i.e., English language patterns, eye gaze, facial orientations, and gestures).

### **3.3.3 Observation and Field Note**

Observation is a process of immersing oneself in a community to study their behaviors and activities. According to Wahyuni (2012), there are two types of observation based on the researcher's role: direct (participant) observation and indirect (non-participant) observation. In this study, the researcher acted as a non-participant observer, observing and recording the situation without any involvement in the presentations or lessons. The researcher's task was to document the BEP students' use of visual, verbal, and nonverbal communication during their Business English presentations.

Field notes were taken during the observations to provide a written record of the students' presentations (Sari et al., 2019). The template used for these notes had three columns, following Sari's (2019) format. The first column included general information such as the observer's and participants' names, the observation location, date and time, and a short title to identify the observation's purpose. The second column on the left was for the content of the observation, while the third column on the right contained the researcher's reflections and comments. The researcher developed the field notes template based on Sari's (2019) structure, as previously presented.

### **3.3.4 Interview**

#### **3.3.4.1 Focus Group Discussion & Semi-Structure Interview**

According to Alshenqeeti (2014), research interviews can be structured, unstructured, semi-structured, or conducted as focus groups, each with different goals. In qualitative research, semi-structured interviews are commonly used to gather data, with their effectiveness depending on the quality of the interview guide (Ahlin, 2019; Kallio et al., 2016; Pietilä et al., 2016). McIntosh and Morse (2015) note that semi-structured interviews aim to elicit qualitative opinions about specific situations or phenomena.

Focus groups collect qualitative data through group interaction on a specific topic (Doody et al., 2013; Dilshad & Latif, 2013). They reveal deeper levels of understanding by tapping into everyday communication forms (Krueger, 2014). Typically consisting of six to twelve participants, focus groups generate unique data through their interactive nature that individual interviews may not capture (Guest et al., 2017; Nyumba et al., 2018).

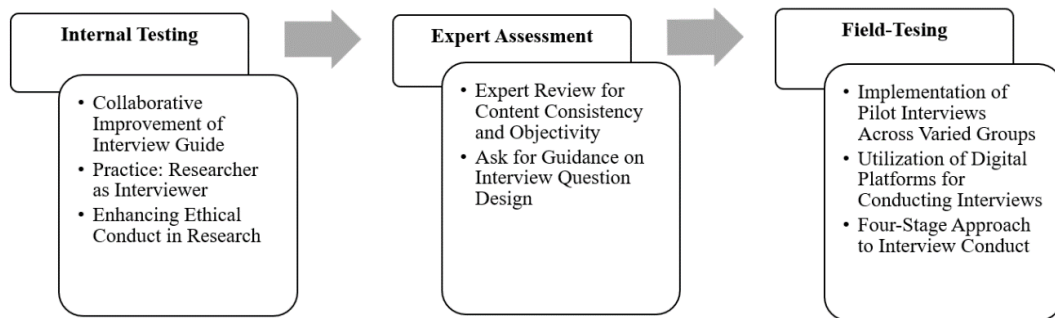
In order to support the data to be obtained through the questionnaire, in this current study, semi-structured interview and focus group discussion were conducted to collect the qualitative data concerning the stakeholders' needs on the Business English Presentation course. Interview question guides were adopted from Panyasai (2022) to study on the stakeholders' needs based on the framework of needs analysis. The interview questions consisted of three main parts: grand tour questions, main questions, and follow up questions (See in Appendix C).

### *Piloting Stage*

The interview guidelines in this study were designed and developed to be flexible, allowing additional questions to be asked during the interview process based on participant feedback, thereby improving the adaptability and depth of the research. A pilot study is a small-scale, preliminary investigation used to test the feasibility of methods for a larger research project. The primary objective of this pilot study is to identify and resolve potential key issues that may arise during the main study.

Since the objective of this pilot test was to assess the interview guideline for the main study, the pilot included participants who were similar to those in the main study: three Business English students and three Business English teachers from other universities in Thailand, two alumni and two employers who have experiences in the business field in Thailand and overseas, all meeting the inclusion criteria of the main study. The business English students have experience in business English presentation courses, while the teachers have taught English presentation courses for a minimum of four years. The alumni have studied business English presentation courses and have at least two years of work experience in a related field, similar to the employers who can provide empirical data on new employee selection. The initial investigation involves three Business English students, three instructors, two alumni, and two employers, selected based on specific inclusion criteria. The students have prior exposure to Business English Presentation courses, the instructors have at least four years of teaching experience in Business English, and the alumni and employers have relevant business field experience and can contribute valuable data on employee selection. Once the participants agreed to participate, the researcher scheduled the date and time for the interview based on their availability.

Before conducting the interview, the researchers divided the interview guidelines into four sets based on four groups of participants: Business English students, Business English Presentation teachers, alumni, and employers. This pilot study also included three different techniques of pilot study of the interview guide which the researchers adopted and adapted from Naz et al., (2022). The piloting interview process was as follows (See Figure 11):



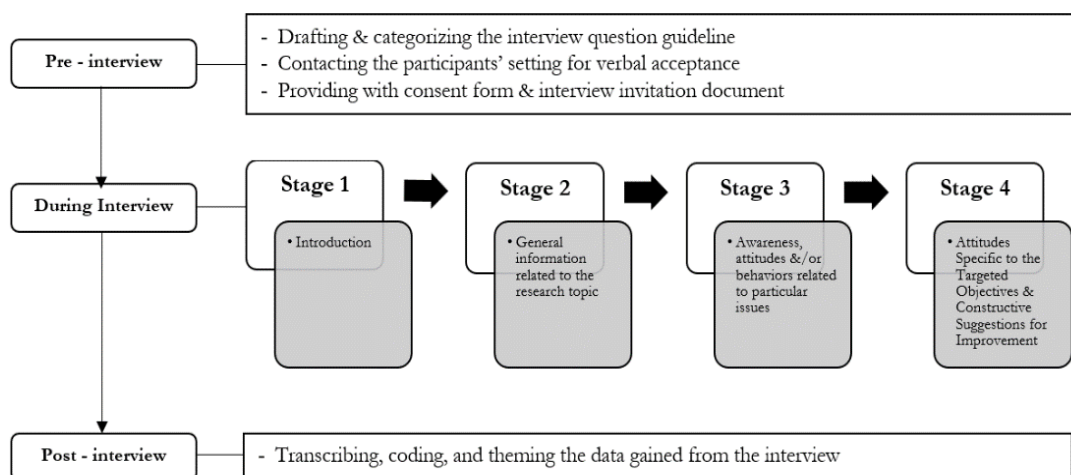
**Figure 10** *Piloting Interview Process*

*Internal Testing:* This method involved reviewing the initial interview guide with the first author's supervisor and team to refine it by eliminating unclear parts and biased questions, thus preventing interviewer bias. Researchers also simulated the interview process by having team members interview each other to better understand the participant experience. This method was particularly useful for enhancing ethical conduct in sensitive research areas and was employed as an alternative when other pilot tests were not feasible.

*Expert Assessment:* Five experts in English Language Teaching, external to the research team, reviewed the initial interview guide to ensure its alignment with the study's objectives and themes. Their feedback was crucial in refining the interview questions, recommending a specific framework to enhance objectivity and reliability. This feedback also provided valuable guidance on the relevance, phrasing, and sequencing of the questions.

*Field Testing:* The initial interview guide was tested with individuals who closely resemble the main study participants. This pilot phase included three students and three teachers from various universities' Business English Programs, as well as two alumni from Business English Programs now working in business-related fields, and two employers from both a government organization and a private business. The testing process covered four stages: pre-interview, during the interview, and post-interview, each observed to refine the interview process further (See Figure 12).





**Figure 11 Interview Procedure**

For the pilot study's interview stages, the interview was done by using semi-structured interview technique for individual interview and focus group for group interview. A guideline for interview questions was prepared and categorized into three main types: grand tour questions, main questions, and follow-up questions. The four stages of conducting the interview are as follows:

#### Stage 1: Introduction

The interviewers introduced themselves, outlined the research goals, explained the use of audio recording, assured participant anonymity, and welcomed any clarifications. This stage also included initial greetings and light questions to put participants at ease.

#### Stage 2: Contextual Background

Researchers provided an overview of the study's context, which focuses on evaluating the needs of a Business English Presentation Course for EFL learners in Thailand, and explained how participants' insights could enhance the study's practical outcomes. This included a brief discussion on participants' views of presentation skills within their professional settings.

#### Stage 3: Core Inquiry

The main questions were presented to gather participants' perspectives on the primary research objectives.



#### Stage 4: Targeted Feedback

In this stage, researchers sought participants' suggestions for improving Business English Presentation strategies and explored additional skills that could be included in the course.

#### Post-Interview Process

Data from the interviews were transcribed, coded, and analyzed according to the research questions. This comprehensive approach ensured the data was detailed enough to address the research objectives effectively.

Throughout the pilot study, the researchers emphasized process issues encountered during the pilot and the challenges of data collection. The pilot also served to refine the interview protocol, ensuring questions were clear, relevant, and effective for gathering a range of views and experiences, thus mirroring the actual interview setting and providing key insights for incorporation. See the interview guideline on Appendix C.

#### 3.3.4.2 Stimulated recall interview

Stimulated recall interview (SRI) is a technique for investigating how individuals approach relationships in a variety of contexts. The technique typically involves interviewing people while presenting them audio or visual recordings of their own social interactions and analyzing various aspects of those interactions (Dempsey, 2010).

In this study, the stimulated recall interview was used as a research technique in which the students can reflect on their abilities in their decision-making processes while watching their business English presentations through video recording. The interview was conducted a week or two after the students had completed their presentations in order to make comprehension check, confirmation check, and concept check regarding the incorporation of visual, verbal, and nonverbal communication in their presentations. The interviews were conducted during the participants' leisure time to help them to feel more comfortable in carrying out the interview and minimize the time delay between the event and the recall in order to increase the validity of the data (Nguyen & Tangen, 2017).

### **3.4 Data Collection**

#### **3.4.1 Questionnaire**

Before the course began, questionnaires were assigned to 91 Business English (BE) students. The questionnaire was administered online through Google Form to ensure convenience and practicality in both data collection and analysis. Students received clear instructions on how to complete the questionnaire, with an emphasis on providing honest and thoughtful responses.

#### **3.4.2 Interviews**

##### *3.4.2.1 Focus Group discussion*

Focus group discussion was held with 21 Business English (BE) students enrolled in the BEP course. The data collection process involved two phases, conducted both before the course started and after it finished (not more than 2 weeks). These interviews were scheduled at a place and time convenient for the participants and lasted about 15-20 minutes. They were conducted in either English or Thai, depending on the participant's language preference.

##### *3.4.2.2 Semi-Structure Interview*

Semi-structured interviews were conducted to collect data from 5 BE teachers, 6 alumni, and 6 employers. For BE teachers, interviews were conducted in two phases: once before the course started and again within two weeks after it finished. This process was similar to the students' focus group discussions. Alumni and employers, on the other hand, participated in individual interviews at a date and time convenient for them.

##### *3.4.2.3 Stimulated Recall Interview*

After assessing the final projects of the Business English Presentation course, a stimulated recall interview was conducted a week later to gather in-depth feedback from 21 Business English students. They were contacted and scheduled for group interviews to reflect on their presentation experiences and the use of verbal, non-verbal, and visual communication modes during their presentations. Participants were also asked to evaluate the course content and structure in relation to their final presentations, using video recordings as a reference. The interviewer sought feedback on how well the

course prepared them for their presentations and identified areas for improvement. Additionally, participants were encouraged to discuss the applicability of the skills they learned to their professional settings.

### **3.4.3 Observation & Field note**

To assess students' performance in a Business English classroom, particularly in verbal, non-verbal, and visual communication, the researcher developed and implemented a detailed observation procedure. The researcher created an observation plan and checklist to systematically record relevant aspects of students' presentations. Students were informed of the observations in advance to minimize disruptions. The researcher carefully noted instances of verbal clarity, body language, eye contact, gestures, and the use of visual aids, and taking detailed field notes.

### **3.4.4 Video Recording**

To evaluate group presentations in a Business English classroom, video recordings were used to assess students' verbal, non-verbal, and visual communication. Permissions from students were secured beforehand to comply with privacy regulations. Cameras were strategically positioned to capture all relevant viewpoints, including the presenters, their body language, and any visual aids they used, ensuring a comprehensive view of their performance.

Before the recording, students were informed about the video capture to ensure they were prepared and to reduce any potential disruption. The recordings focused specifically on the group presentations, capturing how effectively students communicated through speech, body language, and visual elements.

After the presentations, the footage was carefully reviewed to confirm that it met quality standards and accurately reflected the students' performance. The videos were then securely stored to protect student privacy and ensure data integrity. This process allowed for effective analysis of the recordings, providing detailed insights into the incorporation of verbal, non-verbal, and visual communication modes during the students' presentations.

### 3.4.5 Inclusion and Exclusion Criteria

The inclusion criteria was identified as two groups are as follow:

The first group was the stakeholders' needs on the Business English Presentation course which are based on their needs and expectations. The exclusion criteria included issues which the researcher might encounter during the presentations. For example, teacher feedback, peer feedback, class evaluation, roles of teachers and peers, and students' presentation score.

The second group was based on the multiple modes (visual, verbal, and nonverbal) that was used in the students' presentations. Visual includes various communication tools such as flip charts, overhead transparencies, slides, and videos that the students use to support or make clear their information while giving the presentation. Verbal language is spoken words used in presentations to present the content, express ideas, etc. Non-verbal language or body language were the process of sending wordless messages using gestures including hand gestures, body gestures, and multi-touch gestures.

## 3.5 Data Analysis

### 3.5.1 Quantitative Data Analysis

#### 3.5.1.1 Questionnaire

The questionnaire data was analyzed using descriptive statistics, including percentages, means, and standard deviations, to evaluate participants' perspectives in relation to the target needs analysis framework. Since the questionnaire included negatively worded statements, their responses needed to be reversed to ensure consistency in interpretation. This process involved inverting the direction of the responses for these negative statements so that they aligned with the overall positive or negative scoring system of the survey, ensuring uniform interpretation of all items.

### 3.5.2 Qualitative Data Analysis

#### 3.5.2.1 Interviews

The data analysis began manually with transcribing the interviews records to ensure accurate representation of participants' responses. The transcriptions were then reviewed to become familiar with the content. Qualitative content analysis was used to

systematically analyze the data. This involved coding responses into key segments and grouping these codes into broader categories. Patterns and connections were identified within these categories to uncover recurring themes. The findings were interpreted to provide insights into how they relate to the study's purposes. To ensure objectivity, the analysis was aligned with the needs analysis framework, maintaining consistency in interpretation. Finally, the results were reviewed for accuracy and summarized with relevant quotes from participants to highlight key findings.

#### *3.5.2.2 Observation & Field note*

To analyze observation and field note data, begin by organizing and reviewing the data to grasp classroom activities and performance highlights. Mark significant instances of behavior or interactions, then categorize these highlights into groups such as verbal communication, non-verbal cues, or use of visual aids. Identify and interpret patterns or recurring themes within these categories, considering their relevance to the study's objectives. Summarize the key performance highlights with clear examples from the data to illustrate the main findings.

#### *3.5.2.3 Video Recording*

The analysis of video recordings began with a thorough review of the business English presentations. The recordings were transcribed using the online platform HappyScribe and then analyzed qualitatively by the researcher, in conjunction with data from field notes and stimulated recall interviews. The multimodal interactional analysis framework by Kress and Van Leeuwen (2006) and Norris (2004) was applied to examine students' communication across three modes: verbal, non-verbal, and visual communication.

***Verbal and Non-verbal Communication:*** Analysis focused on the students' use of verbal and non-verbal communication during their presentations. The researcher identified and categorized communication patterns, including hand gestures, body movements, and multi-touch gestures. Facial expressions were not analyzed to respect participant privacy. The analysis followed Norris's (2004) framework, examining lower-level actions (e.g., gestures, posture), higher-level actions (e.g., dialogue chains), and frozen actions (e.g., static elements). Emphasis was placed on higher-level actions

to comprehensively describe verbal and non-verbal communication during the presentations.

**Visual Communication:** The analysis of visual communication involved examining how students used visual aids, such as PowerPoint, Google Slides, and Canva, during their presentations. The researcher analyzed the visual tools based on Kress and Van Leeuwen's (2006) framework, focusing on:

Informative Value: The positioning of elements to connect participants and the audience.

Salience: The attractiveness and prominence of visual elements, such as size, color contrasts, and placement.

Frame: The use of framing devices to separate or connect visual elements, affecting how they are perceived together or apart.

Overall, descriptive qualitative analysis was employed to describe the use of verbal, non-verbal, and visual communication in the presentations, with the aim of developing a course syllabus for business English presentation courses.

### 3.6 Ethical Considerations

Ethical considerations are crucial in research to protect participants' moral and legal rights. Research ethics involve understanding and addressing complex problems and their impact on discourse and relationships (Arifin, 2018; Cumyn et al., 2019). For this study, ethical procedures were followed by obtaining written informed consent from participants, providing details about the research and its purpose, and ensuring confidentiality. Participants were informed about the study's objectives, data collection duration, and benefits, with all personal information kept anonymous. Data was collected using coded numbers, with group results reported and individual identities protected, ensuring secure storage and privacy throughout the research process.

### 3.7 Data Assessment

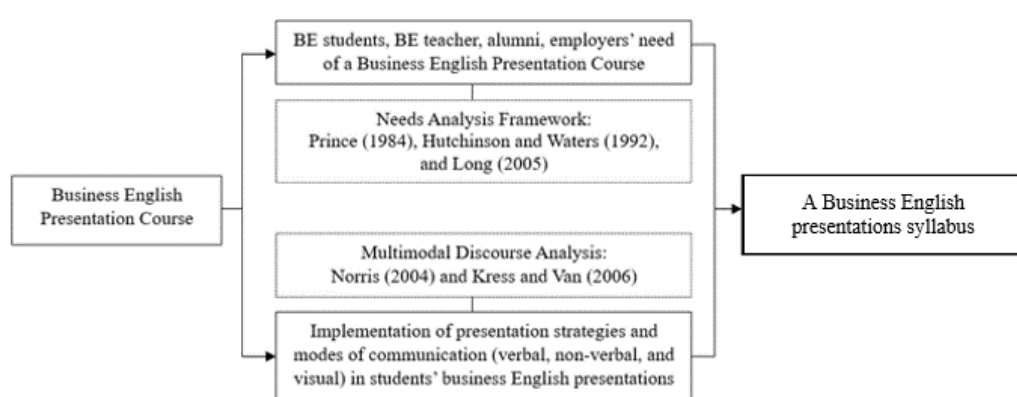
This study also addressed the reliability and trustworthiness of the collected data. To achieve this, triangulation was employed, incorporating questionnaire data, interview data, and review documents to cross-validate findings. Additionally, member checking techniques were utilized to enhance credibility, whereby participants were provided



with the data or results to validate their accuracy and consistency with their own experiences.

### 3.8 Conceptual Framework of The Current Study

This current study outlines the integration of verbal, non-verbal, and visual communication in Business English presentations, guiding the creation of a course syllabus to enhance communication skills, as shown in Figure 12.



*Figure 12 Conceptual Framework of The Current Study*

### 3.9 Chapter Summery

This chapter outlines the research methodology, detailing the study's setting, participants (students, teachers, and alumni), and methods. Qualitative content analysis was applied to interview data, while questionnaire data were analyzed quantitatively using descriptive statistics (mean, frequency, percentages). Video recordings and observation/field notes were also analyzed qualitatively to capture real-time occurrences in students' business English presentations. The chapter encompasses the research design, data collection, analysis, and addresses issues of reliability, validity, and ethical standards.

## CHAPTER IV

### RESULTS OF STAKEHOLDERS' NEEDS & BEP CLASSROOM PRACTICES

As presented in the previous chapter, the current chapter presents data from the mixed method designed case study. It aims to investigate the needs in Business English Presentation courses from various stakeholders who are relevant to the Business English curriculum and have work experience in a business context. This chapter aims to report the findings of stakeholders' needs for a business English presentation course, with results collected from interviews and questionnaires data.

This chapter applies the framework for needs analysis proposed by Hutchinson and Waters (1992), Long (2005), and Prince (1984), and is structured into two main sections with sub-sections under each main section. It provides findings of the stakeholders' needs of Business English Presentation Course (see 4.1), including the findings from questionnaire (see 4.1.1), and the findings from interview (see 4.1.2), respectively. A summary of these results is provided at the end of chapter (4.2).

Moreover, this chapter applies the frameworks of Norris (2004) and Kress and Van Leeuwen (2006) to highlight the implications of communication modes. It presents findings on the incorporation of presentation strategies by Thai undergraduate students in Business English presentations, covering the nature of presentation content, presentation assignment information, and the functions of multiple modes within the Business English curriculum (sections 4.2.1, 4.2.2, and 4.2.3 respectively).

#### 4.1 Stakeholders' Needs of a Business English Presentation Course

##### 4.1.1 Questionnaire Findings

This section reveals the findings concerning how students remark their needs on Business English Presentation skills in Business English course curriculum. The findings are reported according to the target needs analysis, including necessities, lacks, and wants. 91 students were included 67 females, 21 males, and other 3. All of them are the students of Business English Program: 34 sophomores, 21 juniors, and 36 seniors.

**Items 1-5**, the statement involved the aspect of *necessities*: What aspects are needed by students to reach Business English presentations effectively? **Items 6-9** refer to *lacks*:

What aspects do students have not mastered? And **Items 10-14** provided the statement regarding the aspect of *wants*: What are the additional aspects that students consider important for effectively deliver Business English presentations?

#### 4.1.1.1 Necessities aspect

The needs of Business English students regarding the ‘necessities aspect’ were assessed using items 1-5, which present the level of agreement. Both positive and negative statements were analyzed and interpreted, as shown in Table 7.

*Table 7 Students’ Necessities of Business English Presentation Skills*

No.	Items	Percentage	$\bar{X}$	S.D.	Level of Agreement
1.	I need to learn how to use appropriate English expressions in delivering presentation.	82.86	4.14	0.820	Agree
2.	I do not need to learn how to write English phrases on slides correctly.	74.95*	3.75	1.219	Disagree
3.	My self-confidence impacts the way I perform during presentation in English.	81.98	4.10	1.038	Agree
4.	I need to learn how to structure Business English presentations.	81.32	4.07	0.899	Agree
5.	I do not need English and Thai teaching documents in studying in a Business English Presentation course.	77.82*	3.86	1.160	Disagree

*\* The findings for negative statements were reported in reverse.*

As the data presented in Table 3, the questionnaire ratings are categorized based on the target needs analysis. Starting with **students’ necessities**, the aspects required for effective Business English presentations, the highest percentage was found in response to item no. 1, with a rate of 82.86% ( $\bar{X} = 4.14$ , S.D. = 0.820). Following closely are item no. 3 and item no. 4, with rates of 81.98 ( $\bar{X} = 4.10$ , S.D. = 1.038) and 81.32 ( $\bar{X} = 4.07$ , S.D. = 0.899). Conversely, in response to the negative statement, the rating for item no. 5 shows the percentage at 77.82% ( $\bar{X} = 3.86$ , S.D. = 1.160), and item no. 2, with rate 74.95% ( $\bar{X} = 3.75$ , S.D. = 1.129).

From the findings, it is evident that a significant majority of the students agreed on the necessities of learning how to use appropriate English expressions while delivering presentations. Additionally, the students acknowledged that their self-confidence impacts

their performance during presentations in English. Furthermore, the students agreed on the importance of learning how to structure Business English presentations.

In contrast, the students disagreed with the statement that they do not need to learn how to write English phrases on slides correctly, reflecting a clear need for this skill. Similarly, the students disagreed with the view that they do not need English and Thai teaching documents for studying in a Business English presentation course, emphasizing the need for these resources.

#### 4.1.1.2 Lacks aspect

The needs of Business English students regarding the 'lacks aspect' were assessed using items 6-9, which present the level of agreement. This finding focuses on areas where students have not yet mastered in BEP skills, with the findings presented as negative values to represent the students' lacks in Business English presentation skills. Both positive and negative statements were analyzed and interpreted, as shown in Table 8.

**Table 8** Students' Lacks of Business English Presentation Skills

No.	Items	Percentage	$\bar{X}$	S.D.	Level of Agreement
6.	I have followed presentation strategies in conducting Business English presentations.	72.91*	3.60	0.876	Disagree
7.	I cannot use appropriate English expressions in Business English presentations.	74.29	3.71	1.328	Agree
8.	I can use non-verbal language appropriately in delivering Business English presentations to support verbal language (e.g., maintaining eye contact, using gestures, and projecting confidence through your posture, tone of voice, etc.).	78.46*	3.92	1.269	Disagree
9.	I cannot organize content to put on presentation slides appropriately.	76.48	3.82	1.135	Agree

\* The findings for positive statements were reported in reverse.

