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Development of a Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students

Mr. Meassnguon Saint

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in Curriculum and Instruction
Department of Curriculum and Instruction
FACULTY OF EDUCATION
Chulalongkorn University
Academic Year 2021
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การพัฒนาหลักสูตรตามแนวคิดการเรียนรู้แบบบูรณาการเนื้อหากับภาษาและการศึกษาฐานสมรรถนะเพื่อส่งเสริมความสามารถทางการเขียนภาษาอังกฤษเชิงธุรกิจสำหรับนักศึกษาระดับปริญญาบัณฑิต

นายเมียสสงวน สั่ง

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรดุษฎีบัณฑิต
สาขาวิชาหลักสูตรและการสอน ภาควิชาหลักสูตรและการสอน
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By	Mr. Meassnguon Saint
Field of Study	Curriculum and Instruction
Thesis Advisor	Ruedeerath Chusanachoti
Thesis Co Advisor	WICHAI SAWEKNGAM

Accepted by the FACULTY OF EDUCATION, Chulalongkorn University in Partial Fulfillment of the Requirement for the Doctor of Philosophy

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เมียสสงวน สั่ง : การพัฒนาหลักสูตรตามแนวคิดการเรียนรู้แบบบูรณาการเนื้อหากับภาษาและการศึกษาฐานสมรรถนะเพื่อส่งเสริมความสามารถทางการเขียนภาษาอังกฤษเชิงธุรกิจสำหรับนักศึกษาระดับปริญญาบัณฑิต. (Development of a Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students) อ.ที่ปรึกษาหลัก : 1ฤดีรัตน์ ชุษณะโชติ, อ.ที่ปรึกษาร่วม : 2วิชัย เสวกงาม

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หลักสูตรประกอบไปด้วย หลักการของหลักสูตร ได้แก่ 1) การมีสมรรถนะที่ชัดเจน และเกณฑ์งานตามเนื้อหา/สถานการณ์การทำงานที่สื่อถึงวัฒนธรรมที่แท้จริง เพื่อใช้เป็นแนวทางให้นักเรียนประสบความสำเร็จในชีวิตจริงหลังจากจบหลักสูตร 2) การมีสมรรถนะที่ระบุเกณฑ์ของงานที่ชัดเจน และมีเนื้อหาที่ใช้เป็นกรอบของข้อกำหนดโครงสร้างหลักสูตร ช่วยให้นักเรียนสร้างความรู้ด้านเนื้อหาหรือการพัฒนาความรู้ความเข้าใจ และแสดงความสามารถได้ 3) การนำสมรรถนะที่ระบุไว้ในเกณฑ์ และเนื้อหาที่คัดเลือกมาใช้จัดเป็นองค์ประกอบ และแนวปฏิบัติของหลักสูตร จะส่งเสริมให้ผู้เรียนเกิดสมรรถนะได้ 4) การใช้ประสบการณ์การเรียนรู้แบบ scaffolding ร่วมสนับสนุนการเรียนรู้ให้ผู้เรียนมีปฏิสัมพันธ์และมีส่วนร่วม มีการปฏิบัติจริง จะทำให้ผู้เรียนพัฒนาความรู้และทักษะตามเป้าหมายของหลักสูตร 5) เป็นการจัดประสบการณ์การเรียนรู้ที่สนับสนุนการปฏิบัติจริงของนักเรียน และการพัฒนาความรู้ ความเข้าใจและความตระหนักหรือความอดทนระหว่างวัฒนธรรมตนเองกับผู้อื่น และ 6) การมีวิธีการการประเมินผลอย่างต่อเนื่อง และเกณฑ์การปฏิบัติงานที่ชัดเจนของสมรรถนะที่กำหนด มีไว้เพื่อตอบวัตถุประสงค์การเรียนรู้ที่นักเรียนต้องการ

คะแนนเฉลี่ยความสามารถในการเขียนภาษาอังกฤษเชิงธุรกิจของกลุ่มตัวอย่างที่เรียนโดยใช้หลักสูตรที่พัฒนาแล้วมีคะแนนเฉลี่ยสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

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6084235727 : MAJOR CURRICULUM AND INSTRUCTION
KEYWORD: BUSINESS ENGLISH WRITING ABILITY CONTENT AND LANGUAGE INTEGRATED LEARNING COMPETENCY-BASED EDUCATION UNDERGRADUATE STUDENTS

Meassnguon Saint : Development of a Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students. Advisor: 1 Ruedeerath Chusanachoti Co-advisor: 2 WICHAI SAWEKNGAM

The purposes of this study were 1) to develop a curriculum based on content and language integrated language learning and competency-based education for enhancing business English writing ability of undergraduate students 2) to investigate the effectiveness of a developed curriculum. The research and development process consists of four phases: 1) studying the research problem and significance, and learning approaches, 2) developing a curriculum based on content and language integrated learning and competency-based education, 3) studying the effectiveness of the developed curriculum, and 4) revising and improving the developed curriculum. This pre-experimental research involved 13 undergraduate students in the business major in one university in Cambodia. The sample were purposively selected and studied with the newly developed curriculum for 42 hours (14 weeks). 2 research instruments, a curriculum and a business English writing ability test, were used. Quantitative data were analyzed using descriptive statistics and dependent t-test. Qualitative data were analyzed using content analysis. The findings were found as follows:

Principles of the curriculum are 1) the explicit competencies and job-task criteria based on culturally authentic contents/working situations are used as a direction for students to successfully function in real life after the course completion; 2) the identified competencies, job-task criteria, and selected contents used as framework of a curriculum-structure specifications enable students to construct content knowledge and/or cognitive development and to demonstrate capabilities; 3) the use of identified competencies, criteria, and selected contents as framework to aligning all curriculum components and guidelines, such as to engage students with language usage and cognition to analyze the contents and embedded-language culture, finally leads to student's demonstration of competencies; 4) scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the development of content knowledge and skills, which ensure the attained competencies; 5) learning experiences are supportive of students' real-world practices and development of intercultural understanding, knowledge, and awareness/tolerance between self and otherness; and 6) various methods of ongoing assessments and clear performance criteria of the competencies are in place to assure student's desired learning objectives.

Field of Study:	Curriculum and Instruction	Student's Signature .....
Academic Year:	2021	Advisor's Signature .....
		Co-advisor's Signature .....

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Meassnguon Saint

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Chapter I
Introduction

1. Background information and research problem

English, the common world's language (Li & Edwards, 2014), plays its essential expanding roles in communication, serves as an international tool for education, knowledge acquisition, trades, political affairs, livelihood, and understanding of cultures and visions of the world (Lamri, 2016). The number of non-native speakers is more than native ones (Harmer, 2015; Talbot, 2016). Therefore, learning the English language helps learners be more elastic and adaptive to the sources and be aware of the diverse cultures in the European World (Ministry of Education, 2008; Ornstein & Hunkins, 2013, 2018).

Like other countries where English is utilized, some reasons lead to the changes and soaring of English usage, learning, and teaching in Cambodia. First, three significant events, namely United Nations Transitional Authority in Cambodia era, the membership of ASEAN integration in 1999 (currently called ASEAN Economic Community from 2015), and a membership of the World Trade Organization in 2004, led to the increase of English usage (Clayton, 2006; Mao, 2013; Tith, 2013). Second, there are the needs in education, research, and international trade (Tith, 2013), the needs for living survival, higher education, diplomatic relationship, overseas residency (Keuk, 2007). Third, the Royal Government of Cambodia supports public and private cooperation policy, which allows private universities and institutions to offer English language Education programs such as TESOL (Teaching English to Speakers of Other Languages) or TEFL (Teaching English as a Foreign Language) and which provides

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English language courses in order to respond to the requirements of labor markets and society (Clayton, 2006; Ford, 2015; Mao, 2013; Tith, 2013).

The fourth reason includes a) economic and political reforms, foreign direct investments in special economic zones (Clayton, 2006; Mao, 2013; Ministry of Commerce, 2017), b) various international aids, and c) gradually significant economic growth from the garment factories, tourism, and real estates (Chum, 2017; Sor, 2017) in Gross Domestic Products at approximately 7% in 2016 and 2017, with its prediction of 6.8% and 7.1% in 2018 and 2019. As a result, businesspeople, entrepreneurs, and managers, and other service providers are likely to benefit from this growth the most since they possess a good command of business English on top of their professional skills (Seng, 2015).

Seeing the growth and needs of English, H.E. Ngoy Mak (2018), a general director of the Department of Higher Education, contended that three key aspects must be focused on in higher education reform in this Cambodia Government mandate and Education Reform Policy (2019 - 2023). They are curriculum reform, learning and teaching reform, and the reform of managerial effectiveness in Higher Education Institution (HEI). Regarding the reform, knowledge-based citizens are the focal emphasis which covers three major learning outcomes on top of the existing learning outcomes in Cambodia Qualification Framework: a) career and entrepreneurship, b) quality citizenship to contribute to social development and to solve problems in society, and c) lifelong learning (Mak, 2018). His restatement continued from the previous educational plan, which contributes to and prepares for the challenges in economic, social, cultural, and political transformations in this regional and global trade. Hence, the programs of all HEIs in Cambodia must include

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English courses, for example, professional or business English classes (Ministry of Education, Youth, and Sport, MoEYS., 2014, 2019).

However, the problem concerning business English writing (BEW) still exists because most recent Cambodian graduates cannot write business English correspondence in their daily work, though desired learning outcomes of the National Qualification Framework (MoEYS., 2015) indicate (that) students are qualified in their career based on their college majors after graduation (Hang, 2019; Heng, 2018; Seng, 2015).

BEW is onerous for specific reasons. First, writing requires complex mental efforts–knowledge and experiences and conceptual design and development with the subjects (Harmer, 2015; József, 2001). Second, burdens increase when non-native writers such as university students, graduates, or even workers must write it in the second language, especially in business English formats (Al-Khasawneh, 2010; Barés & Llurda, 2013). Third, business written communication is considered adequate only when the message sent to the primary receiver(s) was correct, concise, and current without the misinterpretation to construct the required response (Talbot, 2016).

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Reportedly, the inability of BEW of many recent Cambodian graduates has prevailed among new studies. Initially, the recent research from the 225 employers, from 15 banks and microfinance institutions, 180 commercial companies, 7 factories, and 23 NGOs, and 166 recent graduate students revealed that their staff could not write business English correspondence and were reluctant or tried to avoid writing tasks if possible (Seng, 2015). In addition, another report showed that 73% of employers found it hard to hire Cambodian university graduates with the proper English written and spoken communication skills (The World Bank, 2012, 2014).