From Table 4, the highest percentage was identified in response to item no. 8, with a rate of 78.46% ( $\bar{X}$  = 3.92, S.D. = 1.269). Following by findings in item no. 9, a negative statement, and item no. 7, With rates of 76.48% ( $\bar{X}$  = 3.82, S.D. = 1.135) and 74.29% ( $\bar{X}$  = 3.71, S.D. = 1.328) respectively. Meanwhile, the percentage in response to the positive

statement was observed in item no. 6, which recorded a rate of 72.91% ( $\bar{X} = 3.60$ , S.D. = 0.876).

The findings revealed that the most significant lack was in the ability to use non-verbal language effectively to support verbal communication. Many students also struggled with organizing content appropriately on presentation slides. Additionally, there was a common difficulty in using appropriate English expressions during presentations. Lastly, students expressed challenges in following presentation strategies in conducting Business English presentations.

#### 4.1.1.3 Wants aspects

The needs of Business English students regarding the 'wants aspect' were assessed using items 10-14, which present the level of agreement. Both positive and negative statements were analyzed and interpreted, as shown in Table 9.

**Table 9** Students' Wants of Business English Presentation Skills

No.	Items	Percentage	$\bar{X}$	S.D.	Level of Agreement
10.	I want to participate other related presentation training courses (e.g., designing a presentation, using visual in PowerPoint, create powerful presentations with online tools, etc.).	72.09	3.60	0.959	Agree
11.	I want to learn how to create interesting supportive materials for presentations (e.g., handouts, infographic, etc.).	76.48	3.82	1.135	Agree
12.	I do not want to practice listening and speaking regarding business presentation situations.	79.56*	3.89	1.109	Disagree
13.	I want to practice how to use nonverbal language appropriately in delivering presentations.	72.53	3.63	1.192	Agree
14.	I do not want to practice how to use presentation templates and appropriate visuals in presentation.	77.14*	3.86	1.125	Disagree

\* The findings for negative statements were reported in reverse.

The rating results of **students' wants** (Table 5), highlighting on the additional aspects that students consider important for effectively deliver Business English presentations, the highest percentage was found in response to item no. 12, recording a rate of 79.56% ( $\bar{X} =$

3.98, S.D. = 1.109). Other statements include item no. 14 and 11., with percentage rates of 77.14% ( $\bar{X}$  = 3.86, S.D. = 1.125), 76.48% ( $\bar{X}$  = 3.82, S.D. = 1.135), respectively. The other percentage rates were observed in item no. 13 and 10, displaying rates of 72.53% ( $\bar{X}$  = 3.63, S.D. = 1.192) and 72.09% ( $\bar{X}$  = 3.60, S.D. = 0.959).

Accordingly, when considering students' wants for additional aspects in the Business English Presentation Course, the highest interest was in practicing listening and speaking for business presentations. Additionally, creating supportive materials and using nonverbal language were also seen as crucial areas for improvement. These findings suggest that students are eager to enhance their use of nonverbal language in presentations, as well as to engage in comprehensive and targeted training programs to address these needs.

#### **4.1.2 Interview Findings**

##### *4.1.2.1 Focus Group Discussion*

The focus group discussion reveals that BEP students ( $n = 21$ ) described their perceptions of the Business English Presentation course. The research aimed to present the students' perceptions as themes coded from all participants collectively. Each theme identified the students' expectations for their future careers, their experiences in the Business English Program, and their experiences in the Business English Presentation Course. This interview aimed to help the researcher understand the students' perceptions of the course, which is the focus of this study. The findings are presented in two periods: before the course began and after it concluded, as follows:

##### **Before the course begins**

###### *(i) Developing Learning Context of Presentation into Business Context*

For the Business English Presentation Course, the students from all focus groups showed their ideas to confirm that the course is crucial and necessary for them. Their thought showed their expectation of having better presentation skills after finishing the course because they were often assigned to deliver presentations in different courses as well.

*"I believe that learning Business English for presentations is a subject that requires extensive practice. I don't think it should focus solely on paper-based activities like in high school. At the university level, there must be ample opportunities for practical*



*application because we need to use these skills in our actual future careers.” - Busaba: BE student group B*

*“I expect to be able to apply the knowledge gained from this course in the future to present products or services to foreigners. Overall, I want to know what types of English are used in business presentations, which sentences are appropriate, and how to use them correctly.” - Chai: BE student group C*

*“For me, I also have expectations for studying this subject because the content of business presentations should be different from general presentations. It should be more about specific situations.” - Ella: BE student group E*

According to Busaba, Chai, and Ella, studying the presentation course, particularly in a business context, is necessary for them. They emphasized the importance of applying the knowledge gained from this course to their studies and future careers.

#### ***(ii) Maintaining Self-Confidence During Presentations***

Having confidence is highlighted as another crucial factor, as noted by students from all focus groups. Their emphasis on the importance of self-confidence that plays a key role in delivery their presentations, particularly in contexts that require interaction and presentation. These comments not only shed light on personal experiences but also suggest a collective desire for strategies and support ways that can help build their confidence.

*“I expect to have training until I become more confident, especially in various behaviors because I do not have much experience. Including non-verbal communication and the practical use of English.” Apinya: BE student group A*

*“I want to learn about personality and behavior because I haven’t practiced this very often. And whenever I present in other subjects, I always get criticized for this.” Busaba: BE student group B*

The quotes above show that these students were concerned about their confidence during presentations, despite having limited knowledge and ability. Their main problem is a lack of confidence and practice. Apinya mentioned, “I do not have much experience,” while Busaba said, “I haven’t practiced this very often,” indicating that confidence plays a key role in their effectiveness and success.

### ***(iii) Effective Teaching and Classroom Management***

All focus groups mentioned issues regarding teachers and their teaching management. The students reported that it is necessary to have well-planned teaching, a greater focus on the business context, and for teachers to have a deeper understanding of the differences in students' language literacy.

*"I hope the teacher starts with basic presentations and trains us to boost our confidence, especially focusing on students weak in English. I want us to have chances to use English for presentations, even if it means making mistakes, and hope the teacher supports this."* - Aroon: BE student group A

In addition, Chantana expected teachers to encourage group or pair work to reduce stress in the classroom and allow students to work collaboratively.

*"For me, I hope the teacher places importance on students who are less proficient in English. I would like the teacher to focus on activities that encourage peer support, such as pair work, because learning together can reduce stress in the classroom. Moreover, since people have different strengths, they could divide the work into parts where each can contribute best."* - Chantana: BE student group C

Based on these excerpts, Aroon and Chantana highlighted the importance of opportunities to use English for presentations, even if it means making mistakes, with teacher support. Similarly, Chanyana and Chantana from groups B and C, respectively, expected teachers to encourage group or pair work to reduce stress and promote collaborative learning. Chantana also emphasized the importance of peer support and adapting activities to students' varying strengths to maximize their contributions.

### ***(iv) Utilizing Various Communication Modes***

Thus far, students have maintained a positive attitude towards the use of various modes of communication, recognizing their importance in the educational process. These modes, as mentioned by the students, cater to different learning styles and preferences, enhancing the overall learning experience. For example, Emily and Dara recalled their interests in applying various communication modes in their presentations:

*“I want there to be enough practice to significantly boost confidence, including various modes of communication, because I do not have much experience. This includes non-verbal communication and the practical use of English.” - Emily: BE student group E*

*“I am interested in using media because I really like design, especially graphics. I think this subject should also involve content like this.” - Dara: BE student group D*

These two students have maintained a positive attitude towards using various modes of communication, recognizing their importance in education. These modes cater to different learning styles and enhance the learning experience. For example, Emily emphasized the need for practice to boost confidence, including non-verbal communication and practical English use, while Dara expressed interest in using media and graphics, highlighting their importance in the subject.

#### **After the course finishes**

##### ***(i) Insufficiency Content in Business Context***

In each focus group, the students felt that the content taught in the Business English Presentation Course was not relevant to their area of study, namely the business context. This confusion about what they should gain from the course can arise. Similarly, one student represented the views of others by indicating that the teacher had selected content that was not relevant to the business context.

*“...I continuously try to practice on my own. It would be really helpful if there were examples focused specifically on business because the examples in our English presentation class are not very business oriented. They tend to be more academic, like presenting research, which we find hard to understand because our focus is on business, products, meetings, and numbers. I feel like they are completely different things.” - Ella: BE student group E*

*“I keep trying to practice regularly, and I agree with my friends who want the opportunity to see examples of business presentations. This is because the examples we’ve been shown by teachers in the past were not business-oriented and were quite difficult.” - Eve: BE student group E*

*“In the courses I have taken, my classmates and I were usually asked to make general presentations without focusing on business presentations. Moreover, these presentations did not include any feedback or suggestions for improvement. As a result, I did not learn or develop anything from these experiences.” - Dusadi: BE student group D*

As the excerpts above indicate, students in each focus group felt that the Business English Presentation Course content was not relevant to their business-focused studies. Ella mentioned that the “English presentation class [is] not very business-oriented,” and Eve from group E noted that the examples provided were more academic than business-oriented, stating, “the examples we’ve been shown by teachers in the past were not business-oriented,” making them difficult to understand. Moreover, Dusadi from group D mentioned that general presentations without a business focus or feedback did not aid their learning or development.

#### ***(ii) Writing Skills for Presentation Task & Presentation Slide Designs***

From the focus groups, the interviews showed that students have conveyed challenges when it comes to structuring the content on their presentation slides. From their perspectives, they specifically struggle with deciding which sentences or statements are most appropriate for inclusion in their presentations.

*“My concern involves organizing various components on slides because I have previously received feedback from your instructor regarding an excessive amount of text on my slides. However, there was not additional guidance on how to address this issue. I actually would like to know the correct and appropriate approach for this, if possible.” - (Amara: BE student group A)*

Amara’s interviews reflect her need for guidance and support in preparing their skills in organizing and presenting information effectively.

Moreover, Dusadi and Eve noted that they faced difficulties in structuring the content on their presentation slides.

*“My writing skills are important because we have to prepare documents for presentations. However, organizing content into my own style of language can be tough for me. My writing skills are not very strong, making it challenging to structure the content with proper grammar and organization.” - Dusadi: BE student group D*

*“The information presented in the classroom is partially derived from our own surveys. Organizing or summarizing this information is a challenging process for many of us. Additionally, we need to compile summaries into presentation documents. However, we understand the importance of all the components required for a presentation in this course.” - Eve: BE student group E*

Based on their interviews, students reported challenges in structuring content on their presentation slides, struggling with deciding which statements to include. Amara highlighted the need for guidance on organizing slide content. Dusadi mentioned difficulties with writing and structuring content due to weak writing skills. Eve noted the challenge of summarizing and organizing information from surveys into presentation documents.

### ***(iii) Self- Preparation on Presentations***

For self-preparation, students mentioned that they did not have adequate time to prepare for their presentations. This was attributed to their learning life management, as they had to study various courses in a term, which could lead to a loss of focus on their self-preparation for the presentation project. Below are some relevant comments from the students on this aspect:

*“In my view, the time seems quite limited. It might be because I lack discipline and don’t pay enough attention, especially since studying multiple subjects leads to time management problems. However, I also lack proper knowledge on how to prepare for presentations correctly; I thought it was enough just to memorize and present according to the script. As a result, my scores haven’t been very good.” - Apinya: BE student group A*

*“For my English presentations, I feel that I am still very weak because I have to memorize the script, which might be due to poor preparation and not using English frequently. This has led to problems with not being familiar with using English fluently in presentations.” - Duangkamol: BE student group D*

The quotes above indicate that students reported inadequate time for preparing presentations due to the demands of managing multiple courses each term, leading to a loss of focus on self-preparation. Apinya mentioned limited time, lack of discipline, and insufficient knowledge of proper preparation, resulting in poor scores. Duangkamol



attributed her weak presentation skills to poor preparation and infrequent use of English, causing difficulties in fluency during presentations.

**(iv) Dealing with Their Anxiety**

Experiencing anxiety is one of the problems that students face when they have to speak in front of many audiences. All focus groups mentioned that this is because they did not prepare well before the presentation, while others usually feel anxious because they did not study hard enough to understand what they have to present.

*“English is a language I already like, but I think because I do not use it every day, having to speak and present in front of the class can cause anxiety. This might also be due to not preparing well enough.” - Amara: BE student group A*

*“My presentation skills are quite weak. I always get anxious when the teacher asks us to present in English. I have to constantly look at the script, which results in losing marks because I am not presenting from a true understanding of the content but just memorizing it, and I also do not have much time to practice.” - Aroon: BE student group A*

*“I think my English presentations have quite a problem because I have to stand in front of the class. Even though I can communicate, I still get quite anxious. Mostly, the presentations are assignments at the end of the term that count towards group grades, and I am afraid of causing my group to lose points.” - Chailai: BE student group C*

Experiencing anxiety during presentations is a common problem for students, often due to inadequate preparation or insufficient study. Amara noted that infrequent use of English and poor preparation cause anxiety. Aroon mentioned anxiety from relying on scripts and lack of practice. Chailai expressed fear of causing her group to lose points due to her anxiety during presentations.

**(v) Leveraging Digital Tools to Improve Presentations**

In the digital era, incorporating technology in language classrooms is essential for enhancing student learning and presentation tasks. Students found exploring digital tools fascinating and enjoyed using online platforms to be creative. Even less proficient language learners contributed effectively through their technology skills, enabling collaboration and teamwork.



*“For me, I did not know about Canva before. However, when I started learning with the instructor and received training on the technology used in our field, I became very interested. I believe that if we can use programs that enhance presentations with flexibility and creativity, it would be very interesting. It makes presentations less boring, and I would like to have some guidance on using it in the course. This way, we can practice and use it more frequently.” - Boonsri: BE student group B*

*“I would like to learn techniques for finding information to use in presentations. Checking English language data using programs or applications would be helpful because sometimes instructors may not have the time to provide feedback. If there are tools that can assist us, it would help in checking language at another level.” - Charita: BE student group C*

*“Introducing technology to be part of project development is something I find really enjoyable and like a lot. It makes me want to design my work well. Even though I may not be proficient in using English, helping my friends with technology allows me to collaborate effectively with them. It feels like we’re working together as a group, and I want both the instructor and other groups to be impressed with our work.” - Duangkamol: BE student group D*

Based on these interviews, it is evident that these students enjoyed using digital tools and online platforms for creativity and collaboration, even if they were not proficient in English. Boonsri from group B found Canva fascinating and wanted more guidance on using such creative programs. Charita from group C emphasized the need for techniques to find information and use programs to check English. Duangkamol from group D enjoyed using technology for projects, which allowed effective collaboration despite not being proficient in English.

#### ***(vi) Fostering the Students’ Presentation Practices***

In terms of effective learning, students want additional opportunities to improve their presentation skills. They expressed the need for activities that boost their confidence and enhance language communication. They suggested incorporating more experiences related to presentation skills, especially those that allow them to showcase their abilities to different types of audiences, as they indicated in the following:

*“I would like to have real practice opportunities, perhaps by having presentations in actual conference rooms or larger venues than the classrooms. This would provide us with experiences presenting in different spaces.” - Charita: BE student group C*

*“I would like our teachers to take us for activities or participate in various competitions to enhance our language skills. I believe that having frequent practice or using our knowledge and skills in front of different audience we haven’t met before can be a challenging yet enriching experience. It would provide us with opportunities to learn and gain valuable insights.” - Ella: BE student group E*

These students expressed that they want more opportunities to improve their presentation skills, emphasizing activities that boost confidence and enhance language communication. They suggested more practice in different venues and participation in competitions. Charita wanted experience in real conference rooms, while Ella believed frequent practice in front of new audiences would be enriching and provide valuable insights.

#### ***(vii) Increasing Extra Trainings for Presentations***

While students expressed that they wanted additional trainings to practice their presentation skills, they also seek extra training in this area. This involves bringing in English presentation experts who are new to them, and they are also keen to learn effective techniques for using Microsoft PowerPoint.

*“I think inviting experts in using media for presentations or promoting English language learning to share their knowledge and experiences in short courses is interesting. I am eager to learn new content and discover online tools that I am not yet familiar with.” - Anong BE: student group A*

*“I want to learn about using Microsoft PowerPoint. Even though I have used the program before, it’s constantly being updated with new features. I am interested in learning how to use the new tools available in the program.” - Dusadi: BE student group D*

From these interviews, they suggested bringing in English presentation experts and learning effective techniques for using Microsoft PowerPoint. Anong from group A found the idea of experts sharing knowledge in short courses appealing, eager to learn new content and discover unfamiliar online tools. Dusadi from group D wanted to learn

about the latest features in Microsoft PowerPoint, emphasizing the need to stay updated with the program's new tools.

#### 4.1.2.2 Semi-Structured Interview

##### ***Business English Teachers***

Five Business English teachers with over five years of experience in teaching the Business English Presentation Course were also interviewed. In addition to teaching this course, all of them taught other core courses that included presentation projects as part of the course assessment. Based on their experience in both the Business English Presentation Course and other related courses, they shared their perceptions. The findings are presented in two periods: before the course begins and after the course finishes, as follows:

##### **Before the course begins**

##### ***(i) Appropriate English for Oral Presentations***

Based on the interview data, teachers addressed the issue of students' oral presentations. They highlighted that certain students tend to employ informal language, such as starting with greetings like *"Hi! Guy. Today I will talk about ..."* and expressing intentions like *"I want to show you the table 1."* Although some students possess a basic command of English, their usage tends to be informal rather than formal.

*"Many times, students feel dissatisfied with the English they use in presentations. They often use informal English, which is okay for me as long as they can successfully convey the prepared content. However, some students also present in Thai language or use Google Translation leading to inaccuracies and distortions in their English presentations."* - Teacher D

On the other hand, the majority of students occasionally incorporate transition words or sequencing words to signify the progression of their presentations.

*"In most presentations, especially in core courses, students are typically assigned tasks to research information and prepare a presentation. However, in the presentations of each student group, it is observed that they tend not to use transition words or sequencing words much. Some students may use only for simple words such as ...and..., and then..., next, etc."* - Teacher B

Based on the interview data, teachers addressed the issue of students' oral presentations. They noted that some students use informal language, like "Hi! Guys. Today I will talk about ..." and "I want to show you the table 1," indicating a lack of formal English usage. Teacher D mentioned that while informal English can be acceptable if the content is clear, some students resort to Thai or Google Translation, causing inaccuracies. Although students occasionally use transition words, Teacher B observed that they often stick to simple terms like "...and..., and then..., next." This highlights a gap in students' presentation skills, particularly in their use of formal language and transitional phrases.

### ***(ii) Presentation Strategies in Conducting Business English Presentations***

Five teachers indicated that the course content heavily relied on the commercial book or textbook assigned for each semester. Additionally, they mentioned that due to their heavy workload and the multitude of courses they handle, there are instances when they opt to structure their teaching around the textbook chapters which were relevant to presentation skills in general, informative presentation. In some cases, teachers find themselves forcing to instruct students with English proficiency in fundamental language skills, such as pronunciation and accurate grammar usage.

*"In reality, teaching in presentation skills courses often follows the lessons from the textbooks used. This is a general presentation style, focusing on information that students find interesting, rather than specific business-oriented presentations. For instance, presentations may not cover business-related aspects such as product or service presentations, travel itinerary presentations, quarterly sales presentations, or others." -*  
Teacher B

They suggested that incorporating more specific business-related content would benefit both teachers and students. They also believe that this approach would enhance business knowledge and oral presentation skills, enabling students to apply these abilities to other courses where presentation projects are integral to the assignments.

*"Presenting is a communication skill that business students need to practice. This skill helps students learn how to prepare information and use English for presentations. Business presentations can serve various purposes, such as providing information, promoting sales, or conducting policy meetings. Students do not need to have a very*

*advanced level of understanding due to various limitations, including basic requirements, class hours, lesson content, and so on.” - Teacher A*

*“As a teacher, I think that when students have good business presentation skills, they can use what they have learned in other classes too. Presentations show what students can do and bring together what they know in a practical way. This helps them learn better and use these skills in different subjects.” - Teacher C*

Five teachers indicated that course content heavily relies on the assigned textbooks, often structured around general presentation skills due to their heavy workloads. This approach sometimes necessitates focusing on fundamental language skills, such as pronunciation and grammar. Teacher B highlighted that the textbook-based lessons are more general and not specifically business-oriented, lacking coverage of topics like product presentations or sales reports. Teachers suggested incorporating more specific business-related content to benefit both teachers and students by enhancing business knowledge and oral presentation skills. Teacher A noted that business presentations serve various purposes and help students practice essential communication skills, while Teacher C emphasized that good business presentation skills can be applied across different subjects, improving overall learning outcomes.

### **After the course finishes**

#### ***(i) Nonverbal Communication***

During the interview section discussing nonverbal communication, all teachers expressed a common observation: many students struggle to deliver their presentations naturally and effectively. Their primary focus is just on conveying information to the audience, and they tend to do so in an unprofessional manner. This includes standing rigidly, avoiding eye contact with the audience, and relying heavily on reading directly from their own notes.

*“Students often present in different ways. Some may be adept at positioning themselves well, using hand gestures, making eye contact, and having a confident attitude. However, many students still struggle with presenting correctly, not paying attention to the proper hand gestures that should point to the slides they are discussing. Some may turn sideways or even turn their backs to the teacher and classmates.” – Teacher B*

Teachers noted that many students struggle with delivering presentations naturally and effectively, focusing primarily on conveying information in an unprofessional manner.



This includes standing rigidly, avoiding eye contact, and heavily relying on notes. While some students are adept at using gestures, eye contact, and maintaining a confident attitude, many still fail to present correctly, often neglecting proper gestures and sometimes turning their backs to the audience, as highlighted by Teacher B. This emphasizes a significant need for improvement in students' nonverbal communication skills.

### ***(ii) Students' Confidence***

Teachers frequently discussed the issue of student' confidence. They observed that a significant number of students tended to experience nervousness when presenting their projects. The students displayed their anxiety through various physical appearances, such as shaky voices, trembling hands, rapid script reading, and a tendency to avoid eye contact with the audience.

*"Students often display a lack of confidence during presentations, even when presenting in the classroom or to familiar audiences. They may still experience symptoms of anxiety and manifest physical signs such as shaky hands, speaking rapidly, or speaking softly." - Teacher A*

*"Students often show a consistent lack of confidence. When asked which group will present first, they usually choose to present towards the end. Importantly, each group tends to pick the most skilled person in their group as the main presenter. In the end, the burden falls on the presenter, who experiences visible excitement and anxiety that others can notice." - Teacher D*

From the excerpts, it is evident that students lack confidence during presentations, displaying nervousness through physical signs like shaky voices, trembling hands, fast script reading, and avoiding eye contact. Teacher A pointed out that this anxiety occurs even with familiar audiences, while Teacher D mentioned that students often opt to present last, relying on their most skilled member to handle the pressure. This underscores a widespread issue of anxiety and low confidence among students during presentations.



### ***(iii) Enhancing Technology to Support the Students' Presentations***

All teachers expressed their interest in encouraging students to incorporate technology into their presentations. Teacher A emphasized that, given the limitations of classroom time, she strongly supports guiding students to leverage technology for more efficient work. She mentioned that students can utilize tools like Grammarly to check language use and explore websites such as Gamma.com or Canva.com for designing presentation slides.

*“I taught students how to use technology to assist with their work and prepare presentations, such as <https://www.grammarly.com/> and <https://quillbot.com/>. These websites help students check their work, but they should use them cautiously.” – Teacher A*

Besides, Teacher C supported the idea, highlighting that technology not only aids in immediate presentation skills but also contributes to enhancing students' understanding of utilizing technology in their future professional lives.

*“ Some platforms for creating presentations, such as <https://www.canva.com/> and <https://gamma.app/>, etc., allows students to access and use them for free. This enables students to practice developing their own work, foster creative thinking, and enhance digital literacy skills, which are increasingly essential in the workplace.”*

All teachers showed enthusiasm for having students use technology in their presentations. Teacher A emphasized the importance of leveraging technology given classroom time limitations, recommending tools like Grammarly for language checks and websites like Gamma.com and Canva.com for designing slides. Teacher C supported this idea, noting that technology not only improves immediate presentation skills but also enhances students' understanding of its professional applications. Platforms like Canva and Gamma.app, which offer free access, enable students to develop their work, foster creative thinking, and enhance digital literacy skills essential for the workplace.

### ***Alumni***

The responses from the six alumni provided comprehensive details in response to interview questions concerning their career experiences. The objective of this interview was to assist the researcher in understanding the alumni's perspectives on the Business English Presentation course or even oral presentation skills in Thai as well. The findings are summarized as follows:

***(i) Understanding the Application of English in Real-World Use***

All alumni mentioned that when they have to share information with their managers, they choose to use simple and understandable English. This is especially important because some of them collaborate with people from other Southeast Asian countries like Indonesia, the Philippines, and elsewhere. To make sure everyone understands, they prefer using informal language. Furthermore, since there is not a strict English standard anymore, it is valuable to be able to use English with one's own pronunciation. Occasionally, they also use body language to communicate with people whose first language is not English.

*“Actually, the language used is quite universal, emphasizing communication that is easily understood because we work with people of various nationalities, so there is no standard English. Even foreign supervisors tend to use English that is easy to understand. There might be some specific vocabulary, but we learn as we work. However, it's important to better understand the language used in real situations because worrying too much about grammar can cause problems in communicating effectively, which is not helpful at work.” – Alumni B*

*“Sometimes, I use body language. Once, I had to present a clothing sales poster to the brand owner because he assigned me to do it. I used both body language and spoken language, but I used very informal English. At first, I faced many challenges, but as I used it more frequently, it improved. When asked if I could apply what I had learned from the BEP course to some extent, yes. However, the crucial thing is practicing it more than anything else.” – Alumni E*

From the interviews above, alumni prefer simple, understandable English when sharing information with managers, especially when collaborating with colleagues from other Southeast Asian countries like Indonesia and the Philippines. They often use informal language and body language to ensure clear communication. Alumni B noted that universal, easily understood English is common in their multinational work environment, and even foreign supervisors use it. Alumni E shared that using both body language and informal English helped in presenting a project, emphasizing that practice is key to improvement. Both stressed that effective communication is more important than perfect grammar.

***(ii) Improving English Spoken Abilities***

Developing effective speaking skills plays a vital role in delivering successful presentations. According to all the alumni, they acknowledged the need to significantly enhance their speaking abilities, emphasizing its relevance when presenting information to

department heads or managers. Furthermore, they highlighted the use of English, not just for basic communication but also for engaging in discussions with their colleagues.

*“The ability to speak English is extremely crucial when working with people from different countries. If I could go back in time, I would practice speaking much more. Personally, I believe that when presenting any project, the language used is of utmost importance. Whether speaking in Thai or presenting in Thai, having English, with specific vocabulary or phrases, is essential.” – Alumni C*

*“ Once, I had to present an issue encountered at work, and I used simple English because the workplace prioritizes clarity and straightforward understanding. The crucial aspects were ensuring well-prepared information and being ready to respond to questions. In this context, effective spoken language was highly important.” – Alumni D*

Based on these excerpts, developing effective speaking skills is crucial for successful presentations, as emphasized by six alumni who recognized the need to enhance their abilities when presenting to department heads or managers. They stressed the importance of English for both basic communication and engaging discussions with colleagues. Alumni B noted the critical role of English, with specific vocabulary in project presentations, while Alumni C highlighted the importance of using simple English for clarity and straightforward understanding in the workplace. Both emphasized that well-prepared information and effective spoken language are essential.

### ***(iii) Developing the Ability to Handle Multiple Tasks***

Alumni shared insights into the different set of tasks they encounter in their professional roles. Beyond their regular responsibilities, they find themselves involved in activities such as preparing essential documents, troubleshooting technical issues, and preparing before meetings. This highlights the comprehensive nature of their roles, showcasing the need for flexibility and adaptability in the workplace.

*“In the workplace, sometimes we do not have direct presentation duties, but there are occasions when we have to help our supervisors get ready for presentations. This includes preparing documents and ensuring all the necessary equipment and slides are ready before the supervisor presents.” – Alumni A*

*My job involves taking care of social media accounts. During meetings, we discuss the visuals needed and plan which promotions are suitable for each season. I have to do extensive research. Presentations may not have many slides; instead, I prepare information folders for everyone to review. We evaluate and discuss together since it's a small company, and we do not often have large-scale presentations or meetings with many participants.* – Alumni E

The excerpts above clearly indicated that all alumni described handling diverse tasks beyond their regular duties, such as preparing documents, troubleshooting technical issues, and meeting preparations. Alumni A noted that while they may not present directly, they often assist supervisors by preparing documents and ensuring equipment readiness. While alumni E mentioned managing social media accounts and participating in meetings to discuss visuals and seasonal promotions, preparing information folders for review and discussion instead of large-scale presentations, reflecting the collaborative nature of their small company.

***(iv) Strengthening Self-Confidence in Utilizing English Language***

Having self-confidence is essential in their professional journey. As shared by five alumni, fluency in English is not just about holding to grammatical issues; it's about effectively conveying ideas and being unafraid to utilize English as a communication tool. This level of confidence is significant because it instills trust within the organization, ensuring that they can competently execute tasks assigned by their supervisor or manager.

*“Confidence in using English has allowed me to work in the front department. I enjoy chatting with people, and during department meetings, my supervisor often asks me to present certain issues I’ve encountered. While my English might not be perfect, I try to make everyone understand by preparing presentations with various visuals or supporting documents. These things really help a lot.”* – Alumni A

*“In the initial stages of my career, I often felt unsure, but there was a particular instance where I had to share ideas for a presentation. While the primary language used was Thai, there was also some English incorporated. It was quite thrilling because everything was new, and my experience was limited. Nevertheless, things have gotten better over time. I now feel more self-confident because I have more experiences. When English is involved, I practice pronouncing the words beforehand to enhance my confidence.”* – Alumni F

Five alumni emphasized the importance of confidence in their professional journeys, highlighting that fluency in English involves more than just mastering grammar; it is about effectively conveying ideas and feeling comfortable using the language. Alumni A shared that confidence in English allows them to handle front department duties and present issues in meetings, using visuals and supporting documents to aid communication. Similarly, Alumni D recounted initial uncertainty when sharing presentation ideas but noted that experience and practice, including pronouncing English words beforehand, have significantly boosted their self-confidence.

### **Employers**

The findings from the six employers revealed their background knowledge and experience in Business English presentation skills and other related business skills. Here are their perceptions and expectations regarding the skills needed for real-world workplace use.

#### ***(i) Encountering Different Technical Terms***

The importance of technical terms in the workplace was highlighted. Six employers noted that English is rarely used within organizations, with Thai being the primary language except when foreign partners visit. Even in presentations, specific technical terms are essential and unavoidable. The use of specialized vocabulary is crucial in presentations and various communication situations.

*“In my experience, our work situations involves holding meetings and presentations in Thai, with an emphasis on organization and conciseness. For example, when addressing promotions, the discussion is precisely centered on that specific subject. Moreover, there is a frequent use of English technical terms to ensure the accurate application of the original terms during the meeting as well.” – Employer C*

six employers who noted that, although English is rarely used within organizations and Thai is the primary language, specific technical terms in English are essential, especially during presentations and when foreign partners visit. Employer C emphasized that meetings and presentations are conducted in Thai, focusing on organization and conciseness, but English technical terms are frequently used to ensure accuracy in communication. This underscores the critical role of specialized vocabulary in various professional settings.



### ***(ii) Practicing English for Oral Presentations Across Business Settings***

All employers stated that the use of English for business presentations is a practical necessity due to the nature of their work in the international hotel industry. Presenting various information requires the use of English, given the international context of the hotel chain. However, the English used is not very complex, emphasizing clear communication but still maintaining relevance to the business context.

*“For me, with over 10 years of experience in the human resources field, presentations are exclusively conducted in English. This is because managers from international branches occasionally visit, and it is necessary to present information in English. The presentations may involve numbers and statistics, making it crucial to check for accuracy and provide detailed information.” – Employer A*

*“In my job planning tours, we talk about plans in meetings. It is important to make schedules in English and Thai. Now, we’re adding Chinese because a lot of Chinese tourists are coming. But still, knowing English well is really important for our tour business. We need it to talk to tourists and make things on our website.” – Employer B*

Based on the interview data, presentations must be in English to accommodate the international context of the hotel chain, though the language used is clear and relevant to business needs. Employer A, with over 10 years in human resources, noted that presentations are always in English to communicate with international managers, emphasizing accuracy and detail. Employer B, involved in tour planning, highlighted the importance of English for creating schedules, communicating with tourists, and managing their website, despite also incorporating Thai and Chinese for broader accessibility.

### ***(iii) Maintaining Awareness of The Written Language Employed in Additional Materials for Presentations***

Supportive materials, such as meeting minutes reports and price lists, were also mentioned by employers. They noted that they typically used English in meetings, as their supervisor was a native speaker, and that the meeting minutes reports were also in English.

*“Normally, my supervisor is a foreigner. So, when I have to present my work, I use English. However, it is not formal English, but rather simple English that is easy to understand. My supervisor understands it, but the meeting minutes report must be accurate. I have to check it carefully because it is about money.” – Employer A*



Employers emphasized the importance of supportive materials like meeting minutes reports and price lists. Working at five-star international hotels, they noted that English is typically used in meetings since their supervisors are native speakers. Employer A mentioned using simple, easy-to-understand English for presentations, but stressed the need for accuracy in meeting minutes reports, particularly when they involve financial details.

**(iv) Promoting Workplace Digital Literacy**

The data shows that employers suggested to the interns or new employees having digital skills. They highlighted that people in this area should be good at digital skills because it helped a lot when they have to learn particular programs in the department, or they have to create/develop some medias for particular purposes, like advertising products and services, instruction posters, etc.

*“The data indicates that three employers recommended interns and new employees have strong digital skills. They emphasized the importance of these skills in this area, as they would be highly beneficial when learning department-specific programs or creating media for various purposes, such as advertising products and services or designing instructional posters.” – Employer C*

*Nowadays, social media platforms are very popular, so we practically have to use them for our department's work. We trust younger people to create tasks because they're creative and spend a lot of time on social media. This helps them know what's popular and what's outdated, which is helpful for us too. – Employer E*

The excerpts highlighted that strong digital skills are crucial for learning department-specific programs and creating media for various purposes, such as advertising products and services or designing instructional posters. Employer C noted that these skills are highly beneficial, while Employer E added that younger employees, being creative and familiar with social media trends, are trusted to handle tasks involving social media platforms, which are essential for departmental work.

In summary, the findings from relevant stakeholders highlight the need for strong business English presentation skills, both in educational and professional contexts. While participants acknowledged that many business professionals do not frequently discuss the importance of this skill, they still face situations requiring oral presentations.

This suggests that either the business English program should emphasize the importance of presentation skills or EFL teachers and students need to adjust their understanding of these skills in specific contexts.

## **4.2 Incorporating Presentation Strategies in Students' Business English Presentation**

### **4.2.1 Nature of Presentation Contents in Business English Course Curriculum**

A preliminary study was conducted in order to reveal the presentation strategies being used in the different BE courses. The preliminary study aimed to investigate the differences of content presentations and the students' presentations in business English courses. Business English students from six courses were asked for permission to observe their presentations, but only three courses agreed: Business English for Marketing and Advertising, English for Tourism and Hospitality Industry, and English for Restaurant. However, the six courses included English for Restaurant, English for Hotel Industry, English for E-Commerce, English for Tourism and Hospitality Industry, and English for Tour Conducting, still selected in order to investigate a multimodal perspective on BEP courses by conducting document analysis (Foster, 1995), to investigate a multimodal perspective on BEP courses through their course descriptions, purposes, and presentation assignments.

The differences of content presentations are found in content presentations from teachers' input process including: the courses' purposes, the courses' specific contents, the use of vocabulary and phrases, and the use of examples. Furthermore, there are some differences between the teaching method, the use of technology in the classrooms, and the students' composition of classes.

**Table 10** *Differences of Content Presentations*

<b>Courses</b>	<b>Content presentation</b>
Business English for Marketing and Advertising course	<ul style="list-style-type: none"> <li>- How to sell products or services to desired target audiences.</li> <li>- Details of the product, how it is different from competitors, what channels to use to promote them.</li> <li>- Marketing research, current issues about products</li> </ul>
English for Tourism and Hospitality Industry course	<ul style="list-style-type: none"> <li>- Information of the country/place</li> <li>- Details of guides' services</li> <li>- Itinerary, regulation, and safety issues</li> </ul>

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English for	- Table manners/ Table setting
Restaurant course	- Food and beverage, and cooking method
	- Producing related information about restaurant

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According to Table 9, the different objectives of classroom oral presentations became evident in student performances. Examining a range of presentation topics throughout the courses revealed that each courses serve different contents as effective tools to enhance students' English communication proficiency across different course purposes. Even though students may not have achieved complete fluency in English during their presentations, their attempts to use simple language, along with Thai language, when necessary, allowed them to manage the presentation situations effectively.

#### **4.2.2 Presentation Assignment Information in a Business Presentation Course**

Twenty-one participants were assigned a presentation assignment as group work. They were divided into 4-5 people in each group. The assignment, the final project, was assign a month before presenting in the classroom and focused on information in which each group interviewed 2-3 different businesses in local areas to present the information regarding the history of the businesses, characteristics of the area, customer demographics, income comparisons, analysis of advantages and disadvantages found in the business, and trends in interest to open a business. Each presentation was delivered 5-10 minutes approximately, and in each group could select representatives to present in front of the classroom. All the groups were allowed to present with slides created from programs or other presentation-generated tools from online platforms, like Canva.com.

Table 10 presents a sample presentation assignment plan obtained through interviews with Business English (BE) students who participated in the second-semester Business English Presentation course during the 2023 academic year. The aim was to analyze the overall preparation process employed by participants leading up to their presentations. The analysis revealed that students were allocated one month for preparation and were informed about the presentation evaluation criteria beforehand. While the table suggests potential time management challenges faced by some groups, consistent core elements were observed throughout the preparation process.

**Table 11** *Presentation Assignment Plan*

	<i>1<sup>st</sup> week</i>	<i>2<sup>nd</sup> week</i>	<i>3<sup>rd</sup> week</i>	<i>4<sup>th</sup> week</i>
The instructor assigns a presentation task to explain the evaluation criteria.	←→			
The students gather to conduct planning and assign responsibilities.	←→			
The students go into the target area to gather data.		←→		
The students collaborate on content analysis and prepare presentation materials and slides.		←→		
The representative students prepare for the presentation.			←→	
Presenting the students' work in the classroom.				←→

Importantly, the quality of presentation delivery was based on the teacher's evaluation. According to the interview, the evaluation criteria were generated through an online platform, <http://rubistar.4teachers.org/>. This platform is adaptable for teachers who need to design rubric score templates to assess students' oral projects, writing tasks, and so on. Accordingly, the teacher decided to adapt the rubric to assess the students' presentation project based on the following categories: speaking clearly, vocabulary, using complete sentences, content, staying on topic, comprehension, preparedness, posture and eye contact, and time limit. Table 11 shows the categories and descriptions of the presentation assessment.

**Table 12** *Categories and Descriptions of The Presentation Assessment*

Category	4	3	2	1
Speaking clearly	Speaks clearly and distinctly all (100- 95%) the time and mispronounces no words.	Speaks clearly and distinctly all (100- 95%) the time but mispronounces one word.	Speaks clearly and distinctly most (94- 85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words	Uses vocabulary appropriate for the audience. Includes 1- 2 words that might be new to most of the audience but	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.

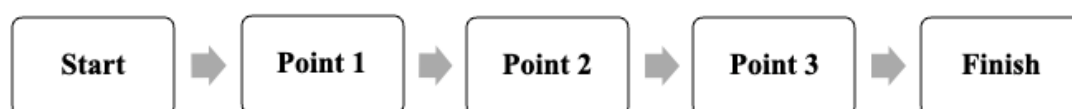
		does not define them.		
Using complete sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Staying on topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Time limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.

#### 4.2.3 Functions of Multiple Modes in Business English Presentations

Five transcripts were created while transcribing verbal mode (spoken language) and non-verbal mode. Initially, the researcher transcribed spoken language, according to Norris (2004), to examine multimodal communication. In this current study, the researcher focused on the *higher-level actions* of Business English presentations because their descriptions could be utilized to illustrate all verbal and non-verbal communication within the presentations

aligned with using an online transcribing tool, <https://www.happyscribe.com> to help in transcribing the spoken language and capture non-verbal mode in presentations .

From the transcription, the findings revealed that the presentation patterns were similar to chronological presentation proposed by Williams (2008)



**Figure 13** Presentation Structure: Chronological Presentation (Williams, 2008)

*i) Moves of Verbal Mode of Five Group Presentations*

Moves	Sub-moves
Start moves	<ul style="list-style-type: none"> <li>• Greeting the audiences</li> <li>• Expressing gratitude to the audience</li> <li>• Introducing oneself</li> <li>• Introducing the main topic</li> <li>• Notifying the purpose of the presentation</li> <li>• Propositioning the sub-topics</li> <li>• Explaining the components in the sub-topics</li> <li>• Describing overall information briefly</li> <li>• Announcing the presentation duration</li> <li>• Providing a signal to start</li> </ul>
Point moves	<ul style="list-style-type: none"> <li>• Leading to the first point of the sub-topic</li> <li>• Explaining information of the first point</li> <li>• Leading to the second point of the sub-topic</li> <li>• Explaining information of the second point</li> <li>• Leading to the third point of the sub-topic</li> <li>• Explaining information of the third point</li> <li>• Leading to conclusion</li> <li>• Concluding the sub-topics</li> <li>• Providing a signal to ask questions</li> </ul>
Finish moves	<ul style="list-style-type: none"> <li>• Providing a signal to ask questions</li> <li>• Leading to the end of the presentation</li> <li>• Expressing gratitude to the audience</li> </ul>



The findings derived from the transcriptions of five distinct groups revealed that each group displayed variability in their incorporation of verbal communication moves. Thus, it can be inferred that students had autonomy in determining the order of presentation for their verbal communication moves.

### *ii) Organization and implication of verbal modes in Presentations*

In BEP classroom practices, students provided clear organization and smooth transitions between topics which are crucial for audience comprehension and engagement. Beyond structure, the linguistic features employed by presenters significantly impact these goals. This analysis investigates key linguistic strategies for guiding transitions, providing detailed explanations, ensuring sequential flow, and summarizing key points. The following points summarize the key findings and their implications for enhancing presentation quality, as shown in Table 13.

**Table 13** *Key Linguistic Strategies of Business English Presentation*

Key points	Information
Guiding Transitions:	Leading to Sub-topics: Clear and concise transitions are vital for guiding the audience from one topic to the next. Phrases like “ <i>Let’s move on to...</i> ” and “ <i>Next, we will discuss...</i> ” effectively signal these shifts, ensuring a logical flow of information.
Detailed Explanations:	Clarity and Context: Providing detailed explanations, examples, and context is crucial for audience comprehension. Avoiding jargon or explaining it thoroughly helps in making complex information accessible.  Use of Visual Aids: Incorporating visual aids where necessary enhances understanding and retention of the presented material.
Sequential Flow:	Maintaining Structure: Smooth transitions between points within sub-topics help maintain a structured and coherent presentation.
Summarizing Key Points:	Concluding Sub-topics: Summarizing the main points within each sub-topic reinforces the key takeaways and prepares the audience for the next section. This practice solidifies the

audience's understanding and highlights the significance of the discussed points.

According to Table 11, effective Business English presentations rely on several key linguistic strategies to enhance audience comprehension and engagement. *Guiding transitions* between topics is essential, with clear and concise phrases like “Let’s move on to...” and “Next, we will discuss...” ensuring a logical flow of information. *Providing detailed* explanations and context is crucial for clarity, making complex information accessible by avoiding jargon or explaining it thoroughly. Incorporating visual aids where necessary also enhances understanding and retention of the material.

Maintaining *a sequential flow* within sub-topics through smooth transitions helps keep the presentation structured and coherent. *Summarizing key points* at the end of each sub-topic reinforces the main takeaways and prepares the audience for the next section, solidifying their understanding and highlighting the significance of the discussed points. These strategies collectively ensure that presentations are clear, engaging, and effective.

### ***iii) Implication of Non-verbal Modes in Presentations***

Although facial expressions were excluded from analysis, investigating hand, body, and multi-touch gestures can still yield valuable insights into participants’ interactions. These nonverbal cues can illustrate body functions in meaningful ways, as presented in Table 14:

***Table 14 Implication of Non-Verbal Modes in Presentations***

Hand Gestures	Introduction and Emphasis: Presenters use hand gestures to introduce topics and emphasize points. Supporting Confidence: Hand-on-hand postures help presenters convey a sense of propriety and boost their confidence, providing a stable stance during the presentation.
Body Gestures	Engagement and Confidence: Presenters who lean towards the screen or audience indicate confidence and thorough preparation. This posture engages the audience and demonstrates the presenter’s command over the material.

Formal and Professional Posture: Standing upright with an open posture conveys engagement and readiness to communicate, enhancing the professional appearance of the presenter.

Multi-Touch  
Gestures:

Interactive Control: Presenters use multi-touch gestures like swiping and pinching to interact with digital content dynamically. This method helps maintain the flow and boosts confidence by allowing natural control over the presentation materials.

Remote Control for Smooth Delivery: Using remote controls enables presenters to navigate slides without physical interaction, focusing more on delivery and audience interaction.

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From Table 12, the findings reveal that students use nonverbal communication to enhance Business English presentations by improving engagement, confidence, and professionalism. Hand gestures are crucial for introducing topics and emphasizing points, while hand-on-hand postures boost presenters' confidence by providing a stable stance. Body gestures, such as leaning towards the screen or audience, indicate thorough preparation and engage the audience, while an upright, open posture conveys professionalism and readiness to communicate.

Multi-touch gestures, like swiping and pinching, allow presenters to interact dynamically with digital content, maintaining flow and enhancing confidence. Using remote controls for navigating slides helps focus on delivery and audience interaction without physical distractions. However, presenters must manage nervousness and avoid limited movement or self-soothing gestures, such as hands clasped in front, which can appear restrictive and reduce emphasis. Addressing technical interaction challenges is also important for smooth, confident presentations.

### *iii) Implication of Visual Modes in Presentations*

In this study, the researcher analyzed the visual mode of group presentations, focusing on the slides used by participants to demonstrate how various visual elements—images, graphics, color schemes, layout, and typography—contribute to information communication. The analysis was based on three interconnected systems proposed by Kress and Van Leeuwen (2006): informative value, salience, and frame.

*Informative Value:*

The findings revealed that students frequently used various visual aids, such as slides, charts, graphs, images, and videos, to support their verbal messages and make complex information more accessible. These visual tools effectively illustrate key points and data, making the presentations more engaging and informative. Well-designed slides with clear and concise content prevented information overload and maintained audience attention. The consistent use of fonts, colors, and layouts ensured a professional appearance and aided in smooth navigation through the presentation.

*Salience:*

Implementing a visual hierarchy through headings, subheadings, and bullet points guided the audience's focus and highlighted the main points effectively. Charts and graphs were particularly useful for presenting statistical data, trends, and comparisons, offering a visual representation of information that was easy to understand. The use of salience ensured that the most important information stood out, making it easier for the audience to grasp the key messages of the presentation.

*Frame:*

The use of images and videos added a dynamic element to the presentations, making them more memorable and impactful by evoking emotions, illustrating real-world applications, and reinforcing the speaker's message. The framing of visual elements helped to structure the presentation, providing a clear and coherent flow of information. This organization allowed the audience to follow along easily and understand the context of each visual element within the presentation.

Overall, the study concluded that incorporating visual elements effectively in presentations not only enhanced understanding but also kept the audience engaged, making the presentations more compelling and effective.

## **4.2 Chapter Summery**

This chapter presents data from a mixed-method case study on the needs in Business English Presentation courses, focusing on various stakeholders with business experience. Using frameworks from Hutchinson and Waters (1992), Long (2005), and Prince (1984), the findings highlight essential skills for effective business presentations. Questionnaire results show students need to learn appropriate English expressions,

structure presentations, and build self-confidence, with significant gaps in non-verbal communication and content organization. Interviews with students, teachers, alumni, and employers emphasize the importance of real-world practice, self-confidence, effective teaching, formal English usage, and digital literacy. The chapter concludes with a summary stressing the critical need to enhance business English presentation skills through practical applications and digital tools to meet global business demands.



## **CHAPTER V**

### **RESULTS OF A BUSINESS ENGLISH PRESENTATION SYLLABUS**

This chapter acknowledges the established multimodality of business communication. It presents an investigation of exploring multimodal strategies employed by Thai EFL undergraduate students enrolled in a Business English Presentation Course. The study further investigates the incorporation of presentation strategies within the classroom context. The researcher focuses on three key semiotic modes: verbal, non-verbal, and visual. Data collection was conducted through classroom observations, field notes, video recordings, and stimulated recall interviews.