Likewise, approximately 22% of foreign companies faced employees' skill constraints, some of which are English spoken and written communication skills, problem-solving skills, and the like (CDRI, 2014). Remarkably, English Proficiency Index of Cambodia ranked 85th/100 with its low score of 43.78/75 on average, claiming that many Cambodian graduates are unable to communicate in English at work (Education First, 2019, 2020).

What is business English Writing? BEW, one of the three English language writing genres, is for a profession or any written form of communication produced in the business settings/environments (H. D. Brown & Abeywickrama, 2010; Harmer, 2015; Hedge, 1988; Ploylearmsaeng, 2011). BEW, according to Talbot (2016), is a contemporary name of business communication, presents business subjects/matters, is required to use precise language for specific audiences (Clairewait, 2010; Kolin, 2013), and demands that writers correspond to one another in workplace contexts (Kolin, 2013; Talbot, 2016). Not only does BEW have the same rules of grammar, punctuation, and spelling, but it is also written in more business style and tone, has specific formats and margins, is less conversational, and seems factual (Clairewait, 2010). Moreover, BEW is not opinion-oriented, and it illustrates facts, details, statistics, and the like (Clairewait, 2010; Frendo, 2005).

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Likewise, BEW is a work-related communication tool and other corporate-related entities used to communicate with external and internal recipients. BEW covers memos, emails, proposals, reports, and other business-related written materials (Nordquist, 2019). Furthermore, BEW (Nordquist, 2019) is a kind of business or professional writing, practically aiming at serving one or more of these purposes, including a) conveying information (distribute knowledge), b) delivering news to the

audience in or outside the company, c) directing action (telling people how/what to do things), d) explaining or justifying something for complicated matters, and e) influencing other people to take a specific action, for example, to purchase a product or to use a specific tool (Ginger, 2019).

Nowadays, productions (operations in daily business) can be done in a particular area, yet their consumptions are ubiquitous (Business Studies, n. d.; Cambridge Business English, 2012; Talbot, 2016). Moreover, due to time constraints, business people and customers who live on another side of the world cannot contact each other in person; therefore, business writing is unavoidable. Due to the vast expansion of trades and the increasing demands of supply goods and other business transactions, the importance of business English correspondence has remarkably increased (ibid.), which will be illustrated next.

The critical points of BEW are a) employability or professional prospects (Mak, 2018; Seng, 2015), b) relationship maintenance / adequately sustaining relationships among local and regional business people and customers because of the non-restriction of business English activities in any one particular area (Business Studies, n. d.; Cambridge Business English, 2012; Kolin, 2013; Talbot, 2016), c) convenience and non-costly mode of communication (Business Studies, n. d.; Cambridge Business English, 2012; Kolin, 2013), d) company reputation. For instance, BEW can be experienced through the company's written contents, including the website, social media, emails, and reports, and positively impacts the workplaces (Hurley & Taiwo, 2019). In addition, BEW provides e) evidence purposes in the occurrence of a dispute between business people (Business Studies, n. d.), and f) business expansion. For example, with business writing, the sales through the orders

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from the globe will be enhanced since businessmen can inquire about the products and markets (Business Studies, n. d.; Kolin, 2013).

However, the present curricula could not produce competent graduates who can write business English documents (Hang, 2019; Mak, 2018; Seng, 2015). The suggestions of reform or revision of their English programs from the Department of Higher Education, Ministry of Education, Youth, and Sport made in the 5-day workshop on English for Academic Specific Purposes (Tith, 2013) did not bring better results. As mentioned above, students could not write business English documents because general English programs were used in their faculties (Seng, 2015). As in the recommendations by Seng (2015) and Mak (2018), universities should offer appropriate business English programs to students in business fields instead of using general English course books or commercial reading books focusing on only knowledge. From the inspection by the higher department of education, MoEYS (2019) supported the findings and required business English programs be developed for the Cambodian context in the faculty of business fields. Therefore, the gap can be filled.

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From the scrutiny of the course curricula of six well-known state and private higher education institutions, among the twenty-four courses of business English, six BEW courses had joint problems. The problems with the BEW courses can be divided into three major problems: curriculum contents, improper curriculum structures (leading to inappropriate guidelines for organizing curriculum learning experiences), and authenticity and cultures.

The first problem is curriculum contents. The contents of four out of the six courses do not serve the purposes of BEW even though the course title, course

description, and course learning objectives are about BEW. The contents of the course curriculum are about general English for general communication and cover general vocabulary, grammar focus, reading, and translation (Keuk, 2007; Tith, 2013). General English programs typically emphasize four macro skills (writing, speaking, reading, and listening in general senses), general vocabulary, spelling, grammar, and pronunciation (Ciortescu, 2012a; Dennis, 2011). Additionally, the contents of the course curriculum are from general writing series, like sentences, paragraphs, and essays. However, general English writing (GEW) and BEW are two different genres (H. D. Brown & Abeywickrama, 2010; Harmer, 2015; Ploylearmsaeng, 2011). Having good writing and being a business student does not mean having the ability to write business English documents (CherryLeaf, 2015; Clairewait, 2010; Decharotchanawirun, 2015; Nordquist, 2019). More importantly, BEW covers more points on top of GEW (H. D. Brown & Abeywickrama, 2010; Harmer, 2015; Ploylearmsaeng, 2011).

Secondly, the current curriculum structures are not appropriate. Two of the six-course curricula do not provide Cambodian students with business majors and other related fields with the proper curriculum structures. According to Ornstein and Hunkins (2018), one of the criteria for selecting contents is feasibility, meaning that the consideration of contents in light of the time allotment, the available resources, and the expertise of teachers who will be in charge of curriculum delivery. However, based on the present contents and curriculum structures, the curriculum covers too many contents which are BEW knowledge, yet the competencies to function and successfully perform the tasks through practices and continuous assessments are not prescribed. In other words, with the existing curriculum implementation and without

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practices and business cooperative tasks (Huh, 2006), knowledge of business English documentation types may develop, yet competencies to write those types are impossible (Hang, 2019; Mak, 2018; Seng, 2015).

With the above curriculum delivery, regarding the evaluation of the knowledge, the current curriculum puts much weight on examination to test what students have learned (knowledge), which is between 60 and 70% (summative assessment) or prepares for TOEIC exam or standardized-based exams (Anglia Examination England., 2014; Cam-ASEAN International Institute, 2016). With this exam measurement practice, students are not inspired and interested in writing English business correspondence because BEW is difficult (CherryLeaf, 2015; Harmer, 2015; József, 2001). On the contrary, writing is a skill and requires practice (Alfaki, 2015; Fareed, Ashraf, & Bilal, 2016). Rarely does the ability of BEW exist without practice (Fareed et al., 2016; Zagan-Zelter & Zagan-Zelter, 2010).

Lastly, the existing course curriculum is not culturally contextualized or does not cover the culturally sensitive awareness of Cambodian culture, in which students learn English as a foreign language, and its tasks are not authentic. First, the course description, course learning objectives, contents, and curriculum-experiences organization do not include the English language culture compared to the embedded-Khmer-language culture. English has its own language culture (H. D. Brown, 2007, 2014; Robert, Byram, & Barro, 2001; Schumacher & Risco, 2017; Suwannoppharat & Chinokul, 2015a). Furthermore, the contents of BEW are mainly about the contexts and culture of English-speaking countries, and BEW has its own business culture, which must be considered, as well (Frendo, 2005; Nordquist, 2019; Talbot, 2016; Widodo, 2016). These cultural elements of the English language and business world

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are essential in BEW and for (Cambodian) learners who learn English as a foreign language. In other words, the cultures and contexts of the existing curricula need to be locally contextualized. Second, BEW of the current curriculum is not oriented to authentic/real-world tasks. Learning BEW requires students to be exposed to the tasks authentically (Huh, 2006) to apply them in work. Nonetheless, their presently offered BEW language in the curriculum and learning-experience organization is used within the four walls of the classroom (Delors, 1996; Griffith, 2014; Nikitina, 2012; Varner & Pomerenke, 2005; Widodo, 2016). Undeniably, suppose the curriculum structures are appropriately organized. In that case, authentic enough, interactive, and cooperative tasks of BEW will occur during the curriculum implementation because essentially, students need to use the language and business contents of BEW to learn and write business documents (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2011).

From the review of existing curricula above, the researcher tried to investigate more information concerning the research problem from the semi-structured interview with recent graduate students and their supervisors working in both private and public sectors. It could be concluded that students currently have no chances to improve their BEW ability. For example, the supervisors recommended that the universities provide more specific or business English programs to enhance BEW ability on top of their skills because students have learned a lot of general English. Moreover, both recent graduate students and their supervisors said that BEW was essential for their daily tasks. The findings also showed that cultures and local contexts like intercultural understanding, language-embedded culture, or first language interference while writing or thinking significantly impact their business writing. Another finding is that they did not have many opportunities to practice and do exercises related to practical

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work in the learning process due to the irrelevant current curriculum contents, curriculum structures, and curriculum prescriptions.

Consequently, to produce many undergraduate students who have BEW ability and skilled labors in order to meet the annual economic growth rate of 7%, both Ministry of Labour and Vocational Training and Ministry of Education, Youth, and Sport demand that HEIs revise and develop their current curricula to prepare students for the competency needed to perform real-world tasks and function in the society (Hang, 2019; Mak, 2018).

Realizing this necessity, therefore, the root cause, which is the absence of an appropriate curriculum to meet the needs of many Cambodian students for their career prospects, should be analyzed and eradicated. As Saweknggam (2017) and Saifa (2017) mentioned, when the curriculum causes the problem, it is to revise and improve the existing course curriculum. Notably, a remedial writing course, which may be called, for overcoming writing difficulty was provided to such a similar case above. For example, regardless of their native English, the freshmen were poor at writing, so the Harvard faculty in 1874 offered BEW courses; the remedial writing course has been provided to students in the faculty of business administration at the University of California at Berkeley since 1898 (Alfaki, 2015). Accordingly, two crucial elements which would help develop an effective course curriculum are Content and Language Integrated Learning (CLIL) and Competency-based Education (CBE), each of which will be explained next.

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CLIL is an educational approach in which students are instructed in a target language (mostly English) to learn both content and the English language (Coyle et al., 2010). British Council (2018b) similarly defined CLIL as a learning and teaching

approach in which content learning through a foreign language and learning a foreign language based on the content subject. In other words, content and language are intertwined and connected in the learning process.

Theoretically, CLIL can help solve the current curriculum problem and enhance BEW in the Cambodian context. First, CLIL can provide guidelines/framework for selecting and organizing curriculum contents, structures, and learning experiences and eventually foster BEW ability. The reason is that content knowledge which is BEW, and English knowledge, are intertwined and equally focused and will be selected in new curriculum contents and curriculum framework (Coyle et al., 2010; Mehisto, 2008; Mehisto, Marsh, & Frigols, 2008; Suwannoppharat & Chinokul, 2015a, 2015b). Furthermore, when English (content) is considered as an object to learn and a medium to communicate the emphasized (subject) contents, English language learning has become meaningful, effective, and purposeful in real life (Snow, Met, & Genesse, 1989). Thus, more appropriate curriculum contents and structures in HEIs in Cambodia developed from CLIL will provide students with more chances to simultaneously acquire subject and English content for the job markets.

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Second, CLIL will enhance students' skills in using English in cooperative/interactive activities (Mehisto et al., 2008). The CLIL curriculum structures prescribe (that) students (learning by doing) will have more and more chances to practice their communication skills, for example, using business vocabulary and business expressions in the learning experiences (Coyle et al., 2010) so that they can achieve the pre-determined curriculum objectives–the ability to write BE documentations. For this reason, the curriculum guidelines and structures

concerning communicative or interactive practices/tasks of CLIL will help improve students' communication skills (Coyle et al., 2010; Harmer, 2015).

Third, CLIL proves the intercultural awareness between self and otherness of students, which is the foreign language culture compared to language culture, for example, Cambodian mother tongue (Nardoni, 2015; Saumell, 2014). Culture influences how Cambodian students learn a foreign language and understand it, namely the different greeting of Khmer and BEW, respects (written in long title and status), expressions (different rules of structures), and the like (Dale & Tanner, 2012; Nardoni, 2015; Saumell, 2014). Moreover, culture in CLIL benefits the BEW of Cambodian students because cultural stumble can affect linguistic performance (Nardoni, 2015; Saumell, 2014). So it is that Cambodian business language writing requires a specific format, language contents, patterns, and different levels of formality.

For instance, the ways of addressing names (the family name before the given name) and title (capitalization and bold) in BEW are entirely different so that such kinds of cultural understanding and tolerance can avoid the communication breakdown when students begin to write business English correspondences (Hamilton, 2013; Kolin, 2013). Ned Seelye (1976, as cited in Saumell, 2014, p. 14) addressed, "*Learning a language in isolation of its cultural roots prevents one from becoming socialized into its contextual use. Knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system*." In other words, CLIL boosts students' cultural familiarity and development of intercultural communication skills (Saumell, 2014) or (of) connection between culture, language, and deep learning/ cultural interaction (Dalton-Puffer, 2011; Dalton-Puffer,

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Nikula, & Smit, 2010). To conclude, CLIL can improve the present curriculum objectives, contents, description, and structures by culturally contextualizing them and ultimately preparing students for life skills and the job markets, including BEW.

However, the curriculum problems such as specifying curriculum objectives, curriculum structures and guidelines (related to real-world practices in curriculum learning experiences), and curriculum evaluation in Cambodian HEIs remain and cannot entirely be solved by CLIL, which requires another approach. One of the most suitable approaches for the current HEI curricula in Cambodia is competency-based education (CBE).

CBE refers to an approach to the curriculum based on the ability that the learners can principally and primarily practice ensuring that upon completing a course at a certain level, learners will have skills and abilities in various fields as needed (Champathong, 2019). A CBE program integrates students' attained and constructed knowledge, skill, and attributes associated with carefully defined performance behaviors (Fournier, 2009) through learning experiences inside and outside the classroom settings (Walters, 2016).

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CBE can help solve curriculum objective specification, curriculum structures guiding to organizing curriculum experiences, authentic language, and tasks, and enhance BEW ability of undergraduate students because of its specified primary and explicit principles in advance: identifying core/generic competencies and specific/sub-competencies as well as performance criteria of job tasks (Book, 2014; Johnstone & Soares, 2014; Lumina Foundation., 2017; Pathomlangkarn, 2009; Pearson Education., 2015; Soare, 2015; Soares, 2012). This is because the identified authentic tasks developed in the list of specific competencies, for example, "the

ability to write accurate and intended sentences of BE documents upon the completion of the course" from the above principles are used for the curriculum-content selection and as the learning drives/ curriculum experiences (Book, 2014; Pearson Education., 2015; Soare, 2015). Thus, students (will) acquire fundamentally discrete contents–knowledge and skills of BEW and English language in this research–which students must master and will successfully be able to perform at work upon the course completion because unrelated contents, knowledge, skills, the length of time, and credits to be earned are not necessary compared to that what students can do to achieve the learning objectives/competencies of curriculum (Book, 2014; Pearson Education., 2015; Soare, 2015).

Furthermore, in CBE curriculum structures, determined authentic tasks will enable students to primarily focus on each competency or job-related task performance (Lumina Foundation. Explicit and correct curriculum framework (learning time allotment and curriculum structures) for organizing curriculum learning experiences allows learners to have more opportunities to practice real-world tasks, for example, BEW in this research (Huh, 2006; Ornstein & Hunkins, 2013, 2018) so that the more they do authentic tasks in their curriculum learning experience, the more they can become autonomous during curriculum execution (Richards & Rodgers, 2014).

Furthermore, the evaluation of whether students can achieve curriculum objectives or not is through the actual demonstration of attained competencies based on task-performance criteria and is to inform how students' abilities and skills have progressed (Pathomlangkarn, 2009; UNESCO, 2019). As aforementioned, exam orientation/summative assessment and the absence of cultural context in the existing

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curricula of Cambodian HEIs do not motivate undergraduate students to practice and make students unable to write BE documents (Anglia Examination England., 2014; Cam-ASEAN International Institute, 2016). Nevertheless, with CBE's different methods of on-going assessments, students have chances to assess themselves and friends, using reflective journals and peer-assessment reviews, and to check whether or not after they complete/ practice each task, their products meet the required criteria, for example, formats, styles, language accuracy, contextualized cultural conformity, and the like stated as competencies in the profession (Auerbach, 1986). What is more, the continual verifications of each task to be completed by the students after they practice writing their BE documentation provide students with chances to realize their progress in the entire program (Richards & Rodgers, 2014).

Additionally, cultural requirements/criteria of real-world tasks are necessary when students write BE documentation (Frendo, 2005; Nordquist, 2019; Talbot, 2016; Widodo, 2016). As a result, the conformity of workplace culture and business culture must be considered to competently do tasks (Alibec, 2014; Pathomlangkarn, 2009), which solves the current curriculum issues concerning local culture/context.

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In sum, the CBE approach is very appropriate for developing a course because CBE is for adult learners (Book, 2014; Pearson Education., 2015; Richards & Rodgers, 2014) who need practical curriculum contents or competencies and curriculum structures that enable them to favorably function in the society (Amoroso, 1984; Auerbach, 1986; Richards & Rodgers, 2014) and to use business English language needed in BEW tasks (Radjaa, 2012).

All in all, CLIL and CBE can be ingredients (variables) for developing a new curriculum, called the Business English Writing Course, and for the experiment to see

whether it can help enhance the BEW ability of undergraduate students or not.

2. Research questions

The essential questions in this study include:

1. What particular characteristics, main principles, and processes of the Business English Writing Course for enhancing the BEW ability of undergraduate students will be composed of?

2. Can the developed Business English Writing Course enhance the BEW ability of undergraduate students?

3. Research objectives

The purposes of this study are to:

1. develop the Business English Writing Course based on CLIL and CBE for enhancing the BEW ability of undergraduate students.

2. assess the effectiveness of the Business English Writing Course based on CLIL and CBE as follows:

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2.1. compare BEW ability of undergraduate students before and after studying with the Business English Writing Course curriculum.

2.2. study BEW ability of undergraduate students along the course.

4. Research hypothesis

In light of the BEW incapability of undergraduate students, specifically in the case of Cambodia, the literature review has been done very thoroughly and shows that students acquire knowledge through a very traditional course curriculum form, as

stated by Mak (2018), Seng (2015), and Tith (2013). The investigation has been made on related theories or approaches and literature. CLIL framework and CBE can be used to develop a curriculum to enhance the BEW ability of undergraduate students.

CLIL has its theoretical foundations: socio-constructivism (Bruner, 1915, as cited in Coyle, 2007; Coyle et al., 2010; Khemmani, 2015) and Vygotsky's scaffolding, the influential learning theory (Richards and Rodgers, 2014). These theories prove that new knowledge was constructed from existing knowledge and resulted from social interaction. In other words, learning is the product of socio-cultural interaction (Coyle et al., 2010; Khemmani, 2015). Students build knowledge through temporary assistance from the teachers or more advanced learners (Richards and Rodgers, 2014) and collaboration with experts or advanced peers in skill development, and students can acquire language and content more efficiently and effectively (H. D. Brown, 2014; Coyle, 2007; Coyle et al., 2010). In addition, teachers' corrective feedback helps students develop language awareness and language accuracy (Richards & Rodgers, 2014).

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Similarly, through its humanistic and student-oriented approaches (Nkwetisama, 2012), CBE shows that the competencies of sociolinguistics and linguistics help adult learners implement knowledge in the real world and ensure that adult students can possess the necessary capacities in daily and real-world tasks or performances. Furthermore, its drilling-practice-reinforcement/automatic (Richards & Rodgers, 2014) or cognitive-associative-autonomous stages in Skill Acquisition Theory (DeKeyser, 2007) and various methods of on-going assessments help prepare the learners for and ensure their ability for a successful function in the future career (Cairns, 1992; Pathomlangkarn, 2009). Additionally, as stated in the transformational

model, CBE goes beyond subject contents and orientate students to the outcomes of competencies necessary for life roles and society, which prepare learners for both current contexts and future trend (Spady, 1994).

Furthermore, regarding business English certificate standard criteria, students having the ability to write business English correspondence must gain scores at least sixty points out of 100 for a passing grade C based on research on Business English Certificate Assessment (Cambridge Business English, 2012) and at least seventy points out of 100 for a passing grade C in the handbook of Common European Framework of Reference for Languages (Council of Europe, 2018). Synthetically, undergraduate students with BEW ability in this research must obtain a passing grade of C, equivalent to sixty-five points out of 100.

Accordingly, this research hypothesizes that undergraduate students' scores of BEW ability will be statistically significantly higher at the level.05 than their current ability after the curriculum implementation.

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5. Scope and delimitation of the study

This study focusing on developing a course curriculum for enhancing students' BEW ability at the undergraduate level has its scopes and delimitation as follows:

1. The participants with whom the developed curriculum will be implemented are second-year students pursuing their bachelor's degree in Business Administration, Business and Economics, Finance and Banking, and Accounting at one university in the capital city of Cambodia.

2. The students will be instructed using the developed curriculum within one semester. The duration of the course consists of 14 weeks–a three-hour session/week.

3. There are two essential variables:

3. 1. The independent variable is Business English Writing Course Curriculum.