Moreover, this chapter also focuses on the curriculum planning stage of course development. It provides explanations of the course development procedure, beginning with an explanation on the focus of the course (see 5.1.1), and following by determining course content (see 5.1.2).

#### **5.1 A Business English Presentation Syllabus from Existing Syllabi and Stakeholders' Perspectives**

This model provides a structured framework for developing practical courses that enhance presentation skills in both educational and professional contexts. By synthesizing existing syllabi and needs analysis results, a course syllabus offers a holistic approach to Business English Presentation courses, emphasizing the importance of verbal, non-verbal, and visual communication techniques for delivering impactful presentations. This study applies the framework for ESP course development proposed by Basturkmen (2010), which emphasizes three main principles: needs analysis, discourse investigation, and curriculum planning. The first two principles were covered in previous sections (4.1 and 4.2). Consequently, this section focuses on the curriculum planning stage of course development.

##### **5.1.1 Focusing the Course**

###### *5.2.1.1 Context*

The 'Business English Presentation' (Course Code: 1553120) is a core course in the 2021 Business English Curriculum, tailored for third-year students pursuing a



bachelor's degree in business English. Developed to meet evolving business needs, it spans one academic year and aims to enhance students' ability to communicate effectively in international business contexts. Students face challenges in grasping theoretical components and understanding course expectations. In response, teachers are integrating practical content linked to real-world usage to improve students' presentation skills and ensure they are well-prepared for professional demands. Thus, from the course description, the researcher emphasized the main principles to draft the focusing of the course before determining its content.

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*The process and techniques for presenting various types of business content, including methods for speaking English based on presentation examples. The course covers presenting work on different occasions, training in speaking as an event host, conducting meetings, and speaking to present information engagingly.*

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The course emphasizes effective communication, focusing on engaging the audience with clarity and persuasiveness. Key principles include mastering techniques to deliver compelling content, presenting diverse business information, and applying practical speaking methods. It highlights adaptability, requiring students to tailor presentations to different contexts, and focuses on improving role-specific skills for roles such as event hosting or meeting facilitation. These principles from the existing syllabi, illustrated in Figure 14:



Figure 14 Focus of Existing Syllabi

Since the needs analysis was employed to examine the needs of stakeholders in the Business English Presentation course/skills, both educational and professional, the researcher also utilized the gathered data to ensure that the syllabus for this current study aligns with the stakeholders' needs as shown in Figure 15 accordingly.



*Figure 15 Focus of Syllabus for This Current Study*

Building self-confidence is a foundation of effective presentation skills, crucial for influencing how speakers are perceived by their audience. Regular practice and feedback allow students to become more comfortable with public speaking, while thorough preparation and training in public speaking techniques such as breathing, posture, and voice modulation boost their confidence and improve delivery. Additionally, mastering business terminology is essential for effective communication within the corporate environment, with a focus on sector-specific vocabulary and common jargon that enhances credibility in business interactions. Equally important is understanding multiple modes of communication; non-verbal cues and strategic visual usage play vital roles in reinforcing or contradicting spoken messages and aiding comprehension. Lastly, creating supportive materials like handouts, well-designed slides, and using props or demonstrations can significantly enhance the effectiveness of presentations, making complex information more accessible and memorable for the audience. Each of these components is integral to developing a robust set of skills for business presentations, ensuring that students are well-prepared to handle diverse professional scenarios.

Integrating training and exercises in these areas within a Business English Presentation course can significantly enhance students' abilities to communicate effectively in a business environment. Each component plays a crucial role in ensuring that the presentations are not only well-received but also leave a lasting impact on the audience.

### 5.1.2 Determining Course Content

This section determines the content of the Business English Presentation course according to the model used in the last semester of the academic year 2023. The current study aims to propose a course syllabus; however, the modified version was proposed based on the latest one to examine which content should be retained and which should be adjusted based on experimental data obtained in this study (needs analysis data and multimodal discourse analysis data).

Therefore, in order to determine the course content, the researcher took consideration based on course descriptions, needs analysis, and multimodal discourse analysis, the course content is as presented in Table 15:

**Table 15** 16-Week Lesson Plan of Business English Presentation Course

Week	Lesson
#Week 1	<ul style="list-style-type: none"> <li>- Pretest</li> <li>- Course Introduction</li> <li>- Introducing yourself (Ice-Breaking Activities)</li> <li>- Speaker roles: Role as a presenter vs. a moderator</li> </ul>
#Week 2	<b>Unit 1 Starting the introduction</b> <ul style="list-style-type: none"> <li>- Presentation structure: Giving information</li> <li>- Greeting &amp; introducing yourself or group members</li> <li>- Example situation – Introducing new colleague</li> <li>- Facial expressions and eye contact</li> <li>- Visual Preparation: How to choose slide templates</li> <li>- Moderator tips: Announcing the beginning</li> </ul>
#Week 3	<b>Unit 1 Starting the introduction (con.)</b> <ul style="list-style-type: none"> <li>- Presentation structure: Chronological presentation</li> <li>- Establish presentation components &amp; objectives</li> <li>- Example situation – Product presentation</li> <li>- How to list outlines / Contents</li> <li>- Signposting Words (1): Sequence &amp; time</li> <li>- Pointing the slide: Appropriate manners</li> <li>- Reading text: Dealing with nervousness</li> </ul>

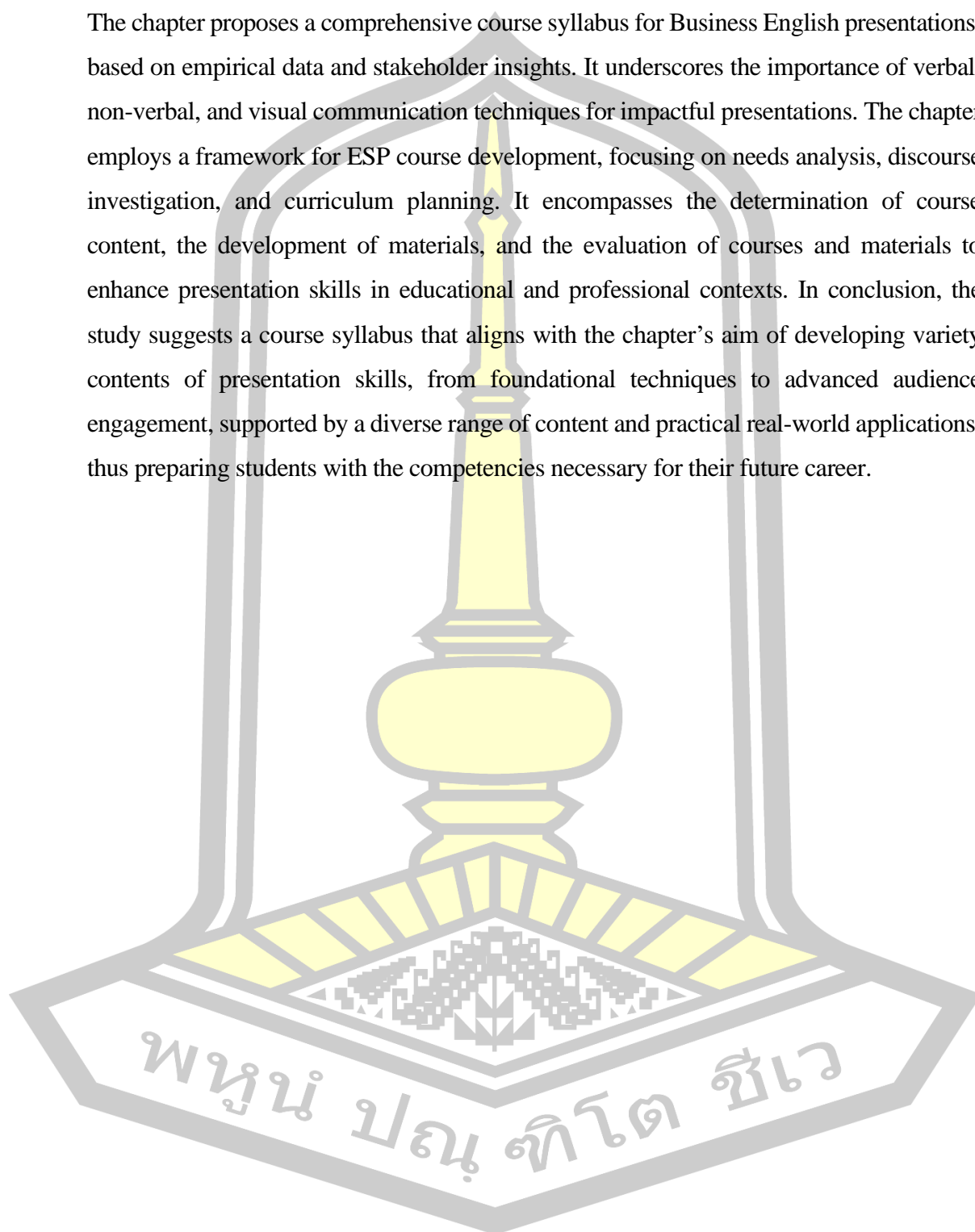
#Week 4	<b>Unit 2 Beginning with story</b> <ul style="list-style-type: none"> <li>- <i>Presentation structure: Proposal for change</i></li> <li>- <i>Resuming old topics</i></li> <li>- <i>Example situation – Last year sales presentation</i></li> <li>- <i>Leading to main content (normal)</i></li> <li>- <i>Signposting words (2): Add information</i></li> <li>- <i>Fundamentals of Professional Posture</i></li> <li>- <i>Visual Preparation: Texts selection and arrangement</i></li> <li>- <i>Moderator tips: Introducing a presenter</i></li> </ul>
#Week 5	<b>Unit 2 Beginning with story (con.)</b> <ul style="list-style-type: none"> <li>- <i>Presentation structure: Proposal for change (con.)</i></li> <li>- <i>Sharing current issues</i></li> <li>- <i>Example situation – Current trends of customers need presentation</i></li> <li>- <i>Leading to content main:(need for change)</i></li> <li>- <i>Signposting words (3): Compare and Contrast/Giving Examples</i></li> <li>- <i>Upper Body Training</i></li> <li>- <i>Visual Preparation: Creating graph &amp; chart</i></li> <li>- <i>Reading text: Important of presentation preparation</i></li> </ul>
#Week 6	<b>Unit 3 Designing plan for future</b> <ul style="list-style-type: none"> <li>- <i>Presentation structure: Review or report (1)</i></li> <li>- <i>Predicting future direction</i></li> <li>- <i>Signposting words (4): Cause and Effect</i></li> <li>- <i>Example situation – Proposing new plan for a new service</i></li> <li>- <i>Future tense for predicting future issues</i></li> <li>- <i>Positioning &amp; Movement</i></li> <li>- <i>Visual Preparation: Video and pictures selection</i></li> <li>- <i>Moderator tips: Breaking a session</i></li> </ul>
#Week 7	<b>Unit 3 Designing plan for future (con.)</b> <ul style="list-style-type: none"> <li>- <i>Presentation structure: Review or report (2)</i></li> <li>- <i>Concluding presentation content</i></li> <li>- <i>Signposting words (5): Concluding</i></li> <li>- <i>Example situation – Proposing new plan for a new service</i></li> <li>- <i>Future tense for predicting future issues</i></li> <li>- <i>Reading text: Common Mistakes to Avoid: Body language</i></li> </ul>
#Week 8	<b>Midterm Examination</b>
#Week 9	<b>Unit 4 Describe your product/services</b> <ul style="list-style-type: none"> <li>- <i>Sales presentation (1)</i></li> <li>- <i>Presenting products/services in company meeting</i></li> <li>- <i>Positioning your slides</i></li> <li>- <i>Example situation – Product presentation in the meeting</i></li> <li>- <i>Visual Preparation: Transitions &amp; Animations</i></li> <li>- <i>Moderator tips: Continuing a session</i></li> </ul>
#Week 10	<b>Unit 4 Describe your product/services</b> <ul style="list-style-type: none"> <li>- <i>Sales presentation (2)</i></li> <li>- <i>Presenting products/services to potential customers/clients</i></li> </ul>

	<ul style="list-style-type: none"> <li>- Sales pitch deck</li> <li>- Example situation – Product sales presentation on stage</li> <li>- Reading text: <i>The Power of Content Engagement</i></li> </ul>
#Week 11	<b>Unit 5 In-company presentation</b> <ul style="list-style-type: none"> <li>- Presentation structure: Team presentation (1)</li> <li>- Jump start: A strong opening</li> <li>- Example situation – Company meeting</li> <li>- What should be concerned - Onsite Presentation</li> <li>- Vocal modulation: Pay Attention to Pacing</li> <li>- Visual Preparation: Getting ready with media tools</li> <li>- Moderator tips: handling Q&amp;A session</li> </ul>
#Week 12	<b>Unit 5 In-company presentation</b> <ul style="list-style-type: none"> <li>- Presentation structure: Team presentation (2)</li> <li>- Sequencing your data &amp; Finish with a bang</li> <li>- Example situation – Online meeting</li> <li>- What should be concerned - Online presentation</li> <li>- Techniques to interact with audiences online</li> <li>- Visual Preparation: How to manage video conferencing platforms</li> </ul>
#Week 13	<b>Unit 6 Connect to your audience</b> <ul style="list-style-type: none"> <li>- Elevator pitch</li> <li>- How to short your content, but increase audiences' attention</li> <li>- Example situation – Selling smartphone</li> <li>- Vocal modulation: Vary the pitch of your voice</li> <li>- Interact with audience - Imperative sentences</li> <li>- Visual Preparation: Using online platforms to create slides and supportive documents</li> <li>- Moderator tips: closing session</li> </ul>
#Week 14	<b>Unit 6 Connect to your audience (con.)</b> <ul style="list-style-type: none"> <li>- Elevator pitch (2)</li> <li>- Video introduction (Sales purposes)</li> <li>- Example situation – Starting vlog</li> <li>- Vocal modulation: Use emphasis effectively</li> <li>- Interact with audience – Ask questions</li> <li>- Reading text: <i>Nonverbal communication across cultures</i></li> </ul>
#Week 15	Project presentation
#Week 16	<b>Final Examination</b>

As the course content provided above, an example teaching plan for 2<sup>nd</sup> week of BEP course show in Appendix F.

## 5.2 Chapter Summery

The chapter proposes a comprehensive course syllabus for Business English presentations, based on empirical data and stakeholder insights. It underscores the importance of verbal, non-verbal, and visual communication techniques for impactful presentations. The chapter employs a framework for ESP course development, focusing on needs analysis, discourse investigation, and curriculum planning. It encompasses the determination of course content, the development of materials, and the evaluation of courses and materials to enhance presentation skills in educational and professional contexts. In conclusion, the study suggests a course syllabus that aligns with the chapter's aim of developing variety contents of presentation skills, from foundational techniques to advanced audience engagement, supported by a diverse range of content and practical real-world applications, thus preparing students with the competencies necessary for their future career.





## **CHAPTER VI**

### **DISCUSSIONS AND CONCLUSION**

The previous chapter outlined a course syllabus grounded from the existing model. It further presented a detailed explanation of the research findings concerning the needs analysis, multimodal discourse analysis, and a business English presentation course syllabus. This chapter now shifts its focus to analyzing these findings in the context of the current literature. Specifically, this chapter states that the current study's findings enhance a better understanding of the business English presentation and its impact on the presentation development process among Thai EFL learners.

This chapter covers the discussion of findings regarding stakeholders' (students, teachers, alumni, and employers) needs for business English presentations (6.1.1), the incorporation of presentation strategies by Thai undergraduate students in their business English presentations (6.1.2), and a course syllabus for Business English Presentation courses (6.1.3). Following this, the conclusion of the present study is presented (6.2). Finally, the chapter provides the contributions of the study (6.3), limitations of the study (6.4), recommendations for further research (6.5), and concluding remarks (6.6).

#### **6.1 Discussions**

##### **6.1.1 Stakeholders' (Students, Teachers, Alumni, and Employers) Needs of Business English Presentation**

The findings from this session strongly support the needs for Business English Presentation (BEP) skills across different stakeholders in English as a Foreign Language (EFL) contexts. This study employed a needs analysis framework, adapting models proposed by Hutchinson and Waters (1992), Long (2005), and Prince (1984), to identify the specific needs of various stakeholders, including students, teachers, alumni, and employers, in relation to a business English presentation course. Utilizing a well-designed mixed-method approach, the research effectively demonstrates how the theoretical frameworks align with and respond to the actual needs of business communication in practice.

In the northeast of Thailand where the research was carried out, the university operates in a special social and economic environment that is greatly influenced by local

traditions and community values. The facilities at these schools are not as advanced as those in the cities, but there is a strong effort to create an environment that is welcoming and supportive for everyone. The government's education policies promote adding local knowledge and cultural aspects into the curriculums, which serves local communities and helps in keeping the local heritage alive while giving an experienced education.

In terms of teaching methods, particularly in Business English Curriculum, the university usually use integrated teaching methods, while there is some teachers keep traditional styles like memorization and lecture-based learning, but there is a noticeable move towards more engaging and learner-focused ways of teaching. This shift is part of wider educational changes aiming to improve students' abilities to think critically and solve problems. The support systems in the curriculum include providing scholarships to help keep students on the campus. Even though there are some issues like not having good internet access in the area, teachers and students are starting to use more digital tools and online materials to help with teaching. These efforts also are supported by the country's policies that encourage using technology in education to help overcome the digital gap and improve how students learn in this area.

#### *6.1.1.1 Business English Students' Needs*

To discuss the findings from the questionnaire regarding students' needs for Business English presentation skills, the findings can draw upon relevant to the target needs analysis included three key aspects: necessities, lacks, and wants in the context of Business English presentation skills.

For 'necessities aspect', the questionnaire findings highlighted that students recognize the necessity of learning appropriate English expressions for delivering presentations (82.86% agreement). This aligns with research emphasizing the importance of linguistic proficiency in business communication. According to Louhiala-Salminen and Kankaanranta (2011), effective business communication often hinges on the ability to use language accurately and appropriately, which is crucial in presentations where clarity and professionalism are paramount.

Additionally, students acknowledged the impact of self-confidence on their presentation performance (81.98% agreement). This is supported by studies such as

Roslim et al. (2023), they highlighted that student suggested self-confidence as a factor to overcome difficulties in oral presentations. Together with other previous studies, they mentioned that building self-confidence through teacher support, preparation, and practice is crucial for effective presentations. Additionally, students recommended peer support and teamwork to boost their confidence during online oral presentations (Jun, 2020; Kamara, 2017; Leone & French; 2022; Mohamed et al., 2023)

The necessity of learning how to structure Business English presentations was also noted (81.32% agreement). Previous studies, including those conducted by Kucher et al. (2022), indicated that students faced challenges in organizing and structuring content on slides, particularly when developing their projects. This aligns with the findings of the current study, which also highlights the primary challenge of organizing content on slides as a significant concern for students.

In terms of lacks, students indicated difficulties in using non-verbal language effectively to support verbal communication, with 78.46% agreement. This finding is corroborated by Bujalková and Zrníková (2016), who emphasize that students often struggle with integrating verbal and non-verbal communication in presentations, resulting in inappropriate posture, gestures, distance, facial expressions, and eye contact. Additionally, Deepika Phutela (2016) indicate that non-verbal communication can either facilitate or hinder effective communication, with different genders, cultures, and behaviors significantly impacting interpersonal communication.

Furthermore, students also reported challenges in organizing content on presentation slides appropriately, with 76.48% agreement. Zhang et al. (2017) highlight that a primary challenge in organizing content on presentation slides is generating automatic slides, which often leaves users with no control over the structure and content. Naegle (2021) further states that the visual design of presentation slides can significantly impact the audience's comprehension and engagement, emphasizing the need for proper slide design training.

Additionally, students struggled with using appropriate English expressions during presentations, with 74.29% agreement. Mahmud (2019) points out that English students use various expressions to encode politeness in class, including greetings, thanking, addressing terms, apologizing, and fillers. Mastery of genre-specific language is

essential for effective communication in specific contexts, such as business presentations. Therefore, modifying language instruction to meet the needs of Business English presentations can help students overcome this lack.

Regarding students' wants, the highest percentage was in practicing listening and speaking for business presentations (79.56% agreement). This is consistent with the findings of Pusparini and Suryatiningsih (2023), who argues that integrated skills practice is vital for language acquisition and effective communication. Providing opportunities for students to practice these skills in realistic business contexts can enhance their overall proficiency. Students also expressed a desire to learn how to create supportive materials for presentations (76.48% agreement). According to Renkl and Rohrer (2020) and Scheiter (2017), effective use of supportive materials, such as handouts and infographics, can reinforce the message and aid audience understanding. Including training on creating and utilizing these materials in the curriculum can address this need. Finally, students showed interest in practicing the use of non-verbal language in presentations (72.53% agreement). As previously mentioned, non-verbal communication is a critical aspect of effective presentations, and its importance is well-documented in the literature (Bujalková & Zrníková, 2016; Kirova, 2020).

Drawing on the interview findings, at the beginning of the course, students emphasized the need for the Business English Presentation Course to be practical and relevant to real-world business contexts. This aligns with the necessity of context-specific learning, as practice is more beneficial than paper-based activities (Broman et al., 2018). The emphasis on understanding specific business English usages underscores the need for tailored linguistic instruction in ESP courses, suggesting that generic language instruction may not adequately prepare students for business contexts (Coanca, 2023). Additionally, focusing on specific scenarios distinct from general presentations supports situational context in language learning, highlighting the importance of contextualized practice to enhance relevance (Robinson, 2020).

Self-confidence was identified as crucial for effective presentations. The lack of experience among students highlighted the need for confidence-building through practice, consistent with findings on the role of self-confidence in language performance (Pham et al., 2021). Creating a supportive classroom environment that

encourages practice and reduces anxiety is essential for building confidence (Wood, 2020). This raises questions about the adequacy of current instructional practices in fostering such an environment, suggesting a need for more structured and supportive teaching approaches.

Effective teaching strategies and classroom management were also highlighted. Students called for well-planned teaching that starts with basics and builds confidence, especially for those weak in English. These findings align with Mitchell et al. (2017) and Skiba et al. (2016), which suggest that effective classroom management includes setting clear expectations, building relationships, providing structure, and using varied teaching methods to handle diverse learning needs and behaviors. Current teaching practices may need re-evaluation and adaptation to meet these criteria, particularly in diverse and linguistically varied classrooms.

Students recognized the importance of using various communication modes. Practicing in different modes, including non-verbal communication, was emphasized to boost confidence, supporting the cognitive theory of multimedia learning (Cai et al., 2022). The relevance and effectiveness of media and graphics in enhancing learning were also highlighted. According to Ajimotokan et al. (2022), well-designed media and graphics enhance learning by improving comprehension, motivation, and retention. This underscores the necessity of integrating high-quality multimedia elements into the curriculum to maximize their educational impact while ensuring that irrelevant graphics are avoided to prevent distraction and cognitive overload.

After the course concluded, the findings revealed several key areas of concern regarding the Business English Presentation Course. Firstly, students felt that the course content was not aligned with their business-focused studies, creating confusion and hindering their learning experience. Many noted that the examples provided were more academic than business-oriented, making it difficult to apply what they learned to real-world business scenarios. Studies by Kamovich & Foss (2017), Wang et al. (2013), and Zhao et al. (2017), suggest that aligning course content with students' beliefs and promoting student-centered programs can enhance engagement and improve learning outcomes.

Additionally, students reported significant challenges in writing skills and slide design for presentations. Many struggled with structuring content and deciding which



statements were most appropriate. Feedback from instructors often highlighted issues such as excessive text on slides without providing constructive guidance on how to improve. According to Graham et al. (2012) and Rogers & Graham (2008), effective writing and presentation skills can be developed through targeted strategies such as strategy instruction, self-regulation, text structure instruction, creativity/imagery instruction, transcription skills training, and the use of technology.

Self-preparation for presentations was another major concern. Students felt they lacked adequate time for preparation due to the demands of managing multiple courses each term. This lack of time, combined with insufficient knowledge of effective preparation techniques, led to poor presentation performance. Studies by Heath & Shine (2021) and Stordeur et al. (2022) suggest that teaching time management strategies and providing instructional support are crucial for improving student preparation and performance in presentations.

Moreover, anxiety during presentations was a common issue among students, often linked to inadequate preparation and insufficient study. Many students reported that infrequent use of English and reliance on memorized scripts increased their anxiety, negatively impacting their performance. Presentation anxiety is influenced by both internal and external factors (Ireland, 2020). Ahmad & Ratnasari (2020) suggest that building self-confidence through regular practice, effective interventions, and innovative strategies like video-making can significantly reduce anxiety. Additionally, Ediwarman & Pahamzah (2023) emphasize that counseling and coaching play vital roles in helping students manage their fears and enhance their presentation skills.

#### *6.1.1.2 Business English Teachers' Needs*

From the semi-structure interview, needs aspect, the findings showed that Business English Presentation courses, the primary needs from educational stakeholders focus on practical skills and the use of these skills in the real business world. To demonstrate, Burns et al., (2022), Hall et al., (2023), and Lemon (2019) also indicated that stakeholders play a crucial role in promoting meaning making in real-world business communication. They can enhance their understanding of the positive impacts of their work, leading to a stronger sense of meaning and connection to the organization's purpose. Still, students feel it is important to be good at presenting because this will



help them in their future jobs where such skills are very necessary (Alshare & Sewailem, 2018; Stal & Paliwoda-Pękosz, 2019). Being confident while presenting is very important for the students because it affects how effective and convincing, they are in professional environments. This finding is consistent with those of Alajmi (2019) Hains-Wesson and Ji (2020), and Yusuf et al., (2024) mentioned that business-related courses highlight the importance of presentation skills for career success. It emphasizes building confidence and delivering clear, professional presentations. This allows students to effectively communicate ideas, showcase abilities, and make a lasting impression, ultimately boosting their career prospects (Bell, 2022; Costigan & Brink, 2019; Singh, 2020). Teachers agree on this need and emphasize that teaching should connect closely with real business situations. This approach makes sure that students are learning English in a way that is useful when they enter their professional lives, combining theoretical learning with practical application which is consistent with prior studies (Bell, 2022; Costigan & Brink, 2019; Singh, 2020). Nonetheless, lacks aspect, there are several concerns in the current courses, as pointed out by both students and teachers. Students feel that the course content does not match well with the real needs of business, missing specific business situations and language. This makes it hard for them to engage fully with the lessons. Teachers also see a gap in providing content that is directly applicable to business communications, often because they have to use old textbooks that focus more on general English rather than business-specific needs (Hopkins, 2023; Halberstadt et al., 2019; Panyasai 2022; Rehn et al., 2018; Yan et al., 2019). Another issue identified is the insufficient incorporation of modern technology in educational content, which if addressed, could significantly enhance students' learning and presentation skills. To address this and other gaps, there is a strong call for improved teaching methods and more interactive materials. Students express a need for practical experiences similar to real business scenarios and tools that aid in crafting more effective presentations. Teachers agree that leveraging technology and dynamic teaching approaches would not only fulfill student needs but also strengthen learning, better equipping students for future business challenges and aligning education with current industry practices.

The findings from the professional stakeholders indicate that companies require a diverse range of knowledge and skills in Business English Presentation (BEP)

strategies. These skills are necessary to cover various types of presentations, including informative, persuasive, research-based, and product presentations. Such skills are essential for effectively communicating complex information and convincing different audiences in a business context. Regarding job analysis, positions like managers and supervisors are identified as roles that necessitate BEP skills. This suggests a need for targeted training for these positions to ensure they can carry out their duties effectively. In terms of language analysis, it is crucial for BEP skills to include not only Thai and English but also other languages such as Chinese and Russian, considering the global nature of business operations.

#### *6.1.1.3 Business English Alumni's Needs*

The finding from the interview data has also been obtained from professional stakeholders. The finding revealed that the key essentials from the professional stakeholders' perspectives, alumni have underlined the importance of practical presentation skills such as effective communication with diverse international audiences (Meredith, 2021; Rose & Montakantiwong, 2018), the use of clear and concise language (Campbell & King, 2018; Desha et al., 2019; Getie, 2020), and impact of self-confidence on their presentation abilities (Abdullah et al., 2020; Hanifa & Yusra, 2018; Nadiah et al., 2019). Their insights reveal their needs for proficiency not only in verbal but also in non-verbal communication, encompassing body language, which together enhance the effectiveness of their presentations. Moreover, alumni acknowledge the necessity of mastering multitasking within their roles, including preparing documents and troubleshooting, which underscores the demand for versatile skill sets in the business context.

#### *6.1.1.4 Business English Employers' Needs*

Employers, on their part, share this view but with added emphasis on specific areas. They note that while standard English is often supplanted by local languages or simpler forms of English within their organizations, the knowledge of technical terms remains critical. This is particularly true in international settings or industries like hospitality where English is crucial. This finding is consistent with those of Kaewkunha & Sukying (2021), Kluensuwan et al. (2019), and Utaiwan & Sribayak (2019) who confirm that English is not extensively used in workplace communication for Thai staff. Their

studies also emphasize the need for Thai employees to effectively convey information and technical knowledge in English to facilitate communication in international workplaces. Employers also stress the importance of digital literacy in the workplace, suggesting a trend towards valuing employees who are proficient with digital tools and media, as these skills are increasingly relevant for product promotion and service delivery in the modern business landscape. The findings also confirmed by previous research (Azmi et al., 2018; Coffelt et al., 2019; Majid et al., 2019) that employers highly value effective English communication, especially in multinational settings. They stress the need for employee confidence in presenting ideas and the importance of language proficiency for successful client and stakeholder interactions.

These findings emphasize the critical role that effective communication and presentation skills play in achieving success in business careers, suggesting the need for targeted development of these skills through courses designed to align with real-world language usage and the actual skills required to enhance business performance.

#### **6.1.2 Implementing Presentation Strategies of Thai Undergraduate Students in Their Business English Presentations**

These discussions address Research Question 2, exploring how Thai undergraduate students implement presentation strategies in Business English presentations, particularly their use of modal aspects.

Document analysis and observations revealed significant differences in presentation content across various Business English courses (e.g., English for Restaurant, Hotel Industry, E-Commerce, Tourism, and Tour Conducting). These courses aim to enhance English communication proficiency but heavily rely on traditional textbooks and formal presentation styles, often neglecting multimodal elements like visuals and multimedia (Agustina & Setiawan, 2020; Fitria, 2019). This reliance highlights a gap between theoretical knowledge and practical application, underscoring the need for educational approaches that blend language learning with practical skills, particularly in authentic classroom settings. This finding supports Martyn (2018), indicating a significant divide between theoretical frameworks and their application in the business world. Additionally, this finding aligns with Griffin and Coelhoso (2019) who emphasized the

necessity for enhanced educational strategies to bridge this divide and better prepare students for real-world challenges.

Despite these curriculum gaps, students demonstrated proficiency in using digital tools like Canva, Prezi, and PowToon. This proficiency highlights a disconnect between the curriculum's structure and students' practical use of technology to enhance presentation effectiveness (Gallegos Valdés & Martínez Jiménez, 2022; Guzmán Sandoval et al., 2022; Panyasai, 2023). These tools enable students to create visually appealing graphics and animated videos, catering to their interest in creativity and design. According to these studies, online tools like Canva allow students to produce engaging and dynamic presentations, aligning with their interest in visual and multimedia elements.

In a business presentation course, groups of 4-5 students were tasked with a month-long project to research and present on local businesses, focusing on comparing business histories, demographics, and market trends. Using tools like Canva, each group had 5-10 minutes to present their findings. The preparation process spanned four weeks, covering planning, data gathering, content analysis, and slide preparation. Presentations were evaluated on speech clarity, vocabulary, content understanding, and presentation techniques, including eye contact and posture. This practical approach aimed to enhance both critical thinking and presentation skills, supporting the findings of Agustina and Setiawan (2020) and Fitria (2019) that emphasize the importance of integrating practical tasks in language education.

To analyze the modes of verbal, non-verbal, and visual communication, transcripts were generated to study both spoken language and non-verbal cues (Norris, 2004). Verbal communication was structured to convey information effectively and engage the audience using linguistic strategies like greeting, expressing gratitude, introducing topics, and outlining the presentation structure. These techniques enhance credibility and help the audience follow the information flow, as noted by Gray (2021), Kuswoyo and Siregar (2019), and Hanifa and Yusra (2018). However, grammatical inconsistencies and filler words were noted, which can disrupt the clarity and professionalism of the presentations. This observation aligns with previous studies by Chitondo (2021) and Oestar (2023) which highlighted similar grammatical errors and their impact on presentation effectiveness.

Non-verbal communication involved hand gestures, body postures, and multi-touch gestures that complemented verbal communication. These non-verbal modes reflected the presenters' confidence, engagement, or nervousness, impacting the overall delivery (Alenljung et al., 2018; Maloney et al., 2020; Pelachaud et al., 2021).

Likewise, the use of visual elements like images, graphics, color schemes, layout, and typography was crucial in enhancing the informative value and attractiveness of slides. Presenters employed a mix of text and visuals to make information more engaging and easier to understand (Hiippala, 2017; Knight et al., 2018).

The study highlights the importance of integrating theoretical knowledge with practical skills and using multimodal elements to enhance the effectiveness of Business English presentations. This approach not only prepares students for real-world challenges but also aligns with previous research emphasizing the need for practical content in language education (Burks & Armstrong, 2024; Guest, 2018; Rothwell & Cloud, 2017).

### **6.1.3 A Course Syllabus for Business English Presentation Courses**

This section addresses Research Question 3, which aims to propose a course syllabus for Business English Presentation courses. The model is developed from empirical data, stakeholder insights, and a review of existing models to create a comprehensive framework that enhances presentation skills in educational and professional contexts. Following Basturkmen's (2010) ESP course development framework—focusing on curriculum planning after needs analysis and discourse investigation—this chapter details the course development process. It outlines the steps from focusing the course and determining content to evaluating its effectiveness, offering a structured approach to delivering impactful Business English Presentation courses.

The course syllabus was developed based on the analysis of existing models and stakeholders' perceptions. Key modifications include a strategic distribution of course content across the semester and the integration of various educational materials like PowerPoint, videos, and online platforms. This finding supports Pulukuri and Abrams (2020), who revealed that multimedia tools like PowerPoint and Prezi are helpful in summarizing information and stimulating students' thinking processes. Additionally, Abdulrahman et al. (2020), Kumi-Yeboah et al. (2020), and Sakina et al. (2020),



found that video presentations and social network tools facilitate collaboration, engagement, and knowledge acquisition in online learning environments. This variety maintains student interest and aids in illustrating complex concepts more clearly.

Furthermore, the assessment methods in this model extend beyond traditional exams to include peer reviews and self-evaluations. According to Meylani (2024), modern assessment methods enhance education by offering personalized evaluations and fostering interactive engagement. Haleem et al. (2022), Maroungkas et al. (2023), and Prasetyawati & Ardi (2020) also highlight that such approaches promote critical reflection, interactive exercises, and evaluations, enhancing motivation, self-regulation, and a deeper understanding of the subject matter. Consistent with this, Rohm et al. (2021) argued that assessment strategies should focus on developing critical thinking skills, real-world applications, and providing ongoing feedback to foster student learning and growth.

Notably, the integration of technological tools, such as AI for presentation slide creation, content generation, and grammar checking, highlights their critical role in supporting independent practice and enhancing students' presentation skills. Alharbi (2023) emphasizes that AI tools enable students to improve their writing and language skills through automated feedback and assistance, which directly contributes to improved presentation abilities. This view is corroborated by studies from Chen et al. (2020), Liu et al. (2023), Ng et al. (2022), and Pedro et al. (2019), which collectively highlight that AI tools facilitate enhanced language accuracy, superior writing quality, and the development of effective presentation techniques.

The integration of interactive elements and activities within the classroom is central to enhancing student engagement and communication skills. Foundational techniques such as ice-breaking activities ease students into the learning environment and are pivotal for building initial understanding (Khoirunnisaa et al., 2024; Mahmud et al., 2023). The progression to advanced communication techniques such as signposting, utilizing jump starts, and sales pitch decks is supported by Gallagher (2022) and Scheuring and Thompson (2024), who argue that these methods significantly enhance students' adaptability and role-specific skills, preparing them for various professional contexts.



Moreover, the course emphasizes mastering presentation processes and techniques, including storytelling and creating strong calls to action. According to Mathee and Turpin (2019), these skills are crucial for maintaining audience engagement and ensuring message effectiveness. The presentation of diverse content types and the application of real-world speaking methods are integrated into the curriculum, supported by continuous practice and the development of listening skills, which Tunagür et al. (2021) identified as critical for effective communication.

Building personal competencies such as self-confidence and a thorough understanding of business terminology is also a focus, with enhancements in non-verbal and visual communication skills underscored as vital for effective business communication (Batat, 2024). Young and Travis (2020) highlight that these skills contribute significantly to the professionalism and persuasiveness of business presentations.

In summary, the proposed Business English Presentation course prepares students for professional demands, ensuring they are equipped to communicate effectively in various business scenarios. This comprehensive approach aims to produce graduates who are proficient in English and skilled in delivering impactful and effective business presentations, aligning course content with instructional goals to prepare students for the challenges they will face in their professional careers.

## **6.2 Conclusion of the Present Study**

This study aimed to comprehensively address the development and delivery of Business English Presentation (BEP) courses with three key objectives: identifying stakeholder needs, exploring effective presentation strategies, and proposing a specialized course syllabus. The findings revealed that stakeholders, including students, teachers, alumni, and employers, have comprehensive requirements and expectations for BEP skills within an English as a Foreign Language (EFL) context. Empirical data from mixed-method research supports the need for a curriculum that covers fundamental presentation skills and integrates advanced communication strategies adapted to modern business environments. This includes the adept use of digital tools and multimodal communication strategies essential in the digital age (Magano et al., 2020; Murai et al., 2023; van Ewijk et al., 2020).

Moreover, the study highlighted the necessity of shifting from traditional, theory-focused education to more adaptive, practical, and interactive learning approaches relevant to real-world business situations. Stakeholders emphasized the importance of confidence-building, effective language use, and the ability to engage diverse international audiences (Jiang et al., 2024). These skills are crucial for personal career development and meeting the evolving expectations of global business communications (Baird & Parayitam, 2019). Additionally, insights from Thai EFL undergraduate students indicate a shift towards technology-driven, multimodal presentation strategies, which are not fully supported by the current curriculum. This gap underscores the need for course syllabi that embrace these elements to enhance effectiveness and engagement in BEP courses.

In conclusion, the proposed course syllabus suggests a holistic approach to teaching presentation skills, incorporating interactive activities, digital media, and real-world application tasks. This approach fosters a learning environment aligned with theoretical frameworks and responsive to the practical demands of today's business landscapes. By integrating these elements, BEP courses can effectively meet stakeholders' needs, ensuring students are well-prepared for professional success (He & Bagwell, 2022; McNair et al., 2022). Aligning BEP courses with the real-world needs of business communication is essential for preparing students to face the complexities of the global market confidently and competently (Bodine et al., 2021; Mansilla & Jackson, 2022). This alignment enhances the educational impact of these courses and significantly contributes to graduates' professional readiness and success.

### **6.3 Contributions of the Present Study**

#### **6.3.1 Theoretical Contributions**

This study on Business English Presentation (BEP) courses provides key insights into educational practices and stakeholder needs, emphasizing the importance of integrating real-world business scenarios to bridge theoretical knowledge and practical application. It highlights the effective use of multimodal communication strategies, incorporating verbal, non-verbal, and visual modes, and aligns with modern educational trends by advocating for digital tools and online platforms. Additionally, it proposes shifting from traditional lecture-based methods to interactive, student-centered learning experiences,

addressing specific stakeholder needs to develop targeted educational models and practical guidelines for curriculum development, teaching strategies, and assessment methods. These contributions aim to make BEP education more relevant and effective, ensuring students are well-prepared for global business communication.

### **6.3.2 Methodological Contributions**

The study's methodological contributions include its innovative mixed-method design, which combines qualitative interviews and quantitative questionnaires to capture stakeholder needs comprehensively. This approach allowed for robust triangulation of data, thereby enhancing the validity of the findings. Moreover, the use of thematic analysis for qualitative data provided deep insights into stakeholder perceptions. Additionally, descriptive statistics for questionnaire data offered a clear framework to understand the prevalence of various needs. Thus, this combination of qualitative depth and quantitative breadth strengthens the study's comprehensive approach to understanding BEP courses and offers a replicable methodology for similar educational research contexts.

### **6.3.3 Pedagogical Contributions**

The pedagogical contributions of this study emphasize the integration of real-world business scenarios and digital tools into BEP courses, bridging the gap between theory and practice. Furthermore, it advocates for multimodal communication strategies and a shift from lecture-based instruction to interactive, student-centered learning, using case studies, group projects, and real-time feedback. Consequently, this approach enhances students' confidence and proficiency in presentation skills. Additionally, the study highlights the role of technology in learning, encouraging the use of online platforms and digital tools to develop digital literacy and create effective presentations. Overall, these contributions provide a framework for evolving BEP courses to better prepare students for professional success in a globalized economy.

## **6.4 Limitations of the Present Study**

### **6.4.1 Demographic and Cultural Limitations**

The primary limitation of the study is its focus on a specific demographic—Thai undergraduate students—in a singular educational setting. This focus may not capture

the diverse needs and experiences of EFL learners in different cultural or academic environments. Such a limitation restricts the broader applicability of the findings, as the specific cultural and educational nuances of Thai students might not necessarily translate to other contexts. Furthermore, the perceptions on self-reported data from surveys and interviews can introduce biases, with participants potentially providing socially desirable answers or idealized versions of their experiences.

#### **6.4.2 Methodological Limitations**

Another significant limitation is the methodological approach used in the study. The employment of a single-case study design, while providing detailed insights, limits the ability to generalize the findings to a broader population or different educational settings. Although the use of mixed methods enriched the data collection by incorporating both quantitative and qualitative insights, the conclusions are inherently tied to the specific circumstances and individuals involved in this particular case. This could potentially affect the validity of the study's findings when applied in different contexts or with different participant groups.

#### **6.4.3 Educational Limitations**

Due to the methodological and demographic limitations, the study's findings might not hold the same validity if applied in different contexts or with varied participant groups. This limitation could impact the reliability and scalability of the educational involvements suggested by the study. Adjustments and considerations would need to be made to adapt the educational approaches to other cultural or educational contexts to ensure their effectiveness and relevance.

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

To build on the findings of the study on Business English Presentation (BEP) courses for Thai EFL students, further research should consider expanding the scope and depth of investigation. Firstly, future studies should adopt a multi-case approach across diverse educational settings and cultural backgrounds to enhance the generalizability of the findings. Additionally, incorporating a longitudinal component would allow researchers to examine the long-term effects of BEP courses on students' presentation skills and career advancements.

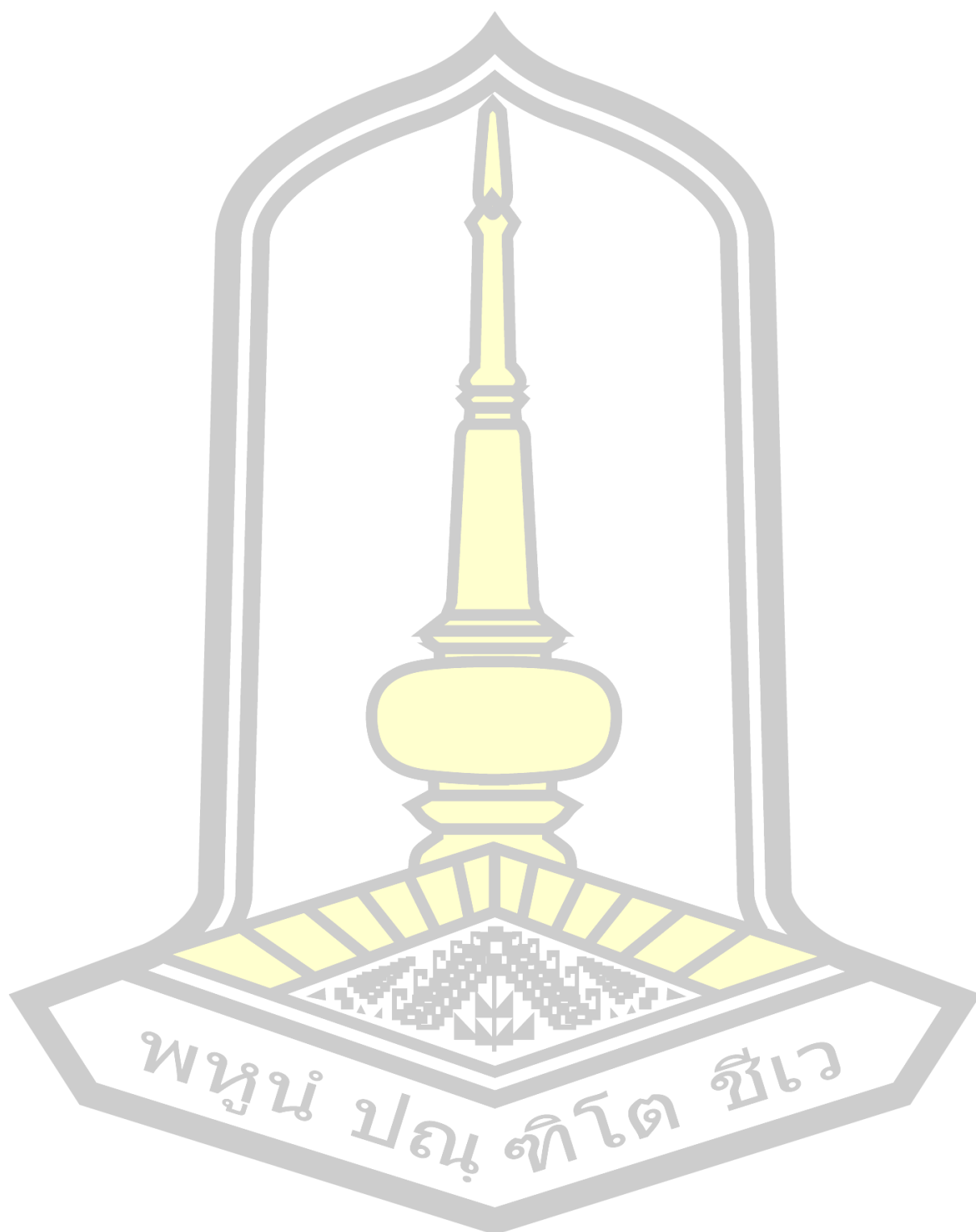
Secondly, research should include more objective data collection methods alongside self-reported data to minimize biases. Techniques such as peer assessments, expert evaluations, and analysis of communication effectiveness in real-world scenarios could provide a more balanced perspective on the efficacy of BEP courses, validating subjective impressions and offering a clearer picture of the practical skills and competencies students acquire.

Lastly, future studies should explore the integration of technology and digital tools within BEP courses. Given the increasing relevance of digital communication tools in business, research could investigate how digital literacy impacts students' presentation skills and readiness for the modern workplace. Evaluating teaching methodologies that incorporate multimedia and interactive elements could reveal innovative strategies to enhance learner engagement and skill development in business English contexts.

## **6.6 Concluding Remarks**

This thesis on Business English Presentation (BEP) courses for Thai EFL students provides significant contributions to pedagogical practice and curriculum design but has limitations. The study's specific focus on a singular demographic and educational context may not capture the broader scope of EFL environments. Additionally, the use of self-reported data introduces potential biases, and the single-case study design limits the generalizability of the results. Future research should expand to diverse educational settings and demographics to verify and extend the findings' relevance, incorporate objective measures alongside self-reports to strengthen methodological robustness, and explore the longitudinal impacts of BEP courses on students' career successes. Addressing these limitations would validate the study's findings, enhance pedagogical practices in EFL environments globally, and ensure they meet the evolving needs of students and educators in a dynamic educational landscape.