3. 2. The dependent variable is the BEW ability of undergraduate students.

4. This research's business English documents will cover two types of business correspondence: email and memorandum. First, according to the review of the documents, the needs analysis for business English writing ability with the supervisors and recent graduate students, and necessity of the course, emails and memos are chosen because students do not have this ability to write emails and memos yet and must be able to write them after their graduation (MoEYS., 2015; Seng, 2015). Second, the two types are the most common business English correspondence demanded at the workplace in Cambodia (Seng, 2015) and from the needs analysis findings. Third, only emails and memos are covered because the BEW course is the first among the four mandatory English courses required by the Ministry of Education, Youth, and Sport (MoEYS., 2015). Last, this research does not cover business English letters since the body of emails or memos is very likely similar to business English letters, except the fixed parts: 1) letter head, inside address, and date (Carrick, 2017; Oxenden & Lantham-Koenig, 2012) and 2) business English letters have already been familiarized/introduced in previous courses.

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6. Definition of research key terms

The selected key terms for this research are:

Business English Writing Ability in this study refers to the capability of a

person to construct a writing piece of business documentation by expressing an intended meaning at sentence/discourse level to communicate with people working in different business contexts and cultures. A person with BEW ability must have the following abilities:

1. Abilities to construct a business English document with purposeful contents and formats based on cultural contexts.

1.1. Students can respond to the readers' needs or include all the relevant information and address what they want their business reader(s) to do.

1.2. Students can produce business documents with proper formats acceptable in business context and culture, such as business letter/email format and memo format.

1.3. Students can use the proper degree of formality and appropriateness of styles/tones of writing required in different business documents.

2. Abilities to produce a correct organization in business documents. This means students can place information correctly and use transition signals to link sentences or discourse in a logical flow.

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3. Abilities to write grammatically correct sentences in business documents.

4. Abilities to use business English vocabulary and expressions and write correct spellings based on their professions.

BEW ability in this study will be assessed and evaluated using BEW ability tests and rubrics developed by the researcher.

Content and Language Integrated Learning (CLIL) refers to the language-and-content-focused educational approach in which students acquire *content* (both language content and BEW content) by utilizing the language and content in

communication and collaboration through supportive and safe learning environment and real-world tasks, without ignoring language-embedded *culture* and *cognition* (students use higher-order thinking skills).

Competency-Based Education refers to the systematic approach in which the following detailed, measurable competencies (knowledge, skills, and attributes/attitudes) are specified in order that, upon the course completion, an individual who is required to practice real-world tasks under individualized instructions has observable competency meeting specific conditions, criteria, and continuous assessments as needed in their every day and work life.

A curriculum based on content and language integrated learning and competency-based education refers to a business English writing course that contains identified competencies and job-task criteria based on culturally authentic contents or working situations, numerous real-world practices in supportive learning experiences, and different methods of on-going assessments so that undergraduate students can demonstrate their business English writing ability upon the course completion.

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Undergraduate Students in this study refer to a group of second-year students taking a business English course and pursuing their bachelor's degree in the Faculty of Business Administration, Business and Economics, Finance and Banking, and Accounting in either private or state universities.

7. Significance of the study

Having this course curriculum developed brings about several benefits:

1. There is a quality curriculum based on CLIL and CBE.

2. Other higher education institutions and other vocational training instructors can implement the curriculum when they would like to enhance their students' BEW ability.

3. Higher education institutions produce graduates who can write business English correspondence in their prospective careers.

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Chapter 2
Literature Review

This chapter covers the following points:

1. The Background of Business English and Business English Writing
2. Business English Writing and Business English Writing Ability
    2.1. Definition of writing
    2.2. Definition of business English writing
    2.3. Components and characteristics of business English writing
    2.4. Assessing business English writing ability
    2.5. Common approaches to writing business English
3. Content and Language Integrated Learning (CLIL)
    3.1. Definition of CLIL
    3.2. Content and language integrated learning framework and components
    3.3. Theoretical foundations of content and language integrated learning
    3.4. Content and language integrated learning principles
    3.5. Content and language integrated learning and business English writing
4. Competency-Based Education (CBE)
    4.1. Relevant concepts of competency-based education
    4.2. The theoretical background of competency-based education and its curriculum

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4.3. Competency-based education principles, characteristics, and competency-based education systematic framework for curriculum design

4.4. Competency-based education, business English writing, and Cambodian undergraduate students

5. Curriculum Development

5.1. Definition of curriculum

5.2. Curriculum components

5.3. Curriculum development process

6. Previously related research

6.1. Research related to BEW

6.2. Research related to CLIL

6.3. Research related to CBE

7. Research conceptual framework

In non-English speaking countries, there are similar cases and suggestions for the English program to be revised for undergraduate students majoring in Bachelor of Business Administration, Marketing, Management, Accounting, and Economics (Tith, 2013). Commonly, students doing a major in business or economics should study business English language and vocabulary, while students majoring in geography, history, chemistry, or any other sciences should have a course in general English (or another foreign language) with the obligatory adaptations to the specific language of their primary areas (Zagan-Zelter & Zagan-Zelter, 2010).

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1. The Background of Business English (BE) and Business English Writing

Since business English has its origin from specific needs of English, the brief account of English for specific purposes (ESP) and its branches will be illustrated. Initially, why students learn a foreign language is the foundation of the emergence of ESP; the needs of students are important reasons and can be that they learn English for knowledge acquisition, for example, English scientific and technological newspapers, for academic purposes or professional purposes, like business/international trades (Hutchinson & Waters, 1987).

Many teachers are curious about what ESP is. Since the 1960s, ESP has been relatively late; thus, there is no definite definition yet (Beshaj, 2015; Lamri, 2016). According to the writers of "English for Specific Purposes" by Tom Hutchinson and Alan Waters (1987), ESP is defined as all method selections of teaching a language that is dependent on students' reasons for learning (Hashimoto, 1994; Lamri, 2016). Beshaj (2015) mentioned three common reasons for the emergence of all ESP: a revolution in linguistics, the demands of a brave new world, and the focus on the learners. Renandya and Widodo (2016) posit that developing more well-judged classroom pedagogies relies on students' learning goals. Therefore, the teaching of English used only in academic studies, or the teaching of English for vocational (EVP) or professional purposes (EPP) is described as ESP (Beshaj, 2015; Dudley-Evans & St John, 1998; Lamri, 2016).

ESP has progressed into two significant types since its emergence in the 1950s (Basturkmen, 2014; Dudley-Evans & St John, 1998; Khat, 2017; Ploylearmsaeng, 2011). They are:

The first type of ESP includes English for Academic Purposes (EAP), whose sub-domains encompass:

1. English for General Academic Purposes (EGAP): English for science and technology, English for academic writing, English for (academic) medical purposes, and English for management, finance, business, and economics.
2. English for specific academic purposes (ESAP): English for liberal arts, English for law studies, English for medical purposes

The second branch of ESP includes English for Occupational Purposes (EOP), whose primary goal is to enhance students' language ability in the workplace and emphasize job-related communication tasks. Its sub-domains are:

1. English for general occupational purposes: English for airlines, English for health care sector, English for hospitality industry, and pre-vocational or vocational English.
2. English for specific occupational purposes: English for pilots, English for air traffic controllers, English for nursing, and English for hotel and reception.

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Business English, in conclusion, has its root in ESP, which is designed to meet the students' needs and answers to the question of why students learn English, and students, accordingly, can meet their demand and cultivate their BEW ability through proper programs.

Several reasons make BEW hard to conquer. First, writing is one of the most complex human activities because of the conceptual design and development, mental representations of knowledge, and experience with subjects (Harmer, 2015; József, 2001).

Second, when it comes to BEW, it puts more burdens on students because non-native English writers, university students, and graduates, or even employees find it perplexing to communicate their business English in a written format (Al-Khasawneh, 2010; Barés & Llurda, 2013). Third, business English requires more effort and is hard to communicate in writing as seen in his quote that only is a business written communication considered as effective "… *when the correct, concise, current massage is sent out to the primary receiver(s), then onwards without distortion to further receivers to generate the required response*," (Talbot, 2016, p. 17). All of these require the in-depth study of BEW, which will be described next.

2. Business English Writing and Business English Writing Ability

If one is in the business or is preparing into the world of work, he/she is inescapable of written tasks because those tasks become his or her center stage in the business communication at present, and this makes his/her BEW ideal or premier (Talbot, 2016). The ability to do anything must begin with knowledge and understanding in such a particular field. In the same manner, to be able to write business English correspondence, one must be able to possess necessary knowledge, understanding, skills, and/or attributes and identify the detailed components and characteristics of BEW. In the ensuing section, what writing is, thus, will be explained first and followed with the BEW concepts.

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2.1. Definition of writing

Over decades people have considered the roles of writing skills valuable. The capability of effective writing gets more and more vital in this global community, and

therefore the instruction of writing has increasingly played an essential role in foreign language education.

There is a multitude of definitions of writing as Camp (1993), Purves (1992), and White (1995) indicated that writing is not a simple task since, in both first and second-language writing, there is no single definition covering all situations, for example, the ability to write verbatim of what someone says or the ability to write an argumentation. Additionally, writing is a linguistic activity which involves a person in responding to demand and which requires him/her to translate it into written communication (ibid.).

Suwannasom (2001) stated that writing is a combination of correct sentences according to structure and content, translating what writers want to share with readers. Moreover, McCutchen (1986) added that writing is the ability to use both domain and discourse knowledge to express oneself and interact with their audience. Writing is the ability to code a message because a person needs to translate their thought into language and ensure that he/she can produce an understandable document without helps from others (McCutchen, 1986). So it is that the writers can successfully communicate with their readers.

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"Writing" at the workplace is an active process permitting a person to discover and evaluate his/her thoughts as he/she drafts and revises; writing takes time since it needs revising and polishing, undoubtedly time-consuming, because the ability to write it effectively can avoid misunderstandings, sales loss, product recalls, damage to the writer's reputation and that of his or her company (Kolin, 2013). He added that writing is considered making several judgment calls, and writing changes as the writer's thoughts and information change and as his/her view of the material

changes, and it sometimes grows in bits and pieces and sometimes in large quantities.

2.1.1. English writing ability

Writing ability is defined differently according to the notions and contexts of the work of the scholars, and it cannot be said that one is better than another (Yi, 2009). The most common definitions will be next illustrated based on the approaches or principles practitioners and researchers apply in their careers.

Writing ability refers to the ability to produce a good piece of writing to match its readers, contexts, and intentions and reflect the accuracy of grammar, sentence structures, and vocabulary (Tribble, 1996, 2009; Viriya, 2016). Similarly, writing ability is defined as the skills to produce grammatically correct sentences, choose and keep an appropriate writing style, connect and punctuate the sentences, signal the direction of the message, and anticipate the reader's likely questions (Thornbury, 2006).