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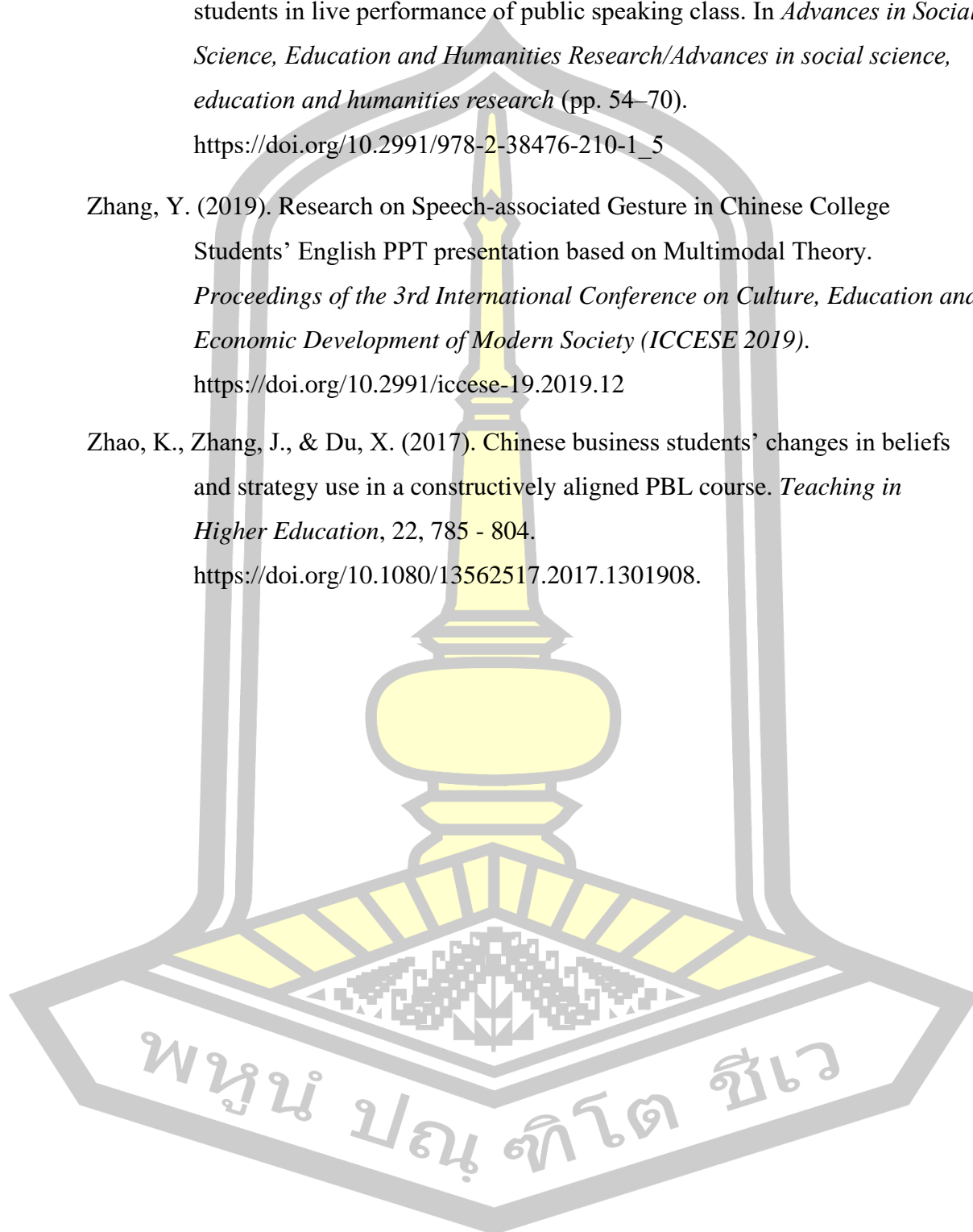


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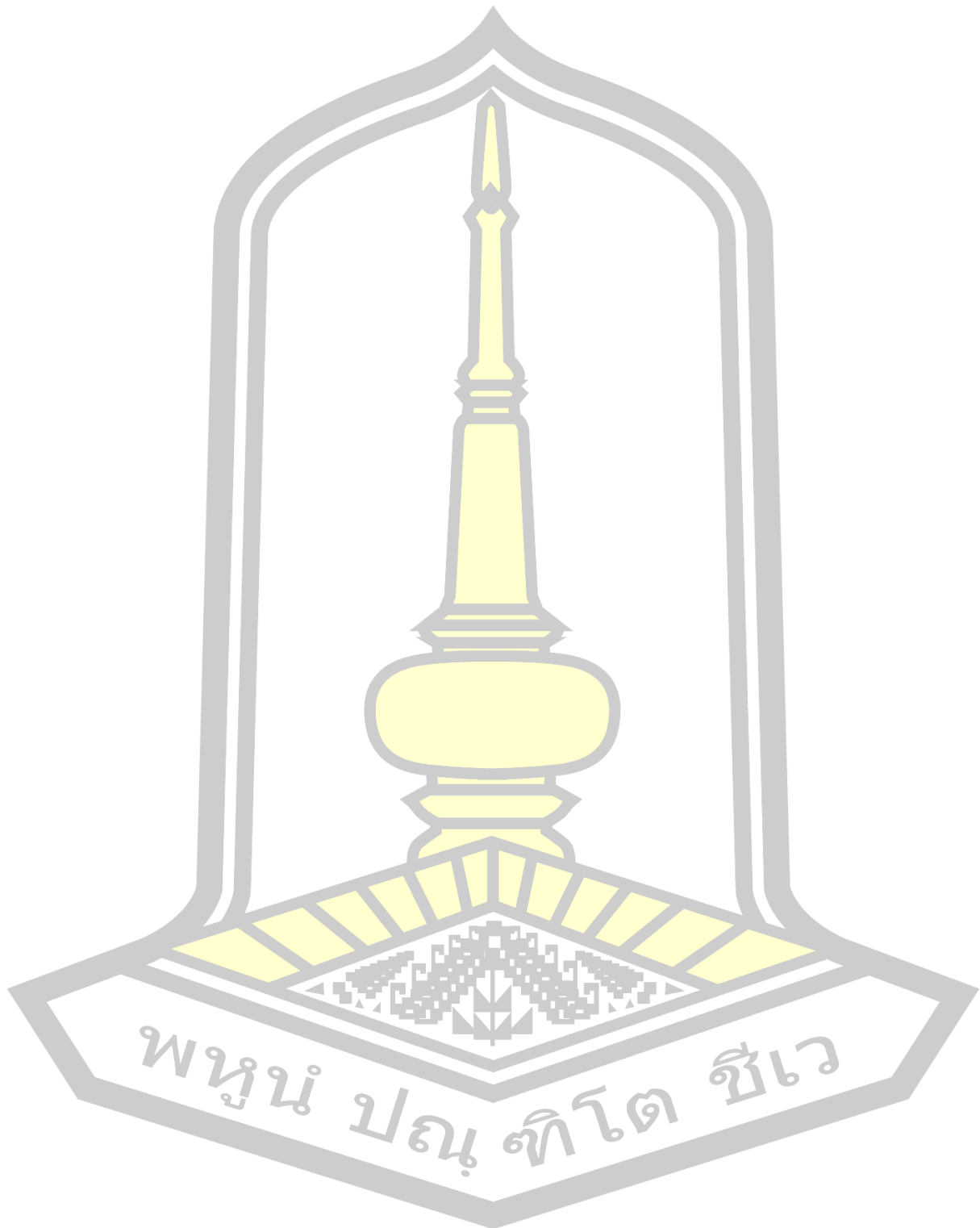
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## APPENDICES



### Appendix A: Field Note Template

This field note template is aimed to be used as written of observation to recall recorded when the students are giving their presentations. This template consists of three parts: the first part is general information including location of observation, date and time, and other short information to identify observation procedure; the second part in the right side contained content the descriptive section of the observation; the third part on the right side contained notes regarding the researcher's reflection or comments. In this current study, the researcher collected the data from five courses, and provide a code for each course as followings: 01 English for Restaurant Course; 02 English for Hotel Industry Course; 03 English for E-Commerce Course; 04 English for Tourism and Hospitality Industry Course; and 05 English for Tour Conducting Course.

Location of observation:	
Time of observation:	Date:
Course title:	
Topic of presentation:	
Participants:	
Course code: ○01   ○02   ○03   ○05   ○06	
<b>Descriptive Field Notes</b>	<b>Reflective Field Notes</b>

#### Notes

Descriptive field notes: Description of participants, activities, interactions, and events

Reflective field notes: Questions to self, observations of verbal, non-verbal, and visual communication, interpretations/inferences



## Appendix B: Questionnaire

### Questionnaire: Business English Students

This questionnaire constitutes an essential part of my PhD thesis on “Needs Analysis of Business English Course for Thai EFL Undergraduate Students.” Please be assured that any information given to the researcher will be confidential and used for research purposes only. I, as a researcher, appreciate your cooperation and thank you in advance for taking part in this study.

#### Part 1 General Information

Where applicable please put a tick (✓) and write your answer in the blank space where appropriate.

1. Age: \_\_\_\_\_
2. Sex: ( ) Male ( ) Female ( ) Prefer not to state
3. I am a student who studies in the ( ) first ( ) second ( ) third ( ) forth year.

#### Part 2 Perspectives on the Business English Presentation Course

**Directions:** Lists below are statements regarding the students’ needs on the Business English Presentation courses. Fifteen statements referring to the target needs which are divided into: 1) Necessities (5 items): what aspects are needed by learners to reach the BE presentations effectively, 2) Lacks (6 items): what learners have not mastered, and 3) Wants (5 items): what learners want to learn to increase related-skills in BEP course. Each statement will be accompanied by a five-points Likert scale:

5	means	“Strongly agree”
4	means	“Agree”
3	means	“Neither agree nor disagree”
2	means	“Disagree”
1	means	“Strongly disagree”

After reading each statement, please tick (✓) the number (5, 4, 3, 2, or 1) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in these lists.

No.	Statements	Scale				
<b>Necessities: What aspects are needed by students to reach BEP effectively?</b> ความจำเป็น: ประเด็นใดบ้างที่จำเป็นต่อผู้เรียนเพื่อสามารถนำเสนอเชิงธุรกิจอย่างมีประสิทธิภาพได้		5	4	3	2	1
1.	I need to learn how to use appropriate English expressions in delivering presentation. ฉันจำเป็นต้องใช้ประโยคภาษาอังกฤษที่เหมาะสมในการนำเสนอ					
2.	I do not need to learn how to write English phrases on slides correctly. ฉันไม่จำเป็นต้องเรียนรู้วิธีการเขียนวลีภาษาอังกฤษบนสไลด์นำเสนออย่างถูกต้อง					
3.	My self-confidence impacts the way I perform during presentation in English. ความมั่นใจของฉันส่งผลต่อการนำเสนอภาษาอังกฤษ					
4.	I need to learn how to structure BEP. ฉันจำเป็นต้องเรียนรู้วิธีการสร้างรูปแบบการนำเสนอเชิงธุรกิจ					
5.	I do not need English and Thai teaching documents in studying in a BEP course. ฉันไม่ต้องการสื่อสองภาษา (ไทย-อังกฤษ) ในรายวิชาภาษาอังกฤษธุรกิจเพื่อการนำเสนอ					
<b>Lacks: What aspects do students have not mastered?</b> ความบกพร่อง/ขาด: ประเด็นใดบ้างที่ผู้เรียนยังขาดความรู้ความเชี่ยวชาญ		5	4	3	2	1
6.	I have followed presentation strategies in conducting BEPs. ฉันยึดแนวทาง หรือ ทฤษฎีใดๆ ที่เกี่ยวข้องกับการนำเสนอในการนำเสนอเชิงธุรกิจ					
7.	I cannot use appropriate English expressions in BEPs. ฉันไม่สามารถเขียนวลีภาษาอังกฤษบนสไลด์นำเสนออย่างเหมาะสม					
8.	I can use non-verbal language appropriately in delivering BEPs to support verbal language (e.g., maintaining eye contact, using gestures, and projecting confidence through your posture, tone of voice, etc.). ฉันสามารถใช้การสื่อสารที่ไม่ใช่คำพูด (อวัจนภาษา) ในการนำเสนอเชิงธุรกิจได้อย่างเหมาะสม เพื่อช่วยสนับสนุนการนำเสนอโดยใช้คำพูดหรือการบรรยาย (อวัจนภาษา) (เช่น การใช้สายตา การแสดงกริยาท่าทางที่เหมาะสม การแสดงความมั่นใจผ่านท่าทาง ระดับน้ำเสียง เป็นต้น)					
9.	I cannot organize content to put on presentation slides appropriately. ฉันไม่สามารถเรียบเรียงเนื้อหาบนสไลด์นำเสนอได้อย่างเหมาะสม					
<b>Wants: What are the additional aspects that students consider important for effectively delivering BEP?</b> ความต้องการ: ประเด็นอื่นๆ ที่ผู้เรียนเห็นว่าเป็นสิ่งสำคัญเพื่อสามารถนำเสนอเชิงธุรกิจอย่างมีประสิทธิภาพ		5	4	3	2	1
10.	I want to participate other related presentation training courses (e.g., designing a presentation, using visual in PowerPoint, create powerful presentations with online tools, etc.). ฉันต้องการเข้าร่วมการอบรมเกี่ยวกับการนำเสนออื่นๆ (เช่น การออกแบบการนำเสนอ การใช้สื่อประกอบในการนำเสนอผ่านโปรแกรม PowerPoint การสร้างการนำเสนอผ่านเครื่องมือออนไลน์ เป็นต้น)					
11.	I want to learn how to create interesting supportive materials for presentations (e.g., handouts, infographic, etc.). ฉันต้องการเรียนรู้เกี่ยวกับการสื่อประกอบการนำเสนอ (เช่น แผ่นพับ ภาพอินโฟกราฟิก เป็นต้น)					
12.	I do not want to practice listening and speaking regarding business presentation situations. ฉันไม่ต้องการฝึกฝนการฟัง-พูด เกี่ยวกับเนื้อหาในสถานการณ์การนำเสนอเชิงธุรกิจ					
13.	I want to practice how to use nonverbal language appropriately in delivering presentations. ฉันต้องการฝึกฝนการสื่อสารที่ไม่ใช่คำพูด (อวัจนภาษา) ในการนำเสนอเชิงธุรกิจอย่างเหมาะสมในการนำเสนอ					
14.	I do not want to practice how to use presentation templates and appropriate visuals in presentation. ฉันไม่ต้องการฝึกฝนเกี่ยวกับการจัดรูปแบบในงานนำเสนอและการใช้สื่อในการนำเสนอที่เหมาะสม					

Thank you for your kind participation in this study.

Pattama Panyasai

## Appendix C: Interview Questions

### Questions and prompts in semi-structure interviewing: Business English Students

**Research title:** Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students

**Purpose:** To identify students' needs on the Business English Presentation course

**Research question 1:**

**1. What are stakeholders' (students, teachers, alums, and employers) target needs of a good business English presentation course?**

**1.1 What are the differences in perception and practice of a good business English presentation course as reported by the different stakeholders?**

Type of question	Interview question guideline
<b>Grand tour</b>	<ul style="list-style-type: none"> <li>- Why do you choose to study in the Business English major?</li> <li>- What do you plan to become in the future by studying in the Business English major?</li> </ul>
<b>Main question</b>	<ul style="list-style-type: none"> <li>- What do you expect to learn in the BEP course?</li> <li>- How do you expect your teacher to teach you in the course?</li> <li>- What do you need to learn from the BEP course in order to achieve your future career?</li> <li>- Do you expect to learn how to give an effective business presentation in English?</li> <li>- If yes, how? If no, why?</li> <li>- Do you expect to learn how to use verbal, non-verbal, and visual modes in helping you in your BE presentations?</li> <li>- If yes, what do you expect to learn how to use verbal, non-verbal, and visual modes in helping you in BE presentations?</li> <li>- If not, why?</li> <li>- From your experiences, what do you think about your presentation abilities?</li> <li>- Are there any problems that make you unsuccessful in your presentations?</li> </ul>
<b>Follow up</b>	<ul style="list-style-type: none"> <li>- What other expectations do you have in order to help you in BE presentations?</li> </ul>

### Questions and prompts in semi-structure interviewing: Business English Presentation Teachers

**Research title:** Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students

**Purpose:** To identify teachers' needs on the Business English Presentation course

**Research question 1:**

**1. What are stakeholders' (students, teachers, alums, and employers) target needs of a good business English presentation course?**

**1.1 What are the differences in perception and practice of a good business English presentation course as reported by the different stakeholders?**

Type of question	Interview question guideline
<b>Grand tour</b>	<ul style="list-style-type: none"> <li>- What course do you teach?</li> <li>- Could you tell me about the course description?</li> <li>- Could you tell me about the course aims?</li> <li>- Could you tell me about the course objectives?</li> </ul>
<b>Main question</b>	<ul style="list-style-type: none"> <li>- What is your course focused on? Does your course involve presentation content in Business English?</li> <li>- What are your teaching strategies? What strategies do you use to teach in the course?</li> <li>- How do you teach the course?</li> <li>- Do you intend to strictly follow teaching plan? If yes, how?</li> <li>- Do you intend to adjust as you go through the semester? If yes, what aspects of the course do you normally adjust?</li> <li>- During teaching the course, do you use supplementary materials? If yes? What kind of supplementary materials do you use? Where do you get the supplementary materials from? What informs your decision to get the supplementary materials for this course/topic/content? How do you use it?</li> <li>- Do you only use the prescribed textbook in the course? If yes, why?</li> <li>- Does your course involve aspects of verbal, nonverbal, and visual communication in teaching student how to present in BE situations? If yes, why?</li> <li>- From your experiences in teaching BEP course, what do you think about the students' performance? Can they use English language appropriately? What seems to be the students' lack of presentation skills?</li> </ul>
<b>Follow up</b>	<ul style="list-style-type: none"> <li>- what other aspects should be included in a BEP course?</li> <li>- Are there any suggestions for a BEP course?</li> <li>-</li> </ul>

## Questions and prompts in semi-structure interviewing:

### Alumni

**Research title:** Needs Analysis of Business English Presentation Course for Thai EFL

**Undergraduate Students**

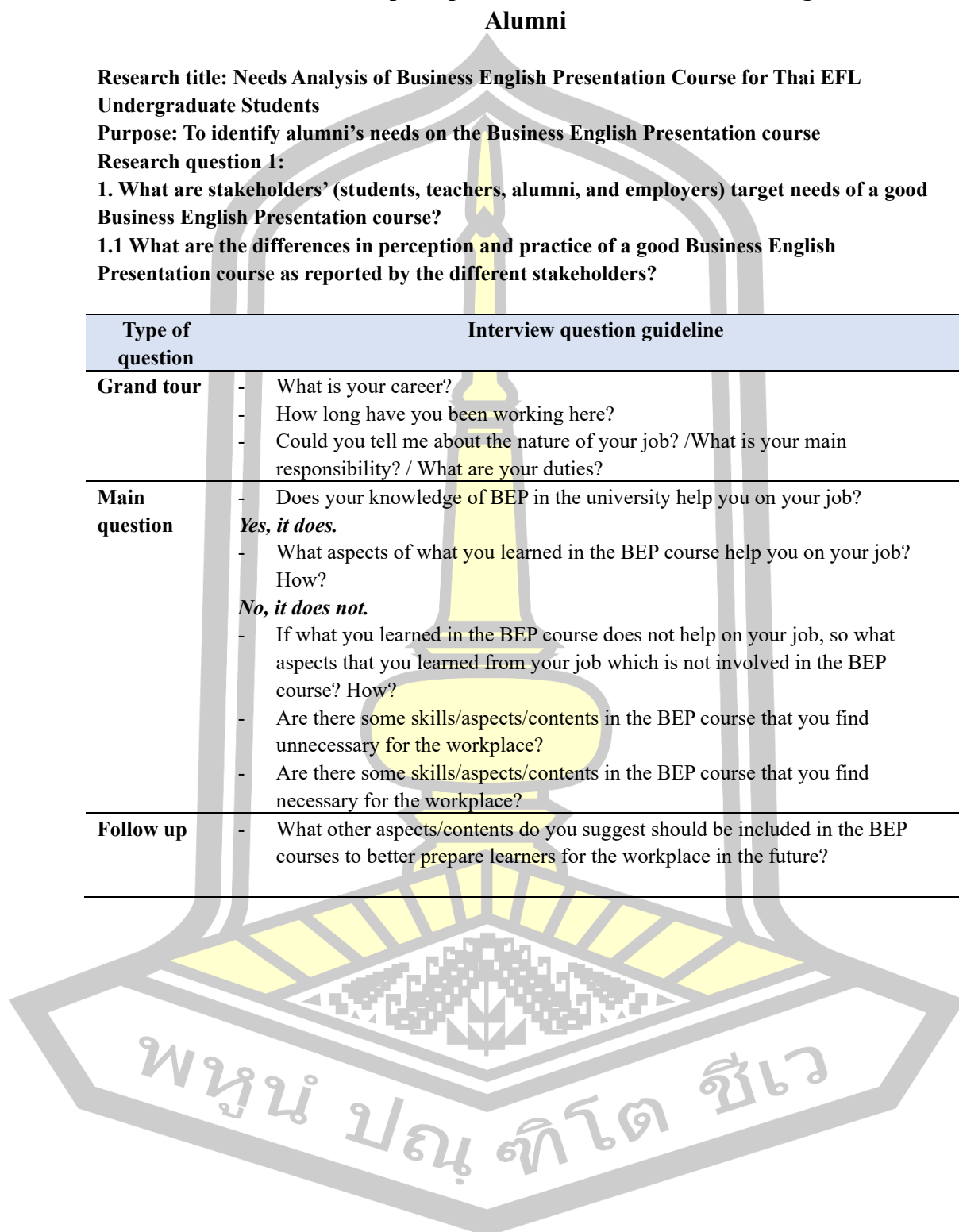
**Purpose:** To identify alumni's needs on the Business English Presentation course

**Research question 1:**

**1. What are stakeholders' (students, teachers, alumni, and employers) target needs of a good Business English Presentation course?**

**1.1 What are the differences in perception and practice of a good Business English Presentation course as reported by the different stakeholders?**

Type of question	Interview question guideline
<b>Grand tour</b>	<ul style="list-style-type: none"> <li>- What is your career?</li> <li>- How long have you been working here?</li> <li>- Could you tell me about the nature of your job? /What is your main responsibility? / What are your duties?</li> </ul>
<b>Main question</b>	<ul style="list-style-type: none"> <li>- Does your knowledge of BEP in the university help you on your job? <i>Yes, it does.</i></li> <li>- What aspects of what you learned in the BEP course help you on your job? How? <i>No, it does not.</i></li> <li>- If what you learned in the BEP course does not help on your job, so what aspects that you learned from your job which is not involved in the BEP course? How?</li> <li>- Are there some skills/aspects/contents in the BEP course that you find unnecessary for the workplace?</li> <li>- Are there some skills/aspects/contents in the BEP course that you find necessary for the workplace?</li> </ul>
<b>Follow up</b>	<ul style="list-style-type: none"> <li>- What other aspects/contents do you suggest should be included in the BEP courses to better prepare learners for the workplace in the future?</li> </ul>



### Questions and prompts in semi-structure interviewing: Employers

**Research title:** Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students

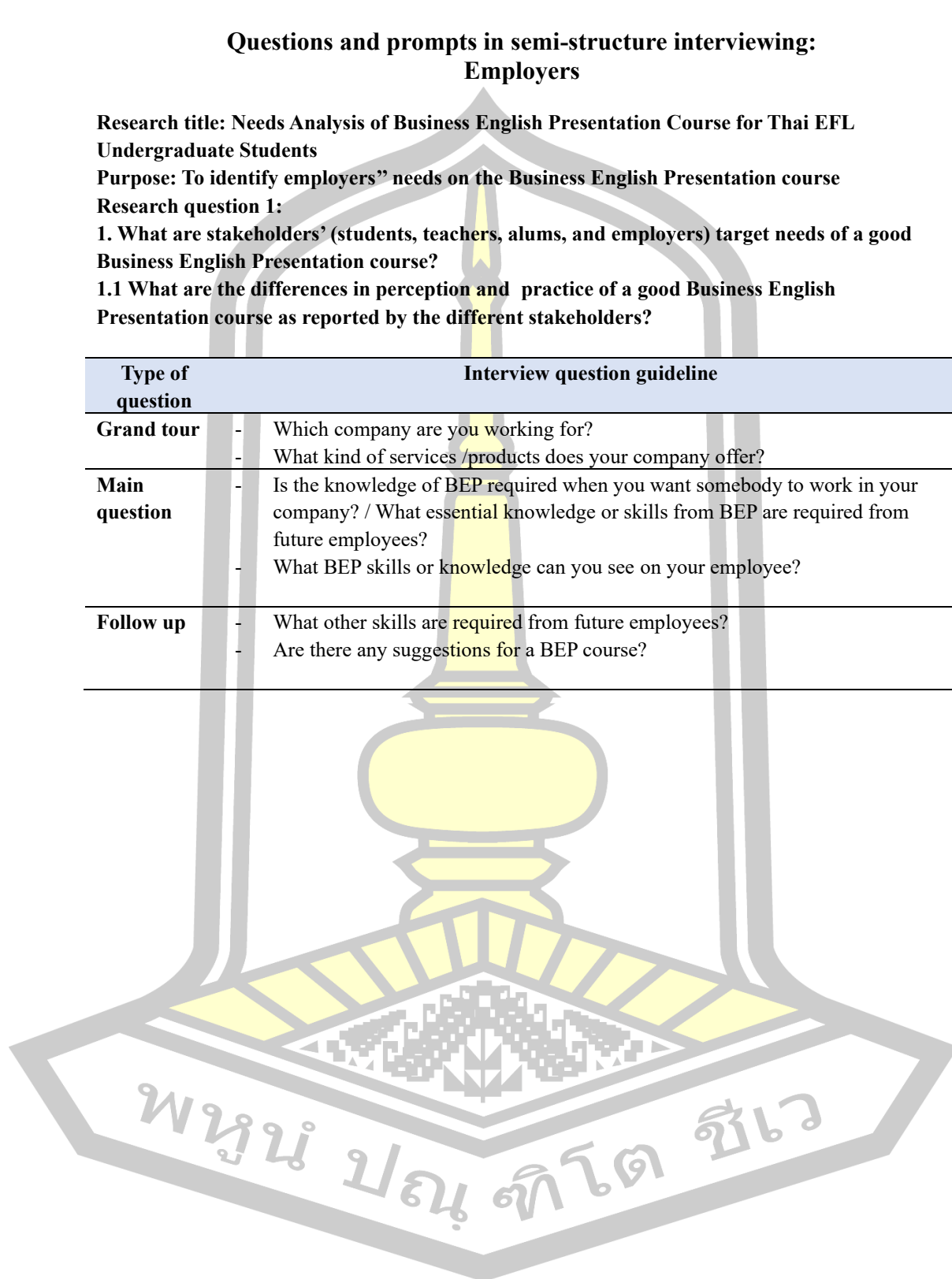
**Purpose:** To identify employers' needs on the Business English Presentation course