What is more, being able to write in English, writers cannot just have a production of coding and producing messages in particular ways, but they need to create the writing piece which contains proper forms, appropriate styles, and text unity in order to align with the purpose of the communication in a specific situation or context (Hyland, 2019). In addition, Visser (2017) stated that writing ability refers to the ability to write a clear topic sentence, compose a paragraph in the logical order, provide content appropriate to each genre and situation have given, employ the correct use of grammar and vocabulary, and conclude a paragraph with a suitable concluding sentence. Yi (2009), additionally, tried to conclude the definition of English writing ability as "the capacity to produce contextually correct forms of language, following

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prescribed patterns at either sentence or discourse level" (p. 65).

Such definitions contribute to the construction of the meaning of BEW ability, and before the attempt to define BEW ability in this research, the BEW itself should first be explained.

2.2. The definition of business English writing

BEW is for a profession or any written form of communication produced in the business settings or environments; BEW, according to Talbot (2016), is a contemporary name of business communication, presents business subjects/matters, and is required to use precise language for specific audiences (Clairewait, 2010; Kolin, 2013), and demands that writers correspond to one another in workplace contexts (Kolin, 2013; Talbot, 2016). BEW has the same grammar, punctuation, and spelling rules, is written in more business style and tone, has specific formats and margins, is less conversational, and seems factual (Clairewait, 2010). BEW is not opinion-oriented and illustrates facts, details, statistics, and the like (Clairewait, 2010; Frendo, 2005).

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Moreover, Kolin (2013) defines "writing" at the workplace or work-related writing as a dynamic process that enables a person to discover and evaluate his or her thoughts as he or she drafts and revises. Additionally, BEW is a work-related communication tool and other corporate-related entities used to communicate with external and internal recipients; BEW covers memos, emails, proposals, reports, and other business-related written materials (Nordquist, 2019). Moreover, BEW, or business communication named by (Ginger 2019) or business communication and professional writing by Nordquist (2019), is a kind of business or professional

writing, practically aiming at serving one or more of these purposes, including a) conveying information (distribute knowledge), b) delivering news to the audience in or outside the company, c) directing action (telling people how/what to do things), d) explaining or justifying something for complicated matters, and e) influencing other people to take a specific action, for example, to purchase a product or to use a certain tool.

Likewise, another definition of BEW is a necessary form of written communication format, which is utilized in all workplaces for internal or external audiences or correspondence and serves as a record for future evidence and analysis, and improvement (Kassem, 2017). Similarly, concerning writing business correspondence, Bohns (2015) divided BEW into the four types, such as results-oriented communication (seeks for the specific action from or for instructing the readers), informational communication (which is aimed to provide the readers with information without achieving a specific goal merely), persuasive communication (is aimed at coercing the readers of benefits and a particular product or service), and negative communication (informs the readers of negativity, like a redundancy making or a reduction of salary). In the same vein, some scholars further expanded this division of BEW by emphasizing the usage of the right tone and content (Graham, Harris, & Mason, 2005; Nikitina, 2012).

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From the above primary focus, BEW can be fully understood by elaborating business English and general English and their differences so that the characteristics of BEW can be differentiated from general English writing.

2.2.1. The difference between business English (BE) and general English

There are three primary distinctions between BE and general English (GE) (Bilokcuoğlu, 2012):

1. The learners:

BE is specially designed for adult learners either in a professional work situation or at a tertiary institution, while General English is specially designed for pupils at high school.

2. Aims/objectives:

BE aims to meet the needs of particular learners, and its objective can be to develop a limited English proficiency. In contrast, General English aims to improve all English competence, ranging from 4 macro-skills (reading, writing, speaking, and listening) to grammar, vocabulary, and pronunciation.

3. Concerns/spheres of interest:

In business English programs, it is to design suitable courses for various learning groups, concerning their needs; in contrast, the course design in general English program targets lexical work, pronunciation, spelling, grammar, and language function, and the like.

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Dennis (2011) tried to compare general English with business English as follows: General English focuses on developing a) Accuracy (precision, appropriacy, right/wrong), Fluency (flow), General language knowledge, General communication skills. b) Teachers need knowledge of the available language and ELT methodology. The approach is based on communicative methodology and a broader range of activities, techniques, and materials.

Business English focuses on developing a) Accuracy (precision, appropriacy, right/wrong), Fluency (flow), Effectiveness (stylistic feature, factors affecting audience impact) / operational effectiveness, General and specialist language knowledge, General and professional communication skills. b) Teachers need general language knowledge, ELT methodology, communication skills, and business content. The approach is based on communicative methodology and communication skills training. Some tasks and activities will be the same as on a General English course, but case studies, roleplays, simulations, problem-solving, and decision-making tasks may be more frequent (Dennis, 2011).

Compared to GE, BE belongs to the academic field, mainly focuses on skill-teaching rather than pure grammar (Ciortescu, 2012a, 2012b), and is defined differently from GE in three ways: a) the content to be taught, b) the background and attitudes of teachers, as well as the students he/she addresses, c) what their expectation/interests could be, and why they come to class.

Concerning content, BE requires instruction of specialized vocabulary or phrasal expression in a business setting (Ciortescu, 2012a, 2012b; Xue & Xu, 2016) and different business skills: presentations, negotiation, socializing or telephoning, or even going far to the instruction of specific cultural differences and awareness crucially relevant to students‟ professional lives, while general English responds to the need of general vocabulary most of the time, having a significant purpose of the almost-perfect acquisition of grammar rules (Ciortescu, 2012a).

Some student employees are undoubtedly, or theoretically, more concerned about money issues than the academic world. Hence, the teaching process must be taken cautiously and repeatedly, since it has been stated in the above section, students

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finish their high schools and come to HEIs with varied English language levels. In addition, the class size is also a matter because a university business English instructor will teach up to 40 students in a class, whereas such as case will not occur in a company business English teaching (Ciortescu, 2012a).

In brief, the difference between general English and business English can be drawn as follows:

Table 1 The difference between general English and business English

General English	Business English
Language Knowledge - Grammar (Accuracy) - Vocabulary - Fluency (flow) - Pronunciation - General language knowledge **<u>Skills</u>** - Listening - Speaking - Writing - Reading	**Language Knowledge** - Grammar (Accuracy) - Specialized/authentic vocabulary - Fluency (flow) - Pronunciation - (Operational) Effectiveness (*stylistic feature, factors affecting audience impact*) - General and specialist language knowledge **<u>Skills</u>** - Professional communication - Presentation - Business Writing - Negotiation - Meetings

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From the above review, the combination of knowledge and understanding of business English; therefore, although BEW and general English writing have the same rules of grammar, punctuation, and spelling, BEW is written in a more professional tone and style, has specific margin and format and tends to be dry, factual, and less conversational (Clairewait, 2010). Opinions are not included in such types of BEW,

as well. Additionally, BEW is not the same general English writing, for example, narrative writing–stories, emotions, or feelings –yet it is very likely to present facts, statistics, details, and the like (Clairewait, 2010; Frendo, 2005).

Another crucial point of BEW concerns business subjects and business settings/scenarios for specific audiences and purposes; however, it may sometimes be written to people not in the field of business (Clairewait, 2010). Once again, BEW is another name of business communication that requires the writers to correspond to each other in business (Talbot, 2016).

Additionally, according to Ploylearmsaeng (2011), BEW ability is defined as the exhibition in English usage in writing skills, including expressing explicit opinions and expressing meaning in business, for example, business writing correspondence, summary, and expansion. Furthermore, there are the correctness and appropriateness of business expressions based on the components, such as forms, meaning, language grammar, vocabulary, and expression by using the evaluation of business letter writing and the responses from the recipients.

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To conclude, from the literature review above, the definition of Business English Writing Ability in this study can be defined as the capability of a person to construct a writing piece of business documentation by expressing an intended meaning at sentence or discourse level in order to communicate with people working in different business contexts and cultures.

Realizing the distinction between BEW and general English writing, one must understand and know BEW components and characteristics.

2.3. Components and characteristics of business English writing

Typically, good English writing has the following five components: purpose, audience, clarity, unity, and coherence (Folse, Solomon, & Clabeaux, 2015). Before beginning to write, writers first often start their purpose statement or why they write something; this can be to inform the readers, persuade them, or entertain them and the like. Second, the audience is the readers; good writers know who their audience is before they begin writing and always keep their audience in mind in each sentence; they write formally or informally. Third, using precise/descriptive language, pronouncing references, and making readers understand the writing is called "clarity." Fourth, good writers explain their points clearly. Fourth, unity means that all the sentences in the paragraph are connected with the topic; good writers make all sentences support the topic. Finally, coherence and cohesion create logically and smoothly organized and connected ideas from one to the next. Cohesion in good writing includes logical order, repetition of keywords, and transitional words and phrases (ibid.).

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Folse et al. (2015) added that influential (business) writers know the types of writing and their relevant components; a paragraph has three essential elements–topic sentence, supporting sentences, and concluding sentence. Likewise, an essay consists of at least three paragraphs, introduction, body, and conclusion. Equally important, each part of the composition has its function and related proportions.

Not entirely different, though there are differences, some essential features of BEW are similar. To start with, clarity is a crucial feature since misinterpreting the

messages of the writing may cause severe damages. Therefore, the writers must be cautious about selecting vocabulary, articulating concise ideas, and structuring complete sentences (Lundin, 2008). Nikitina (2012) confirmed the necessity of completeness, stating that incomplete information can destroy the communication process. The completeness should also provide adequate information/knowledge of what, when, and how to do to the target business readers.

Moreover, identifying the purpose and audience is a prerequisite for successful and effective BEW. The purpose of business correspondence is to help guide readers with the structural process of the business written documents and select the appropriate tone and style. The purpose is to invite, persuade, inform, request, or suggest. For example, determining the audience, understanding the readers‟ needs, mentality, and expectation will surely assist the writers with the craft of written documents that positively impact business readers (Kassem, 2017).

More distinctively relevant features about the styles of BEW compared to general English writing are as follows:

> *keep your purpose, readers, and content in mind, keep your sentences short, use positive language, use linking words, use simple and familiar words, use passive voice for specific reasons, use bullet points and numbered lists correctly, use tables and charts effectively, use impersonal styles when expressing opinions, avoid outdated expressions, avoid repetition, and avoid turning verbs into nouns* (Cam-ASEAN International Institute, 2016, p. 18).

These tips are for effective writing that can be applied to all forms of business correspondence, namely memoranda, faxes, reports, and e-mails.

Additionally, Charles Sturt University (2008) mentioned that writers must adjust the writing style to suit the topic and the reader’s requirement: writers must

adapt their documents' content, tone, and language to their communication's context and intended audience. More formal language is needed in some business documents and topics; accordingly, they need to seek clarification before commencing if the writers are unsure. Documents such as briefing notes, proposals, operational reports, and scientific/research reports, for instance, will require more formal language than memos to the social committee or emails to colleagues. Keep in mind that using "You" more than the pronoun "I" or "We." There is a requirement to use an appropriate writing style to suit the business reader's needs and point of view and focus on his or her benefits (ibid.).

Furthermore, the image of the company and the writer is dependent on the message he/she conveys (Charles Sturt University, 2008; Kassem, 2017; Kolin, 2013); thus, the pressure in BEW is on to communicate clearly and precisely by considering the reader in mind. When writing business correspondence, the writer would like to enhance his/her image and the company. It seemingly sounds unfair, yet the reader will indeed equate the writer's weaknesses in his/her letters. The following characteristics of BE correspondences reveal the message which the writer must bear in mind to make it impressive: a) typographical and spelling errors, b) stiff and formal writing style, c) lots of advanced, complex business vocabulary, d) concise, concise sentences, e) smudges on paper, tiny margins, and weird spacing between lines.

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Kolin (2013) adds that to be a successful business English writer, he or she needs to identify his or her audience's needs, determine his or her purpose in writing to that audience, make sure his or her message meets the audience's needs, use the most appropriate style and tone for his/her message, and format his or her work so that it

reflects the writer's message to his or her audience. Of course, all of these lead to the writing process in the workplace.

Business writing in the workplace has characteristically served these functions: a) providing practical information, b) giving facts rather than impressions, c) providing visuals to clarify and condense information, d) giving accurate measurements, e) stating responsibilities precisely, and f) persuading and offering recommendations. These six functions inform you what kind of writing you will produce after considering the points in the above paragraph: audience, purpose, message, and style and tone (ibid.).

The effective BEW and professional image of the company can be characterized by using the correct conventions and a formal style (Kassem, 2017; Kolin, 2013). Thus, to prepare students for BEW, they should be familiarized with or recognize various types of business English correspondence they will write either for internal or external communication. Using appropriate format, function, and tones, such as writing memo/email, rearranging appointments, asking for permission, giving instruction, dealing with requests or complaints, apologizing and offering compensation, making or altering reservations, and the like, is essential in BEW (Cambridge Business English, 2012).

In brief, based on the literature review, to improve BEW ability of students, they should be given the right course with enormous work-related practices considering: the target reader, the purpose of writing, the requirements of the format (letter/email, reports, memoranda, proposal, and so on), the main points to be addressed, the approximate number of words to be written for each point, suitable

openings and closings, and the level of formality required.

The components of BEW have been selected based on the research principles of adult learner teaching, examination focus, and criteria, and can be summarized in the following table:

Table 2: Component of business English Writing

	Lexical resources	**Accuracy and sentence structures**	**Purpose**	**Contents**	**Style/register, tone, and format**	**Organization**	**Mechanics**
Folse et al. (2015)		√	√	√		√	
Lundin (2008)	√	√		√			
Nikitina (2012)			√	√	√		
Cam-ASEAN International Institute	√		√	√	√	√	
CSU (2008)	√	√	√	√	√		
Kassem (2017)	√	√		√	√	√	√
(Kolin, 2013)	√	√		√	√		√
Cambridge Business English	√	√	√	√	√		
Ploylearmsaeng (2011)	√	√		√		√	
Yu and Wang (2016)	√	√		√	√	√	√

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Analytically and synthetically, four components of BEW remain, and the process of getting them is as follows:

1. Doing the literature review, such as on the definition of BEW, writing at higher education, writing in vocational settings, components of BEW themselves raised by scholars, written rubrics used to evaluate BE writers, and the like.
2. Creating lists of components of BEW.
3. Analyzing the lists and categorizing them into the table.
4. Figuring out different words which are similar and related and which can be combined as the same or minor elements of the major ones.
5. Drawing a conclusion of which elements are mentioned the most and the highest scores as criteria.

Therefore, the four components of BEW are purposeful contents, formats, and cultural contexts, organization, grammar, and business vocabulary and expressions.

1. ***Purposeful contents*** and ***formats*** based on ***cultural contexts***

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1.1. Students can respond to the readers' needs or include all the relevant information and address what they want their business reader(s) to do.

1.2. Students can produce business documents with proper format acceptable in business context and culture, such as business letter/email format, memo format, minute format, and the like.

1.3. Students can use the proper degree of formality and appropriateness of styles/tones of writing required in different types of business documents.

2. ***Organization*** means that students can place precise information correctly

and use transition signals to link sentences or discourse in a logical flow.

3. ***Grammar*** means that students can write grammatically correct sentences.

4. ***Business vocabulary and expressions*** means that students include a variety of business English vocabulary and expressions and correct spellings based on their professions.

2.4. Assessing business English writing ability

The instruments helping evaluate BEW ability of students can be through the performance tests about business job-related writing against the rubric scoring system.

Based on Asley (2018), Charles Sturt University (2008), and Ploylearmsaeng (2011), they measured students' written work/products on the following quality:

1. Completeness: providing adequately important business information as needed.

2. Conciseness: avoiding the complicated, too detailed, and ambiguous business information.

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3. Consideration (of the recipient): paying more attention to the business recipients than the writer himself by showing that they benefit from reading BE documents and the importance of recipients.

4. Concreteness: using facts and specific figures, using verbs to convey actual actions, selecting accurate business words and clear business visuals, and using correct language, correct English levels, and writing mechanisms, like spelling and punctuations.

5. Clarity: using short and familiar business words in sentences and

paragraphs effectively in order to communicate/convey intended meaning as needed. The business text should be easy to read and has clear examples or images.

6. Courtesy: using a message that expresses sincerity, importance, and thankfulness towards business recipients, by avoiding the messages which disturb the feelings of recipients or irritate them, including the apology and response of getting the documents acceptable in business settings.

In sum, one who is capable to construct a writing piece of business documentations by expressing an intended meaning at sentence or discourse level in order to communicate with people working in different business settings is considered as having BEW Ability.

2.4.1. Holistic and analytical assessment

According to Colorado State University (2019), students' writing pieces which are assigned to construct by the teacher(s) can be assessed either holistically or analytically or even assessed in the combination of both ways, using rubrics. A single and overall assessment score for the written work is considered as a holistic scoring, so students get the overview of their writing. On the contrary, through analytic scoring, students are informed a rating score for each criterion and analytic scoring provides teachers with enough room to list down feedback for their students to check on each criterion (H. D. Brown & Lee, 2015; Lam, 2018).

The following rubric scores are two examples of holistic and analytic scoring: Holistic rubric scoring:

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Table 3 Holistic Scoring Rubrics (Adapted from Bean, 2015, p. 262)

Score	Criteria
4 (80-100%)	Research paper demonstrates complete understanding and execution of the assigned objectives. Thesis statement/argument is clearly stated, complex and original, and the writing does not spend excessive time on any one print of development at the expense of developing other points in the body of the paper. Writing is also error-free, without ambiguity, and reads smoothly, creatively, and with a purpose.
3 (70-79%)	Research paper demonstrates considerable understanding and execution of the assigned objectives. Thesis statement/argument is stated, verges on the complex and original, and the writing shows accuracy and balance in developing body points, but may exhibit occasional weaknesses and lapses in correctness. Writing also has some errors and ambiguities, yet does read clearly and coherently.
2 (60-69%)	Research paper demonstrates some understanding and execution of the assigned objectives. Thesis statement/argument is faintly stated and/or expected and not confident, and the writing is inconsistent in terms of balance in developing body points and exhibits weaknesses and lapses in correctness. Writing also has many errors and ambiguities and may read confusingly and incoherently.
1 (50-59%)	Research paper demonstrates limited understanding and execution of the assigned objectives. Thesis statement/argument is simplistic, unoriginal, and/or not present at all, and the writing is unbalanced in developing body points weak, and incomplete. Writing also has numerous errors and ambiguities, and reads confusingly and incoherently.

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Analytic rubric scoring:

Table 4 Analytical rubric of business letter (University of Pennsylvania., 2015)

Grade	Content	Communicative Achievement	Organization	Language Use
A	-All content is relevant to the task. -Target reader is fully informed.	-Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	-Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	-Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. -Uses a range of simple and some complex grammatical forms with a good degree of control.

Grade	Content	Communicative Achievement	Organization	Language Use
				-Errors do not impede communication.
B	-Minor irrelevances and/or omissions may be present. -Target reader is, on the whole, informed.	-Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	-Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	-Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. -Uses simple grammatical forms with a good degree of control. -While errors are noticeable, meaning can still be determined.
C	-Irrelevances and misinterpretation of task may be present. -Target reader is minimally informed or is not informed.	-Produces text that communicates simple ideas in simple ways.	-Text is connected using basic, high-frequency linking words.	-Uses basic vocabulary reasonably appropriately. -Uses simple grammatical forms with some degree of control. -Errors may impede meaning at times.

Yamanishi, Ono, and Hijikata (2019) suggested the instructors use the hybrid approach (both holistic scoring and analytic scoring) to assess their student written work since holistic scoring and analytic scoring can supplement one another. Thus, the instructors should use either holistic or analytic scoring method or both due to their preferences and time constraints.

2.5. Common approaches to writing business English correspondences

2.5.1. Teaching business English writing

People have reasons to write. Their writing activity is mostly relevant to the following things. H. D. Brown and Abeywickrama (2010, pp. 260-261), Harmer (2015), (2015), Hedge (1988, pp. 21-23), and Ploylearmsaeng (2011) raised three

main writing activities/genres:

1. Personal writing: diaries, journals, shopping list, reminders for oneself, and text messages to friends or family

2. Study writing/academic writing: taking notes during lectures, taking notes while reading, paraphrasing or summarizing, writing synopsis, writing reports of visits, workshops, and experiments, writing letters of thank or invitation, writing notes of condolence and congratulations.

3. Institutional writing/ job-related writing: writing minutes, agenda, note-taking, business letters, memorandum, reports, reviews, contracts, posters, news, advertisement, instructions, applications, curriculum vitae (resumé), and public notices.

The third major writing activity requires special attention and care of writers, particularly business-related writing. Though BEW has different characteristics and its typical business genre in the world of work, its writing process is not quite different from writing process in general.

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2.5.2. Writing approaches

There is proven research about the similarities and differences in writing of first language (L1) and second language (L2) (Grabe & Kaplan, 1989, 2014; S. Jones & Tetroe, 1987; Sasaki, 2000). They say that both L1 and L2 writers have constraints while working on written tasks. However, they claimed that L2 writing is tougher than L1. Supported by Silva (1993), who concluded that even though L1 and L2 share similarities in a broad sense, composing L2 text is more constrained, harder, and less

effective. She continued that the complex requirements of the writing process in L2 make students less effectively deal with the issues. In particular, L2 learners, once again, are burdened with the incapability of expressing themselves well in a foreign language.