**Research question 1:**

**1. What are stakeholders' (students, teachers, alums, and employers) target needs of a good Business English Presentation course?**

**1.1 What are the differences in perception and practice of a good Business English Presentation course as reported by the different stakeholders?**

Type of question	Interview question guideline
<b>Grand tour</b>	<ul style="list-style-type: none"> <li>- Which company are you working for?</li> <li>- What kind of services /products does your company offer?</li> </ul>
<b>Main question</b>	<ul style="list-style-type: none"> <li>- Is the knowledge of BEP required when you want somebody to work in your company? / What essential knowledge or skills from BEP are required from future employees?</li> <li>- What BEP skills or knowledge can you see on your employee?</li> </ul>
<b>Follow up</b>	<ul style="list-style-type: none"> <li>- What other skills are required from future employees?</li> <li>- Are there any suggestions for a BEP course?</li> </ul>





## Appendix D: Instrument Validation

### Valid Index of Item Objective Congruence (IOC) of Questionnaire

#### Questionnaire for Business English Students

##### Descriptive Statistics

Items	N	Mean	Result
T1	5	0.60	Valid
T2	5	0.80	Valid
T3	5	0.80	Valid
Q1	5	1.00	Valid
Q2	5	0.80	Valid
Q3	5	1.00	Valid
Q4	5	1.00	Valid
Q5	5	0.60	Valid
Q6	5	1.00	Valid
Q7	5	1.00	Valid
Q8	5	1.00	Valid
Q9	5	1.00	Valid
Q10	5	1.00	Valid
Q11	5	1.00	Valid
Q12	5	1.00	Valid
Q13	5	1.00	Valid
Q14	5	0.80	Valid
Valid N (listwise)	5		

### Discrimination and Reliability of Questionnaire

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.885	14

#### Item-Total Statistics

Items	Corrected Item-Total Correlation
Q1	0.32
Q2	0.45
Q3	0.67
Q4	0.76
Q5	0.43
Q6	0.89
Q7	0.86
Q8	0.70
Q9	0.42
Q10	0.50
Q11	0.82
Q12	0.44
Q13	0.52
Q14	0.26

## Appendix E: Lesson Plan: Business English Presentation Course

**Lesson Duration:** 3 Hours

**Student level:** Undergraduate

### Objectives:

- Introduce students to the course and its objectives
- Assess model presentation skills
- Differentiate between presenter and moderator roles
- Facilitate student introductions
- Teach the structure of starting a presentation

### Activities:

Topic	Activities	Duration
Pretest	Conduct a pretest to evaluate students' initial presentation skills.	(20 minutes)
Course Introduction	Overview of course objectives, expectations, and structure.	(20 minutes)
Ice-Breaking Activities	Activities to help students introduce themselves and build rapport.	(20 minutes)
<b>Unit 1: Starting the Introduction</b> Presentation Structure: Giving Information	Teach the basic structure of a presentation and how to give information clearly.	(20 minutes)
Greeting & Introducing Yourself or Group Members	Practice greeting the audience and introducing oneself or group members.	(20 minutes)
Example Situation: Introducing a New Colleague	Role-play introducing a new colleague to the team.	(20 minutes)
Facial Expressions and Eye Contact	Discuss the importance of facial expressions and maintaining eye contact during presentations.	(20 minutes)
Visual Preparation: How to Choose Slide Templates	Guide students on selecting appropriate slide templates for their presentations.	(20 minutes)
Moderator Tips: Announcing the Beginning	Teach tips for moderators on how to announce the beginning of a presentation effectively.	(20 minutes)

### Materials Needed:

- Teaching Document: Lesson plans, guides, and handouts.
- PowerPoint Software: For creating and displaying slides.
- Clip Videos and Figures: To illustrate points and provide examples.
- Online Practices: Tools like Google Forms and Quizizz for interactive learning.

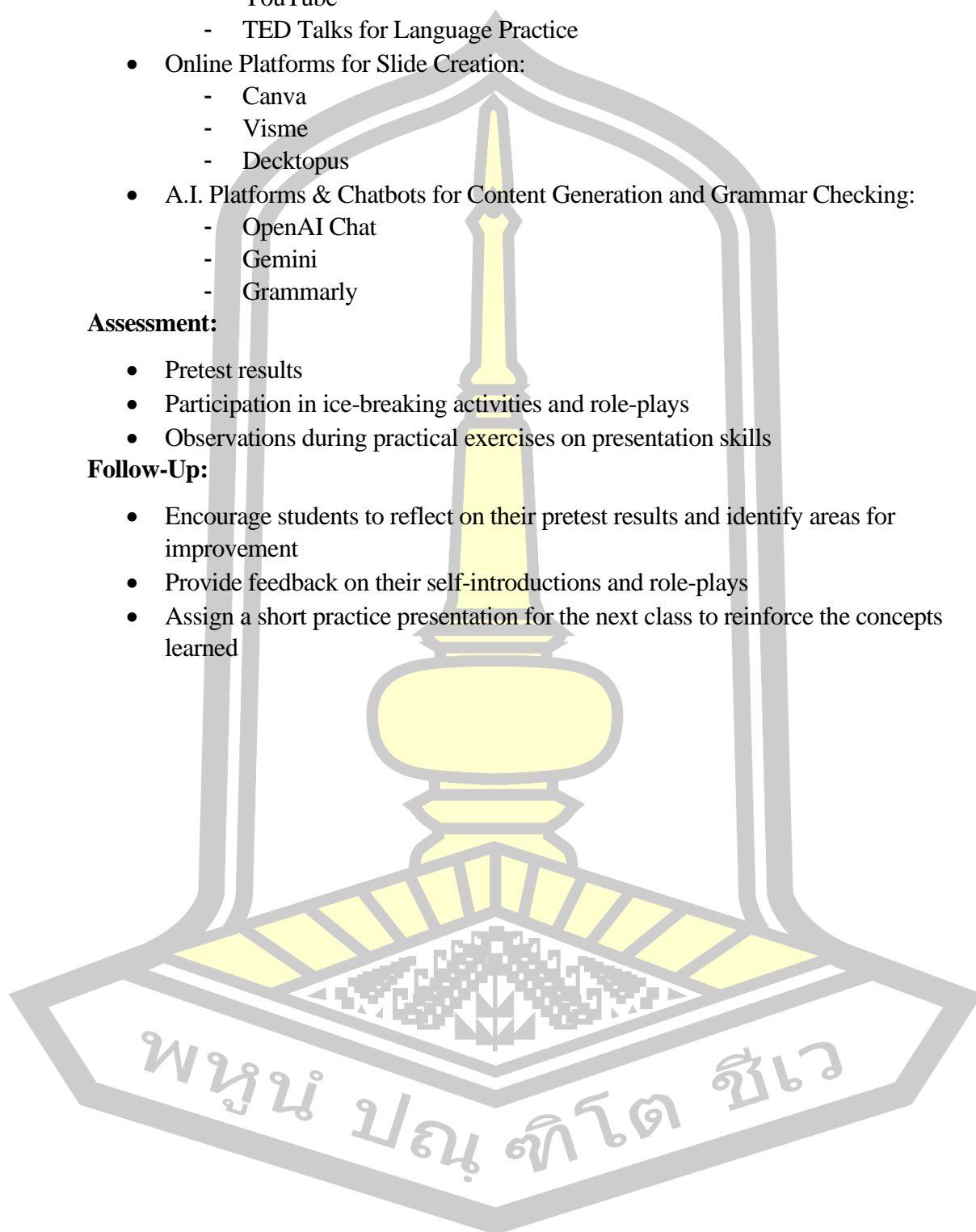
- Online Platforms for Listening Skills:
  - YouTube
  - TED Talks for Language Practice
- Online Platforms for Slide Creation:
  - Canva
  - Visme
  - Decktopus
- A.I. Platforms & Chatbots for Content Generation and Grammar Checking:
  - OpenAI Chat
  - Gemini
  - Grammarly

**Assessment:**

- Pretest results
- Participation in ice-breaking activities and role-plays
- Observations during practical exercises on presentation skills

**Follow-Up:**

- Encourage students to reflect on their pretest results and identify areas for improvement
- Provide feedback on their self-introductions and role-plays
- Assign a short practice presentation for the next class to reinforce the concepts learned



## **Appendix F: Informed Consent (English version)**

**Protocol Title:** A Multimodal Discourse Analysis of Thai EFL Students' Business English Presentation

*Please read this consent document carefully before you decide to participate in this study.*

**Purpose of the research study:** The purpose of this study is to investigate stakeholders' perception (BEP students, BE teachers, and alumni) of Business English Presentation course curriculum.

**What you will be asked to do in the study:** Following by a questionnaire, you will be asked to identify the needs in the Business English Presentation course curriculum. The questionnaire statements are regarding your perspectives on the Business English Presentation course curriculum. Fifteen statements referring to the target needs, and each statement will be accompanied by a five-points Likert scale. You will also be asked to participate in an interview. The interview will be conducted in order to understand your opinion regarding the business English presentations in relation to learning contents, teaching methods, language skills, and additional skills in conducting effective BE presentations.

**Time required:** 16 class hours for students/ 1-2 hours approximately for teachers and alumni

**Risks and Benefits:** It is possible that participation in this study may not directly benefit you, but I strongly believe that once you give your information to support this current study, the results are also likely to be use for course curriculum development in Business English Program or in general. I believe that your participation will present no risk or discomfort to you. Participation is voluntary and participants are free to withdraw without penalty.

**Compensation:** -

**Confidentiality:** Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file in my faculty supervisor's office. When the study is completed and the data have been analyzed, the list will be destroyed. Your name will not be used in any report.

**Voluntary participation:** Your participation in this study is completely voluntary. There is no penalty for not participating.

**Right to withdraw from the study:** You have the right to withdraw from the study at any time without consequence.

**Whom to contact if you have questions about the study:**

*Pattama Panyasai*, PhD. A student, Learning Center and Local Wisdom Development Building, Khamriang Sub-district, Kantarawichai District, Mahasarakham Province, Tel. +(66) 097-2649195, Email: pattama.pan@lru.ac.th.com

*Eric A. Ambele*, Ph.D. Lecturer, Learning Center and Local Wisdom Development Building, Khamriang Sub-district, Kantarawichai District, Mahasarakham Province, Tel. +(66) 0951364581, Email: ambesos@gmail.com/ eric.a@msu.ac.th

**Whom to contact about your rights as a research participant in the study:**

Learning Center and Local Wisdom Development Building, Khamriang Sub-district, Kantarawichai District, Mahasarakham Province, Tel. +(66) 0-4375-4369, 0-4375-4361 ext. 4735, 4703, Fax. +(66) 0-4375-4369

Email: human.msu.contact@gmail.com

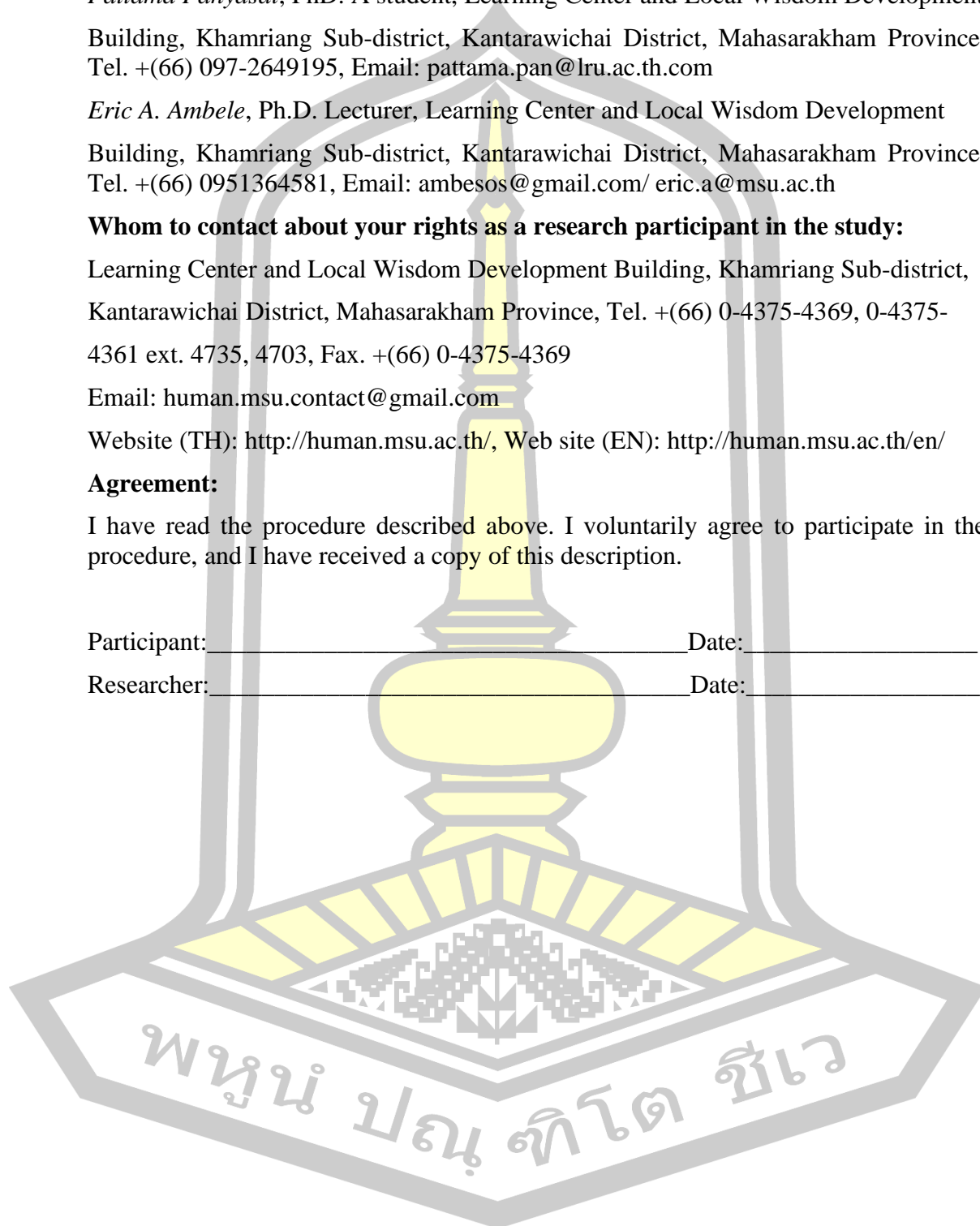
Website (TH): <http://human.msu.ac.th/>, Web site (EN): <http://human.msu.ac.th/en/>

**Agreement:**

I have read the procedure described above. I voluntarily agree to participate in the procedure, and I have received a copy of this description.

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher: \_\_\_\_\_ Date: \_\_\_\_\_





## Appendix G: Informed Consent (Thai version)

### หนังสือขอความยินยอมเข้าร่วมวิจัย

ชื่อโครงการวิจัย: การวิเคราะห์วาทกรรมสื่อหลากหลายรูปแบบของการนำเสนอภาษาอังกฤษธุรกิจของผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

กรุณาอ่านเอกสารขอความยินยตนฉบับนี้โดยละเอียด ก่อนตัดสินใจเข้าร่วมการวิจัย

วัตถุประสงค์ของการศึกษาวิจัย: วัตถุประสงค์ของการวิจัยครั้งนี้ จัดทำ ขึ้นเพื่อศึกษาทัศนคติความเข้าใจของ ผู้มีส่วนเกี่ยวข้องของกับหลักสูตร/รายวิชาภาษาอังกฤษธุรกิจเพื่อการนำเสนอผลงาน

สิ่งที่คุณจะได้ทำในการวิจัยครั้งนี้: สำหรับแบบสอบถาม ทางผู้วิจัยจะขอความกรุณาท่านในการให้ข้อมูลเพื่อระบุความต้องการเกี่ยวข้องของกับหลักสูตร/รายวิชาภาษาอังกฤษธุรกิจเพื่อการนำเสนอผลงาน โดยคำบรรยาย จำนวน 15 คำบรรยาย จะเกี่ยวกับทัศนคติต่อหลักสูตร/รายวิชาภาษาอังกฤษธุรกิจเพื่อการนำเสนอผลงาน ซึ่งจะเกี่ยวข้องกับ Target needs และมาพร้อมกับตัวเลข 5 ระดับ ของลิเคิร์ท นอกจากนี้ท่านจะได้เข้ารับการสัมภาษณ์ โดยการสัมภาษณ์จัดทำขึ้นเพื่อความเข้าใจในความคิดเห็นของผู้มีส่วนเกี่ยวข้องของกับหลักสูตร/รายวิชาภาษาอังกฤษธุรกิจเพื่อการนำเสนอผลงาน ตามประเด็นของเนื้อหาการเรียนรู้ วิธีการสอน ทักษะทางภาษา และทักษะอื่นๆ ในการนำเสนอผลงานอย่างมีประสิทธิภาพ

ระยะเวลาที่กำหนด: สำหรับนักศึกษาสาขาวิชาภาษาอังกฤษธุรกิจ การดำเนินเก็บข้อมูลจะเกิดขึ้นในระหว่าง 16 สัปดาห์ และสำหรับอาจารย์และศิษย์เก่า การเก็บข้อมูลจะดำเนินตามวันเวลาที่สะดวกแก่ผู้ให้ข้อมูล โดยเฉลี่ย ท่านละ 1-2 ชั่วโมง

การประเมินความเสี่ยงและผลประโยชน์: มีความเป็นไปได้ที่การมีส่วนร่วมวิจัยครั้งนี้ จะไม่เกิดประโยชน์โดยตรงต่อคุณ แต่ทางผู้วิจัยมีความเชื่อเป็นอย่างยิ่งว่า ข้อมูล/ผลจากการเก็บข้อมูลนี้ จะเป็นประโยชน์ต่อการพัฒนาหลักสูตร/รายวิชาภาษาอังกฤษธุรกิจเพื่อการนำเสนอผลงานและในรายวิชาทั่วไปทางเราเชื่อว่าการมีส่วนร่วมของคุณจะไม่ก่อให้เกิดความเสี่ยงหรือทำให้เกิดความไม่สบายใจใดๆ การมีส่วนร่วมครั้งนี้จะถือเป็นความสมัครใจและผู้เข้าร่วมสามารถถอนตัวได้โดยไม่มี การรับโทษใดๆ

สิ่งตอบแทน: -

**การเก็บรักษาความลับ:** ข้อมูลส่วนตัวของคุณจะถูกเก็บเป็นความลับตามข้อกำหนดที่กำหนด คุณต้องใส่ข้อมูลเป็นตัวเลขห้าหลัก ข้อมูลที่เชื่อมโยงชื่อของคุณเป็นตัวเลขดังกล่าว จะถูกเก็บเป็นความลับโดยจัดทำเป็นเอกสารเข้ารหัส เพื่อนำไปเก็บไว้ ณ สำนักงานคณะของที่ปรึกษาทางวิจัย เมื่อการวิจัยนี้เสร็จสิ้นและทำการวิเคราะห์ข้อมูลแล้ว ผู้จัดทำจะนำ ข้อมูลดังกล่าวไปทำลาย จะไม่มีการนำ ชื่อของคุณไปใช้กับรายงานวิจัยอื่นใด

**การเข้าร่วมโดยสมัครใจ:** การเข้าร่วมงานวิจัยของคุณในครั้งนี้เป็นไปด้วยความสมัครใจโดยสมบูรณ์ จะไม่มีการลงโทษใดๆหากไม่ต้องการเข้าร่วม

**สิทธิในการถอนตัวจากงานวิจัย:** คุณมีสิทธิที่จะถอนตัวจากการวิจัยครั้งนี้ได้ทุกเมื่อโดยไม่มีผลใดๆ

**บุคคลที่สามารถติดต่อได้ หากมีคำถามในการวิจัยครั้งนี้:**

นางสาวปัทมา ปัญญาโส นักศึกษาปริญญาเอก อาคารศูนย์การเรียนรู้พัฒนาภูมิปัญญาท้องถิ่น ตำบลขามเรียง อำเภอกันทรวิชัย จังหวัดมหาสารคาม โทรศัพท์ +(66) 097-2649195, 0898467342 อีเมลล์ [pattama.pan@lru.ac.th](mailto:pattama.pan@lru.ac.th)

ดร. Eric A. Ambele ผู้สอนนักศึกษาปริญญาเอก อาคารศูนย์การเรียนรู้พัฒนาภูมิปัญญาท้องถิ่น ตำบลขามเรียง อำเภอกันทรวิชัย จังหวัดมหาสารคาม โทรศัพท์ +(66) 0951364581 อีเมลล์ [ambesos@gmail.com](mailto:ambesos@gmail.com)/ [eric.a@msu.ac.th](mailto:eric.a@msu.ac.th)

**บุคคลที่สามารถติดต่อได้ หากต้องการถามถึงสิทธิในการเข้าร่วมงานวิจัยครั้งนี้:**

อาคารศูนย์การเรียนรู้พัฒนาภูมิปัญญาท้องถิ่น ตำบลขามเรียง อำเภอกันทรวิชัย จังหวัดมหาสารคาม โทรศัพท์ +(66) 0-4375-4369 0-4375-4361 ต่อ 4735 4703 โทรสาร +(66) 0-4375-4369 อีเมลล์: [human.msu.contact@gmail.com](mailto:human.msu.contact@gmail.com) เว็บไซต์ (ภาษาไทย): <http://human.msu.ac.th/> เว็บไซต์ (ภาษาอังกฤษ): <http://human.msu.ac.th/en/>

**ข้อตกลง:**

ข้าพเจ้าได้อ่านขั้นตอนที่กล่าวเอาไว้ด้านบนแล้ว ข้าพเจ้ายินยอมที่จะเข้าร่วมขั้นตอนดังกล่าวโดยสมัครใจ และได้รับสำเนาเอกสารหนังสือขอความยินยอมฉบับนี้แล้ว

ผู้เข้าร่วม: \_\_\_\_\_ วันที่: \_\_\_\_\_

ผู้วิจัยหลัก: \_\_\_\_\_ วันที่: \_\_\_\_\_

## Appendix H: Ethics Approval (English Version)



### MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS

#### Certificate of Approval

Approval number: 252-268/2023

**Title :** Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students.

**Principal Investigator :** Miss. Pattama Panyasai

**Responsible Department :** Faculty of Humanities and Social sciences

**Research site :** Northeastern Thai university

**Review Method :** Expedited Review

**Date of Manufacture :** 3 July 2023

**expire :** 2 July 2024

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

*Ratree S.*

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

All approved investigators must comply with the following conditions:

1. Strictly conduct the research as required by the protocol;
2. Use only the information sheet, consent form (and recruitment materials, if any), interview outlines and/or questionnaires bearing the Institutional Review Board's seal of approval ; and return one copy of such documents of the first subject recruited to the Institutional Review Board (IRB) for the record (if applicable);
3. Report to the Institutional Review Board any serious adverse event or any changes in the research activity within five working days;
4. Provide reports to the Institutional Review Board concerning the progress of the research upon the specified period of time or when requested;
5. If the study cannot be finished within the expire date of the approval certificate, the investigator is obliged to reapply for approval at least two month before the date of expiration.
6. All the above approved documents are expired on the same date of the previously approved protocol (Protocol Number.....)

\* A list of the Institutional Review Board members (names and positions) present at the meeting of Institutional Review Board on the date of approval of this study has been attached (per requested). All approved documents will be forwarded to the principal investigator.