Individuals, according to Charles Sturt University (2008), undeniably can benefit from more effective communication skills in business, in the workplace, and in their personal lives. To communicate their message, they not only use speaking but also writing, which is quite essential, when their writing is clear, professional, and inspirational for those parties who they supervise, work with, and require action from. In addition, what can hold the writers back and reduce their confidence in writing is when it comes to business documents because they are already struggling with their basics of writing, including grammar, spelling, and punctuation nowadays (ibid.). The requirements for formal business writing are styles and skills which are best developed by practice and experience; with the right tools and know-how, it is not hard to improve their business writing.

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Normally, people should know that there are approaches helping them to write well in any writing activity, especially BEC; they are 1) process writing, and 2) genre writing which must work complementarily among themselves (Badger & White, 2000; Grabe & Kaplan, 1989, 2014; Matsuda, 2003).

A process-writing approach (Harmer, 2015; Lochmiller & Lester, 2015; Manchón & de Larios, 2007; Scott, 1996; Zemach, Broudy, & Valvona, 2011) includes:

1. Prewriting: choosing a topic and narrowing a topic, brainstorming (making a list, clustering, and freewriting), gathering ideas, and organizing ideas.

2. While-writing: drafting the structure and content, reviewing and revising (revise the structure, proofread, check grammar, and spellings).
3. Post-writing: making a final correction, reflection, sharing, publishing the final product.

A genre-writing approach (Al-Khasawneh, 2010; Badger & White, 2000; British Council, 2015; Jarunthawatchai, 2010) includes

1. Use a passage as a model for writing.

2. Let the students read and analyze the genre of the text before doing any writing; doing so helps them identify the purpose and intended audience of the text and see how they impact the format, style, and language of the text.

3. Reading and analyzing the genre prepare the ways for writing because that activity gives students model to copy and extend.

4. Many genres provide a lot of reading skills, such as the identification of topic sentence and supporting sentences.

5. Genre also provides students with cohesion, like linking words “and, but, first, …” and pronoun references “her, him, it…” or same or similar words “repetitive key words, someone, this person …”.

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Similarly, in his book How to teach business English, there are two common types of writing approaches (Frendo, 2005): a process-writing approach and a genre-writing approach. The writing process works best for more-able learners through a role of a language resource and feedback coping with the various procedural stages and with an overall assessment of the students’ end result. Frendo called a genre approach as a text type, and this genre, for example, letters can have sub-genres, such

as "*letters of persuasion, letters of inquiry, letters of confirmation*" and so on (2005, p. 82).

Likewise, in the workplace, the writing process includes researching, planning, drafting, revising, and editing (Kolin, 2013). Initially, researching,

> "*depending on the length of written work and on the audience's needs, involves interviewing people inside and outside the company; consulting notes from conferences and/or meetings, collaborating in person, by e-mail, or by instant messaging, doing the Internet searches*" … (Kolin, 2013, p. 54).

Second, planning includes clustering, brainstorming, and outlining. Third, drafting is easier if the writer plans carefully, and it is when the writer develops paragraphs from the words and phrases from his or her outlines, brainstormed lists, or clustered groups. This stage is not expected to wind up with a polished, completed version of a report or letter upon the completion of working on just only one draft.

Fourth, an essential stage of the writing process is revising. The revisions you make on your letter or report lead to quality work. Revision is done after the draft, and it may be the revision of content, organization, or tone. Last of all, the quality control for the readers is called "editing." It is done only after the writer is delighted with his or her decisions about content and organization. When editing, the following points are considered: word choice, spelling, sentences, punctuation, tone, and grammar usage (ibid.).

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All things considered, the ability to write business English correspondence depends much on the knowledge and understanding of the components constituting English business and the particular characteristics of business/job-related writing, including the target reader, the purpose of each written work (content), the required formats (letter, report, proposal and the like), the main points to be addressed

(organization), the approximate number of words to be written for each point, the accuracy and sentence structures, the openings and closings, and the required level of formality (Cambridge Business English, 2012). This beneficially enables students to be exposed to and discuss relevant texts as a wide range as possible.

3. Content and Language Integrated Learning (CLIL)

Initially, Canada is the country where second language immersion programs were introduced to the majority of children to learn French (Coyle, 2007; Coyle et al., 2010; Genesee, 1985, 1994) and came after by the USA from 1965 (Genesee, 1985, 1994); it was an innovation of second language teaching and learning at that time, which led to content and language integrated education.

3.1. Definition of content and language integrated learning

The terminology content and language integrated learning (CLIL), firstly adopted in European context (Coyle, 2007; Coyle et al., 2010; Dalton-Puffer, 2007; Dearden, 2014; Suwannoppharat & Chinokul, 2015b), is defined as "*educational settings where*" students learn subject matters through another "language other than their mother tongue" (Dalton-Puffer, 2007, p. 1) or as "an educational approach where [content] subjects […] are taught through the medium of a foreign language" to students at all educational levels (Dalton-Puffer et al., 2010, p. 1). Similarly, CLIL is "*a dual-focused educational approach in which*" both the teacher and students use an additional language to teach and learn both language and subject contents (Coyle et al., 2010, p. 1). British Council (2018b) additionally defined CLIL as a learning and teaching approach in which content learning through the medium of a foreign

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language and learning a foreign language based on the content subject takes place. In a simpler term, CLIL is the learning and teaching process in which students gain both content knowledge and language knowledge, not through their first language.

Through its content-driven approach, CLIL extends the language learning experience and becomes different from the currently existing language teaching approach due to its flexibility and transferability. CLIL inclusively bonds together the essence of good practice and is adapted to different environments or contexts (Coyle, et al., 2010).

3.2. Content and language integrated learning framework and components

CLIL is constructed from four contextualized blocks: content (subject matter), cognition (learning and thinking process in aligned with the taxonomy of Anderson and Krathwohl (2011)), communication (using language and content to learn language and content), and culture (building intercultural insight and global citizenship) (Coyle et al., 2010). The integration of content learning and language learning within specific contexts and the acknowledgment of symbiosis existing between such elements make CLIL constructs possibly prominent (Coyle, 2007; Coyle et al., 2010).

Communication: communicative context enabling interactions; development of appropriate language knowledge and skills; in other words, it is learning a language by using a language for communication and content learning (Coyle, 2011; Coyle et al., 2010; Suwannoppharat & Chinokul, 2015a, 2015b).

Cognition: engagement in the learning process (Coyle, et al., 2010), in higher-

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order thinking skills (Suwannoppharat & Chinokul, 2015a, 2015b), or in associated cognitive processing or content is related to learning and cognition (Coyle, 2011; Coyle et al., 2010).

Culture: "The acquisition of a deepening intercultural awareness, which is in turn brought about by positioning of self and otherness" (Coyle et al., 2010, p. 40); or "…developing intercultural understanding and global citizenship and awareness of self and others to increase cooperation in learning content and language." (Suwannoppharat & Chinokul, 2015a, p. 73).

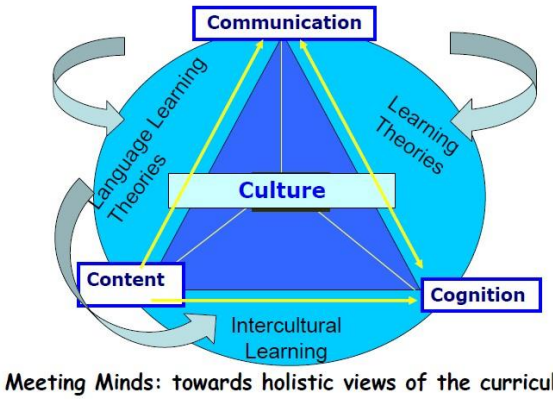

Figure 1: The 4Cs Conceptual Framework of CLIL (Coyle, 2011, p. 50)

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Such a unique framework has made itself appropriate to develop a business English course.

3.3. Theoretical foundations of content and language integrated learning

CLIL has considered as the progress of communicative language teaching (CLT), whose one step towards a more holistic way of learning and teaching was provided (Bruton, 2013; Graddol, 2005), but getting a higher level of authenticity of purpose can be gained through CLIL (Coyle, et al., 2010). Some rationales to make CLIL significantly popular are as follows:

Cognitive processing and language development go abreast (Coyle et al.,

2010; Snow et al., 1989), yet traditionally, a foreign language or English was taught separately from cognitive development; however, a language equips a child with a vital tool to comprehend the world (Ackerman, 2012; Snow et al., 1989)**.** Therefore, there should be the development of both domains. Furthermore, considering a language as an object to learn and as a medium makes academic learning and communication meaningful, effective, and purposeful since in real life, people use language to convey their thoughts about the world, not about the language itself (Snow et al., 1989).

Here comes another consideration of past theory, constructivism (Coyle, 2007; Coyle et al., 2010; Khemmani, 2015)), which explains that students learn to construct the new knowledge from their existing schemata (cognitive structure/metacognition). Echoed by Vygotsky's one of the well-known, influential learning theory–social interaction or social constructivism and Zone of Proximal Development–that learners, especially children, "cannot yet do alone but can do the tasks with the assistance of more competent adults or peers" (H. D. Brown, 2014, p. 13). Both foreign language and content development capacities progress more efficiently and effectively (Bruton, 2013). Hence, it infers that there is an excess, when skills are jointly developed under the expert guidance or by peer collaboration, over that can be attained alone (Coyle, 2007).

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In addition, the potential of CLIL has shifted from highly teacher-centered or "transmission-oriented" practices to a humanistic, student-centered approach (Coyle, 2007), built on theoretical principles, going beyond integrating content and foreign language. For example, Otten (as cited in Coyle, 2007) raised that the learners should be the focus of any content-specific methodology such as to transparently explicate

language and content learning and provide the complete meaning of subject-specific skills, which eventually enables them to link between the learners‟ conceptual and cognitive capacities and the learners' linguistic level.

> "*Good content teaching is not necessarily good language teaching . . .content teaching needs to guide students' progressive use of the full-functional range of language, and to support their understanding of how language form is related to meaning in subject area material. The integration of language, subject area knowledge, and thinking skills requires systematic monitoring and planning*" (Swain, 1998, p.68, as cited in Coyle, 2007, p. 549).