## Appendix I: Ethics Approval (Thai Version)



### บันทึกข้อความ

ส่วนราชการ กองส่งเสริมการวิจัยและบริการวิชาการ มหาวิทยาลัยมหาสารคาม โทร 1758

ที่ อว 0605.1(9)/3286

วันที่ 6 กรกฎาคม 2566

เรื่อง ขอส่งหนังสือรับรองจริยธรรมการวิจัยในคน

เรียน คณะบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ตามที่นี้สัดในสังกัดของท่านได้ยื่นโครงการวิจัยเพื่อขอรับการพิจารณาจริยธรรมการวิจัยในคน จำนวน 1 เรื่อง ดังนี้

1. การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจสำหรับ ผู้เรียนไทยในระดับปริญญาตรี : Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students. (No.268/66)

บัดนี้ คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม ได้พิจารณาโครงการวิจัย ข้างต้นบนพื้นฐานด้านจริยธรรมการวิจัยในคนแล้ว เมื่อวันที่ 3 กรกฎาคม 2566 พร้อมทั้งมีมติอนุมัติรับรอง โครงการวิจัยแบบเร่งรัด (Expedited Review) ตามเอกสารใบรับรองจริยธรรมการวิจัยในคนที่ส่งมาพร้อมกัน นี้ ทั้งนี้หากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจักต้องยื่นขอรับการพิจารณาใหม่

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

(นางฉวีวรรณ อรรถเศรษฐ์)

เลขานุการคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 252-268/2566

ชื่อโครงการวิจัย (ภาษาไทย) การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษ  
ธุรกิจสำหรับผู้เรียนไทยในระดับปริญญาตรี

ชื่อโครงการวิจัย (ภาษาอังกฤษ) Needs Analysis of Business English Presentation Course for Thai  
EFL Undergraduate Students.

ผู้วิจัย : นางสาวปัทมา ปัญญาใส

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : มหาวิทยาลัยภาคตะวันออกเฉียงเหนือ

ประเภทการพิจารณาแบบ : แบบเร่งรัด

วันที่รับรอง : 3 กรกฎาคม 2566

วันหมดอายุ : 2 กรกฎาคม 2567

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน  
มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐาน  
ของโครงร่างงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์มการ  
ปิดโครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัย  
มหาสารคาม หรือหากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจะต้องยื่นขอรับการพิจารณาใหม่

กมล สุจริต

(ผู้ช่วยศาสตราจารย์ เกสร์กรหญิงราตรี สุวางจิตร์)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)



นักวิจัยทุกท่านที่ผ่านการรับรองจริยธรรมการวิจัยต้องปฏิบัติตามดังต่อไปนี้

1. ดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด
2. ใช้เอกสารแนะนำอาสาสมัคร ใบยินยอม (และเอกสารเชิญเข้าร่วมวิจัยหรือใบโฆษณาถ้ามี) แบบสัมภาษณ์ และหรือ แบบสอบถาม เฉพาะที่มีตราประทับของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคาม เท่านั้น และส่งสำเนาเอกสารดังกล่าวให้กับผู้เข้าร่วมวิจัยจริงรายแรกมาที่คณะกรรมการจริยธรรมการวิจัยในคน เพื่อเก็บไว้เป็นหลักฐาน
3. รายงานเหตุการณ์ไม่พึงประสงค์ร้ายแรงที่เกิดขึ้นหรือการเปลี่ยนแปลงกิจกรรมวิจัยใดๆ ต่อคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม ภายในระยะเวลา 5 วันทำการ
4. ส่งรายงานความก้าวหน้าต่อคณะกรรมการจริยธรรมการวิจัยในคน ตามเวลาที่กำหนดหรือเมื่อได้รับการร้องขอ
5. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขออนุมัติใหม่ก่อน อย่างน้อย 60 วัน
6. หากการวิจัยเสร็จสมบูรณ์ผู้วิจัยต้องแจ้งปิดโครงการตามแบบฟอร์มของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคาม

\* รายชื่อของคณะกรรมการจริยธรรมการวิจัยในคน (ชื่อและตำแหน่ง) ที่เข้าร่วมประชุม ณ วันที่พิจารณารับรองโครงการวิจัย (หากร้องขอล่วงหน้า)

ECMSU01-05.04

**เอกสารชี้แจงผู้เข้าร่วมการวิจัย (สำหรับการสัมภาษณ์)**  
(สำหรับการตอบแบบสอบถาม 18 ปีขึ้นไป)

เรียน .....

เนื่องด้วยข้าพเจ้า นางสาวปัทมา ปัญญาโส นิสิตระดับปริญญาเอก สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังดำเนินการวิจัย เรื่อง การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจสำหรับผู้เรียนไทยในระดับปริญญาตรี (Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students) โดยมีวัตถุประสงค์ของการวิจัยเพื่อศึกษาการวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจสำหรับผู้เรียนไทยในระดับปริญญาตรี ท่านอาจจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมโครงการวิจัยนี้ แต่ข้อมูลที่ได้จะมีประโยชน์ต่อทางวิชาการ

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยจะขอให้ท่านทำแบบสอบถามเกี่ยวกับการวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจสำหรับผู้เรียนไทยในระดับปริญญาตรี ซึ่งประกอบด้วย 7 ประเด็น หลังจากนั้นผู้วิจัยจะขอสัมภาษณ์เกี่ยวกับประเด็นข้างต้น ซึ่งจะใช้เวลาในการสัมภาษณ์ประมาณ 30 นาที/ชั่วโมง ข้อมูลที่ได้จากการสัมภาษณ์ ผู้วิจัยจะขออนุญาตบันทึกเสียงและบันทึกวิดีโอ และจะดำเนินการทำลายข้อมูลภายหลังเสร็จสิ้นการวิจัย

หากท่านรู้สึกอึดอัด หรือรู้สึกไม่สบายใจกับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัย หรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบใด ๆ ต่อผลการเรียนของท่าน

ข้อมูลในการสัมภาษณ์จะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยในภาพรวมเท่านั้น และจะดำเนินการทำลายข้อมูลที่เกี่ยวข้องภายหลังเสร็จสิ้นการวิจัย

การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใด ๆ ทั้งสิ้น

หากท่านมีข้อสงสัยเกี่ยวกับงานวิจัย โปรดติดต่อได้ที่ นางสาวปัทมา ปัญญาโส คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม เบอร์โทรศัพท์ 0972649195 หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ หรือต้องการทราบสิทธิของท่านขณะเข้าร่วมการวิจัยนี้ สามารถติดต่อได้ที่ “คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยมหาสารคาม กองส่งเสริมการวิจัยและบริการวิชาการ มหาวิทยาลัยมหาสารคาม” โทร. 043-754416 เบอร์ภายใน 1755

ขอขอบพระคุณอย่างสูง

ปัทมา ปัญญาโส

(นางสาวปัทมา ปัญญาโส)

ผู้วิจัย



ECMSU01-06.03

**แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร**  
(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

ข้าพเจ้า (นาง/นางสาว/นาย) ..... นามสกุล ..... อายุ ..... ปี  
บ้านเลขที่ ..... หมู่ที่ ..... ตำบล ..... อำเภอ ..... จังหวัด .....

ได้อ่านคำชี้แจง/ รับฟังคำอธิบายจาก นางสาวปัทมา ปัญญาใส เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัยเรื่อง “การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจสำหรับผู้เรียนไทยในระดับปริญญาตรี” โดยข้อความที่อธิบายประกอบด้วย รายละเอียดทั้งหมดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย, รายละเอียดของขั้นตอนต่าง ๆ ที่ข้าพเจ้าต้องปฏิบัติและได้รับการปฏิบัติ, ประโยชน์ที่ข้าพเจ้าจะได้รับจากการวิจัย และความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่าน/ รับฟังคำอธิบายข้อความในเอกสารชี้แจงสำหรับอาสาสมัครที่ให้สัมภาษณ์โดยตลอด อีกทั้งยังได้รับคำอธิบายและการตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ตลอดจนการรับรองจากผู้วิจัยที่จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อสาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็นการสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการเท่านั้น

“ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ” และข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนา โดยจะไม่มีผลกระทบและไม่เสียสิทธิ์ใด ๆ ที่ข้าพเจ้าจะได้รับต่อไปในอนาคต

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงอาสาสมัคร และแบบแสดงความยินยอมนี้โดยตลอดแล้ว  
จึงลงลายมือชื่อไว้ ณ ที่นี้

ลงชื่อ.....อาสาสมัคร

(.....)

วันที่.....

ลงชื่อ.....พยาน (กรณีได้อ่านคำชี้แจงให้อาสาสมัครฟัง)

(.....)

วันที่.....

ลงชื่อ.....ผู้ขอความยินยอม

(นางสาวปัทมา ปัญญาใส)

วันที่.....



ECMSU01-06.06

แบบเสนอขอรับพิจารณาขอยกเว้นการขอความยินยอมจากอาสาสมัคร (Waiver of Informed Consent)

โดยทั่วไปผู้วิจัยจะต้องไม่ทำวิจัยโดยไม่ได้รับความยินยอมจากผู้เข้าร่วมวิจัย/อาสาสมัครในกรณีที่จะขอยกเว้นการขอความยินยอม จะต้องได้รับการพิจารณารับรองจากคณะกรรมการจริยธรรมการวิจัยในคนก่อนโปรดเลือก และใช้รายละเอียดต่อไปนี้ และแสดงผลในการขอยกเว้น

1	ชื่อโครงการ (ไทย) การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจสำหรับผู้เรียนไทยในระดับปริญญาตรี (อังกฤษ) Needs Analysis of Business English Presentation Course for Thai EFL Undergraduate Students
2	ชื่อหัวหน้าโครงการวิจัย นางสาวปัทมา ปัญญาใส
3	ต้องการ ขอยกเว้นการขอความยินยอมอาสาสมัคร (Waiver of informed consent) เลือก 3.1 หรือ 3.2 (หากจะขอยกเว้นเฉพาะการลงนามเป็นลายลักษณ์อักษร ให้เลือกข้อ 4)
<input type="checkbox"/>	3.1 การวิจัยที่เกี่ยวข้องกับการรักษาในภาวะฉุกเฉิน และอาสาสมัครอยู่ในภาวะวิกฤต หรือไม่สามารถให้การยินยอมด้วยตนเอง
<input type="checkbox"/>	การวิจัยเกี่ยวข้องกับอาสาสมัครที่ตกอยู่ในภาวะฉุกเฉินหรือภาวะวิกฤตและการรักษาที่มีอยู่ในปัจจุบันยังไม่ได้การพิสูจน์หรือไม่มีประสิทธิภาพเพียงพอ และการรวบรวมข้อมูลอย่างถูกต้องตามหลักวิทยาศาสตร์ของโครงการวิจัยนี้จะสามารถตอบคำถามในแง่ประสิทธิภาพและความปลอดภัยของการรักษา อธิบาย .....
<input type="checkbox"/>	การขอความยินยอมจากอาสาสมัครไม่สามารถกระทำได้ เนื่องจากอาสาสมัครอยู่ในภาวะวิกฤตและการวิจัยไม่สามารถรอการขอความยินยอมจากญาติหรือผู้แทนโดยชอบตามกฎหมายของอาสาสมัคร และไม่มีวิธีการใดที่สามารถติดต่อญาติหรือผู้แทนโดยชอบตามกฎหมายของอาสาสมัครเพื่อขอความยินยอมได้ทัน ในช่วงเวลาดังกล่าว อธิบาย.....
<input type="checkbox"/>	การวิจัยนี้จะไม่สามารถกระทำได้ (impracticable) หากไม่ได้รับอนุญาตให้ยกเว้นการขอความยินยอม อธิบาย.....
<input type="checkbox"/>	มีแผนการขอความยินยอมจากญาติหรือผู้แทนโดยชอบตามกฎหมาย ภายในหรือหลังจากผ่านช่วงระยะเวลาการรักษา (therapeutic window) ที่ชัดเจน (เช่น ขอความยินยอมจากผู้ป่วยหรือผู้แทนเพื่อใช้ข้อมูลที่เก็บไว้ โดยขอความยินยอมเมื่อผู้ป่วยอาการคงที่แล้ว) และต้องมีหลักฐานความพยายามในการติดต่อญาติหรือผู้แทนโดยชอบตามกฎหมายเพื่อรายความก้าวหน้าต่อ EC อธิบาย.....





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<input checked="" type="checkbox"/>	3.2	การศึกษาทางด้านพฤติกรรมศาสตร์และมานุษยวิทยา บางประเด็นที่หากอาสาสมัครได้รับแจ้งข้อมูลการวิจัยอาจมีการเปลี่ยนแปลงพฤติกรรมทำให้ผลการวิจัยไม่เที่ยงตรง เช่น deception study ทั้งนี้ผู้วิจัยจะต้องชี้แจงเหตุผลและแจ้งแนวทางการขอความยินยอม หรือการให้ข้อมูลแก่อาสาสมัครเพื่อให้คณะกรรมการพิจารณาความเหมาะสมก่อน
<input checked="" type="checkbox"/>		การวิจัยมีความเสี่ยงต่ออาสาสมัครไม่มากเกินไปกว่าความเสี่ยงที่อาสาสมัครจะได้รับในการดำเนินกิจกรรมประจำวัน อธิบาย....แบบสอบถาม และการสัมภาษณ์ในงานวิจัยไม่มีความเสี่ยงต่ออาสาสมัคร และไม่กระทบต่อชีวิตประจำวัน และการเรียนของอาสาสมัคร ผู้วิจัยจะเข้าดำเนินการเก็บข้อมูลในช่วงเวลาที่อาสาสมัครว่างเว้นและสะดวกมากที่สุด....
<input checked="" type="checkbox"/>		การยกเว้นการขอความยินยอมจากอาสาสมัครจะไม่ส่งผลกระทบต่อสิทธิและความเป็นอยู่ที่ดีของอาสาสมัคร อธิบาย...การขอความยินยอม และการเก็บข้อมูลโดยแบบสอบถามและการสัมภาษณ์จากอาสาสมัครจะไม่กระทบต่อสิทธิเสรีภาพ วิถีชีวิตประจำวัน และการเรียนของอาสาสมัคร เนื่องจากผู้วิจัยจะเข้าดำเนินการเก็บข้อมูลในช่วงเวลาที่อาสาสมัครยินยอมและว่างเว้นและสะดวกมากที่สุด....
<input checked="" type="checkbox"/>		การวิจัยไม่สามารถกระทำได้ (impracticable) หากไม่ยกเว้นการขอความยินยอมจากอาสาสมัคร อธิบาย ....เนื่องจากการศึกษาการวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อนำเสนอภาษาอังกฤษธุรกิจสำหรับผู้เรียนไทยในระดับปริญญาตรี หากอาสาสมัครได้รับแจ้งข้อมูลการวิจัยอาจมีการเปลี่ยนแปลงพฤติกรรม ทำให้ผลการวิจัยไม่เที่ยงตรง....
<input checked="" type="checkbox"/>		อาสาสมัครจะได้รับแจ้งเพิ่มเติมเกี่ยวกับการวิจัยตามความเหมาะสมในภายหลัง (debriefing) อธิบาย .....ภายหลังเก็บข้อมูล วิเคราะห์และสรุปผลการวิจัย ผู้วิจัยจะดำเนินการนำผลการวิจัยกลับไปให้กลุ่มเป้าหมายที่เป็นอาสาสมัครศึกษาและตรวจสอบข้อมูลผลการวิจัย เพื่อเป็นการแจ้งอาสาสมัครและพัฒนาคุณภาพงานวิจัยต่อไป.....

หมายเหตุ กรณีเป็นโครงการวิจัยยาหรือเครื่องมือแพทย์ที่อยู่ในระหว่างวิจัยเพื่อขอขึ้นทะเบียนยาขององค์กรอาหารและยา ไม่สามารถขอยกเว้นได้

ลงชื่อ..... ปัทมา ยืนกุล

(นางสาวปัทมา ยืนกุล)

หัวหน้าโครงการวิจัย



ECMSU01-06.06

สำหรับกรรมการ

- ☐ รับรองการขอยกเว้นการขอความยินยอม
- ☐ ปรับปรุงแก้ไขเพื่อรับรอง
- ☐ ไม่รับรอง ไม่เข้าข่ายการขอยกเว้นการขอความยินยอม

หมายเหตุ .....

.....

ลงชื่อกรรมการ .....

(.....)

วันที่ .....





## Appendix J: Invitation Document of Validation of Research Instruments for Experts



ที่ อว ๐๖๐๕.๓/๑๑๕๕

คณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม  
ตำบลขามเรียง อำเภอกันทรวิชัย  
จังหวัดมหาสารคาม ๔๔๑๕๐

๒๒ พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือในการทำวิทยานิพนธ์

เรียน ดร.วิไล ผิวมา

สิ่งที่ส่งมาด้วย เครื่องมือในการทำวิทยานิพนธ์ จำนวน ๑ ชุด

ด้วย นางสาวปัทมา ปัญญาใส นิสิตปริญญาเอก สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม ได้รับอนุมัติให้ดำเนินการทำวิทยานิพนธ์ เรื่อง “การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจ สำหรับผู้เรียน ไทยในระดับปริญญาตรี” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร ปร.ด.การสอนภาษาภาษาอังกฤษ โดยมี Dr. Eric A. Ambele เป็นอาจารย์ปรึกษาวิทยานิพนธ์

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถผู้เชี่ยวชาญด้านการวัดและประเมินผลทางการศึกษา และมีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงใคร่ขอความอนุเคราะห์จากท่านเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือที่ใช้ในการวิจัย เพื่อนิสิตจะนำข้อมูลที่ได้ไปดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน ด้วยดีและขอขอบคุณ ณ โอกาสนี้

(รองศาสตราจารย์ ดร.ภาคภูมิ หรรณภา)

รองคณบดีฝ่ายบริหารและบัณฑิตศึกษา

รักษาราชการแทน คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์ โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

นิสิต นางสาวปัทมา ปัญญาใส โทรศัพท์ ๐๙๗-๒๖๔๙๙๙๕



ที่ อว ๐๖๐๕.๓/๑๑๙๙

คณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม  
ตำบลขามเรียง อำเภอกันทรวิชัย  
จังหวัดมหาสารคาม ๔๔๑๕๐

๒๗ พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือในการทำวิทยานิพนธ์

เรียน ผู้ช่วยศาสตราจารย์ ดร.นวมินทร์ ประชานันท์

สิ่งที่ส่งมาด้วย เครื่องมือในการทำวิทยานิพนธ์ จำนวน ๑ ชุด

ด้วย นางสาวปัทมา ปัญญาใส นิสิตปริญญาเอก สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม ได้รับอนุมัติให้ดำเนินการทำวิทยานิพนธ์ เรื่อง “การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจ สำหรับผู้เรียน ไทยในระดับปริญญาตรี” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร ปร.ศ.การสอนภาษาภาษาอังกฤษ โดยมี Dr. Eric A. Ambele เป็นอาจารย์ปรึกษาวิทยานิพนธ์

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถผู้เชี่ยวชาญด้านการวัดและประเมินผลทางการศึกษา และมีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงใคร่ขอความอนุเคราะห์จากท่านเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือที่ใช้ในการวิจัย เพื่อนิสิตจะนำข้อมูลที่ได้ไปดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน ด้วยดีและขอขอบคุณ ณ โอกาสนี้

(รองศาสตราจารย์ ดร.ภาควุมิ ทรนภา)

รองคณบดีฝ่ายบริหารและบัณฑิตศึกษา

รักษาราชการแทน คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์ โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

นิสิต นางสาวปัทมา ปัญญาใส โทรศัพท์ ๐๙๗-๒๖๔๙๓๕๕

ที่ อว ๐๖๐๕.๗/ ๑๑๓๖



คณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม  
ตำบลขามเรียง อำเภอกันทรวิชัย  
จังหวัดมหาสารคาม ๔๔๑๕๐

๒๒ พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือในการทำวิทยานิพนธ์

เรียน ผู้ช่วยศาสตราจารย์ ดร.ศรีจิตรา นวรัตน์ภรณ์

สิ่งที่ส่งมาด้วย เครื่องมือในการทำวิทยานิพนธ์ จำนวน ๑ ชุด

ด้วย นางสาวปัทมา ปัญญาใส นิสิตปริญญาเอก สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม ได้รับอนุมัติให้ดำเนินการทำวิทยานิพนธ์ เรื่อง “การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจ สำหรับผู้เรียนไทยในระดับปริญญาตรี” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร ปร.ค.การสอนภาษาภาษาอังกฤษ โดยมี Dr. Eric A. Ambele เป็นอาจารย์ปรึกษาวิทยานิพนธ์

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถผู้เชี่ยวชาญด้านการวัดและประเมินผลทางการศึกษา และมีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงใคร่ขอความอนุเคราะห์จากท่านเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือที่ใช้ในการวิจัย เพื่อนิสิตจะนำข้อมูลที่ได้ไปดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน ด้วยดีและขอขอบคุณ ณ โอกาสนี้

(รองศาสตราจารย์ ดร.ภาควัฒน์ วรรณภา)

รองคณบดีฝ่ายบริหารและบัณฑิตศึกษา

รักษาราชการแทน คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์ โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

นิสิต นางสาวปัทมา ปัญญาใส โทรศัพท์ ๐๙๗-๒๖๔๔๑๙๕



ที่ อว ๐๖๐๕.๓/๑๑๓๗

คณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม  
ตำบลขามเรียง อำเภอกันทรวิชัย  
จังหวัดมหาสารคาม ๔๔๑๕๐

๒๒ พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือในการทำวิทยานิพนธ์

เรียน ผู้ช่วยศาสตราจารย์ ดร.พัชรินทร์ ดวงศรี

สิ่งที่ส่งมาด้วย เครื่องมือในการทำวิทยานิพนธ์ จำนวน ๑ ชุด

ด้วย นางสาวปัทมา ปัญญาใส นิสิตปริญญาเอก สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม ได้รับอนุมัติให้ดำเนินการทำวิทยานิพนธ์ เรื่อง “การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจ สำหรับผู้เรียน ไทยในระดับปริญญาตรี” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร ปร.ด.การสอนภาษาภาษาอังกฤษ โดยมี Dr. Eric A. Ambele เป็นอาจารย์ปรึกษาวิทยานิพนธ์

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถผู้เชี่ยวชาญด้านการวัดและประเมินผลทางการศึกษา และมีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงใคร่ขอความอนุเคราะห์จากท่านเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือที่ใช้ในการวิจัย เพื่อนิสิตจะนำข้อมูลที่ได้ไปดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน ด้วยดีและขอขอบคุณ ณ โอกาสนี้

(รองศาสตราจารย์ ดร.ภาคภูมิ วรรณภา)

รองคณบดีฝ่ายบริหารและบัณฑิตศึกษา

รักษาราชการแทน คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์ โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

นิสิต นางสาวปัทมา ปัญญาใส โทรศัพท์ ๐๙๗-๒๖๔๔๑๙๕

ที่ อว ๐๖๐๕.๓/๑๖๕๔



คณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม  
ตำบลขามเรียง อำเภอกันทรวิชัย  
จังหวัดมหาสารคาม ๔๔๑๕๐

พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือในการทำวิทยานิพนธ์

เรียน ผู้ช่วยศาสตราจารย์ ดร.ประกอบ ผลงาม

สิ่งที่ส่งมาด้วย เครื่องมือในการทำวิทยานิพนธ์ จำนวน ๑ ชุด

ด้วย นางสาวปัทมา ปัญญาใส นิสิตปริญญาเอก สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม ได้รับอนุมัติให้ดำเนินการทำวิทยานิพนธ์ เรื่อง “การวิเคราะห์ความต้องการในรายวิชาภาษาอังกฤษเพื่อการนำเสนอภาษาอังกฤษธุรกิจ สำหรับผู้เรียน ไทยในระดับปริญญาตรี” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร ปร.ศ.การสอนภาษาภาษาอังกฤษ โดยมี Dr. Eric A. Ambele เป็นอาจารย์ปรึกษาวิทยานิพนธ์

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถผู้เชี่ยวชาญด้านการวัดและประเมินผลทางการศึกษา และมีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงใคร่ขอความอนุเคราะห์จากท่านเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือที่ใช้ในการวิจัย เพื่อนิสิตจะนำข้อมูลที่ได้ไปดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน ด้วยดีและขอขอบคุณ ณ โอกาสนี้

(รองศาสตราจารย์ ดร.ภาควมมิ วรรณภา)

รองคณบดีฝ่ายบริหารและบัณฑิตศึกษา

รักษาราชการแทน คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์ โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

นิสิต นางสาวปัทมา ปัญญาใส โทรศัพท์ ๐๙๗-๒๖๔๔๑๙๕

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