As mentioned above, cognitive advantages, proven in the learning outcomes, transcend the old-style foreign language teaching (Dalton-Puffer, 2011). Along with their CLIL content lessons, students continue learning their foreign language/English, and thus have better time/chance over their peers; subsequently, their language scores surpass their friends‟ (Dalton- Puffer, 2011). From some studies, CLIL students improve both receptive and productive lexicons and morpho-syntactic resources, which have grabbed increased attention due to a higher degree of accuracy (through greater pragmatic awareness, like cohesion and coherence, discourse structuring, paragraphing, register awareness, genre, and style) (Dalton-Puffer, 2011).

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Another driving force of CLIL is reactive reasons and proactive reasons (Coyle, et al., 2010): the former responds to situations or provision of "*a pragmatic response towards linguistic shortcomings*" and the promotion of "*equal access to education for school all-aged students*" (Coyle et al., 2010, p. 7); furthermore, the latter is a creation of situations (Coyle, 2007; Coyle, et al., 2010). For example, such proactive reasons help enhance language learning or other aspects of educational, social, or personal development, including individual success from an increasing

networking and interdependent/interrelated reconfiguration of physically distant territory (Coyle, et al., 2010).

From the example of immersion classes, a substantive basis for and a cognitive basis for language learning and teaching are the results of content, which means that since the content is interesting, as stated in a motivational theory, it provides motivational incentives and values for learners (Genesee, 1994; Snow et al., 1989). Based on that motivation, CLIL programs can be either content-driven or language-driven; the content is expected to give the use of the foreign language a communicative practice (Bruton, 2013; Coyle, 2007; Dalton-Puffer, 2007, 2011), and there are no "*absolute terms that one is better*" (Coyle, 2007, p 6), and no negative impacts on content development while there is a development of foreign language (Bruton, 2013). Furthermore, students in CLIL program get two things for one price (school-subject content and foreign language development) simultaneously and interdependently (Bruton, 2013; Dalton-Puffer, 2007, 2011). Research in bilingual education showed that CLIL is highly cost-effective and demonstrates the productivity of using one or more languages for instruction and school communication (Loeung, 2005, as cited in Bruton, 2013).

Regarding the language policy, there are some reasons behind the emergence of CLIL. First, CLIL is relevant to contemporary education since the present challenges of education are caused by the globally changing forces, soaring technologies, and the adjustment to the Knowledge Age (Coyle, et al., 2010). Learning and teaching foreign languages produce challenges; for example, Australia promoted vehicular languages other than English, and CLIL uses other languages like Asian,

European, and heritage. These language-learning goals in those places aim to produce plurilingual/multilingual citizens (Dalton-Puffer, 2011). For ASEAN, English has been used as a medium of communication for social, economic, and political purposes (Dalton-Puffer, 2011; Stroupe & Kimura, 2015).

CLIL has been implemented in most places for two directions, such as high-level policymaking and grass-roots actions (parent and teacher choices). In addition, economically, parents believe that employment competition is tough, yet CLIL can help (Dalton-Puffer, 2011). There are also analogous processes in Latin America and Chinese Contexts; there is a national accreditation system for CLIL schools in the Netherland, which provides teachers with explicit quality parameters, a supply of teacher and school equipment measure (Dalton-Puffer, 2011).

3.4. Content and language integrated learning principles

The underlying principles of CLIL (British Council, 2018) encompass several benefits, namely cultural awareness, internationalization, language competence, increased motivation, and preparation for academic and working life. Fundamentally, developed from communicative language learning principles (Savignon, 2004), which must be conceptualized within the authentic context or authentic, interactive settings (Coyle et al., 2010), these elements are summarized as follows:

1. Learning fundamental is the result of the interaction and communication in a learning context which operates through the medium of a foreign language or whose language is used as a tool.

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2. There are the recognition and acceptance of diversity as part of language development and of different languages.

3. A learner's competence is connected with genre, style, and correctness and results from various forms of methodology for language learning and teaching.

4. "*Culture is instrumental*" (p. 32), and complexity exists in the relationship between cultures and languages. Hence, what fundamental to CLIL is "intercultural awareness."

5. Language learning and language using is the goal. Language is learned and related to the learning context, to learning through that language, to "*reconstructing the content*," and to "*related cognitive processes*." "*Language needs to be transparent and accessible*." (p. 42).

6. Only can learners create their own interpretation of content by analyzing the linguistic demands of content so as to produce their thinking process because there is an association between content and cognition (learning and thinking).

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Due to its numerous advantageous offers from CLIL implementation, teachers having a desire to succeed in CLIL classrooms should follow these major principles of CLIL (Mehisto et al., 2008; Suwannoppharat & Chinokul, 2015a, 2015b):

1. Authenticity: this refers to having authentic materials for use, authentic case, and authentic content from the real world, like brochures, daily business newspapers, and flight attendants in airline business topics or courses.

2. Multiple foci: this refers to a wide variety of learning activities to be employed in a classroom which helps to develop students‟ understanding, knowledge

acquisition, and skills (of content and language) at the same time, which in turn brings about automatic learning.

3. Active learning: this means that students actively participate in both preparation and presentation stages; the teacher accordingly has to inspire the students to take an active role in all steps of learning.

4. Safe learning environment: this means the students feel safe and gain new knowledge without much worry when their learning experiences are in familiar classroom settings and peer participation (Suwannoppharat & Chinokul, 2015a, 2015b).

5. Scaffolding: this refers to that during a discussion, the teacher functions as a facilitator, and their peers are consultants to one another. "*The teacher has to be ready to help the students all the time and also to encourage them to be good peers in helping each other to learn*." (Suwannoppharat & Chinokul, 2015a, p. 243).

6. Cooperation: this means that there is the planning of courses/ lessons/topics in cooperation with CLIL and non-CLIL teachers. There are involvements or cooperation from parents, local community, authorities, and prospective employers to survey their needs in the job market (Mehisto et al., 2008).

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The causes or principles to developing its 4Cs framework (Coyle, 2007) should be briefly described here:

1. That learners appropriately construct relevant knowledge and develop skills is the center of subject matter (Vygotsky, 1978 as cited in Khemmani, 2015).

2. Learning and thinking processes, which require the analysis of the linguistic demands to facilitate development, help to acquire subject knowledge, skills, and understanding (cognition). The analysis and access to linguistic demands of

subject matter content enable learners to construct their understanding.

3. Context, which requires reconstructing the subject themes and/or related cognitive process through a foreign language or second language, helps students to learn a language better.

4. What is fundamental to learning is interaction in the learning context. For example, teachers can organize learning activities or experiences, allowing students to talk or write through materials and make them their own.

5. Interrelationship between cultures and languages, though complex, assists students in intercultural understanding, which eventually provides an alternative approach in pedagogy and students' voice or engagement and towards global citizenship and identity investment.

From the above review, the researcher can conclude the principles for the curriculum development in this study:

1. Selected BEW and English language content related to learning, cognition, and culture is based on the authentic materials in real-world/work settings and enables students to develop content knowledge and/or cognition.

2. Students are engaged in using language to learn the language and using their higher-order thinking process (cognition) to analyze the contents and language culture.

3. Interactive and scaffolded learning experiences help students become autonomous (personalized learning), work cooperatively, better develop and construct their understanding, knowledge, and skills.

4. Students build and develop inter-cultural understanding, knowledge, and awareness/tolerance between self and others in learning experiences.

3.5. Content and language integrated learning, business English writing, and Cambodian undergraduate students

Theoretically, CLIL and ESP–business English in particular–include the omnipresence of English as an international language of communication and the world economic demand (Tzoannopoulou, 2015). On the other hand, CLIL and business English programs are usually for students who study English as a foreign language, such as Cambodian students (Ellis & Johnson, 1994; Tzoannopoulou, 2015). Furthermore, in teaching English for communication in professional settings, both BEW and CLIL courses are two-thing-driven approaches (Greere & Räsänen, 2008) and need authentic texts and contexts in the learning and teaching process (Coyle et al., 2010; Ellis & Johnson, 1994).

The two-thing-driven approach above in CLIL is suitable for a course design in Cambodia for certain aspects. It firstly can inspire Cambodian students and assist them with BEW learning because BEW content and English language can be used as curriculum content selections so that they are learned spontaneously (Coyle, et al., 2010; Mehisto, 2008; Mehisto, et al., 2008). The equal focus of BEW and language may be appealing to students since they may feel that they can develop both subject and language skills and be prepared for English language speaking environments, for instance, the foreign firms in Cambodia (Dale and Tanner, 2012). Moreover, students learn the subject (BEW) through the medium of English, so they have the chance to improve their English while they are learning the content from authentic handouts or materials as prescribed in curriculum structures.

In addition, CLIL is more than immediate relevance to communication tasks

and emphasizes the higher level of authenticity, so based on social-constructivism focusing on interactive, dynamic student-led or student-centered (Ellis & Johnson, 1994) and mediated learning or scaffolding (Coyle et al., 2010), which are prescribed in curriculum structures and guidelines for organizing learning experiences, learners are actively involved in a socially dynamic process or so-called meaningful interaction specifically through English to meet their professional needs, like business/trade needs (Tzoannopoulou, 2015). Another example is that CLIL benefits students with language skills and communication skills because they use the language to learn the language and use a specific subject content to communicate with one another in English (Coyle, et al., 2010). CLIL students additionally will use English to accomplish their communication goals in a wide variety of situations, formal, informal, specialized, or general (Dale and Tanner, 2012). As a matter of fact, the employers or public agencies/ministries in Cambodia need staff or college graduates who can use (work-related) English on top of their skills (Seng, 2015). Thus, real-world language experiences in CLIL classroom are related to and are expectedly found in the real world outside (Krashen, 2003, 2009) because, according to output theory, learners need to produce the language, so in CLIL class, students are encouraged to speak, write, experiment their mistakes and creativity, which finally helps them become more proficient in English language (Dale and Tanner, 2012).

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More on theoretical focus, evidence from higher education where CLIL is used are numerous. First, the communication–language Triptych (Coyle et al., 2010)–reveals the need for cognitively demanding content and language integration (Léon-Henri, 2015). Concerning business communication or other professional activities, like collaborative learning and sharing, joint at the tertiary level, CLIL provides

students with a rich forum for discussion and discovery (Léon-Henri, 2015). Second, CLIL requires that in the CLIL settings, there needs to be a reconceptualization of language roles from language learning based on a grammatical progression towards an approach, blending the way of learning a language–learn to use language and use language to learn (Dalton-Puffer, 2007; Sovannoparat and Chinokul, 2015a). Coyle et al. (2010) develop the Language Triptych to conceptualize language learning and usage in CLIL; it uses language for language knowledge construction (Dalton-puffer, 2007). Learners, from the analysis of the CLIL vehicular language, are supported in the usage of language "*from three interrelated perspectives: language of learning, language for learning, and language through learning*." (Coyle, et al., 2010, p.36).

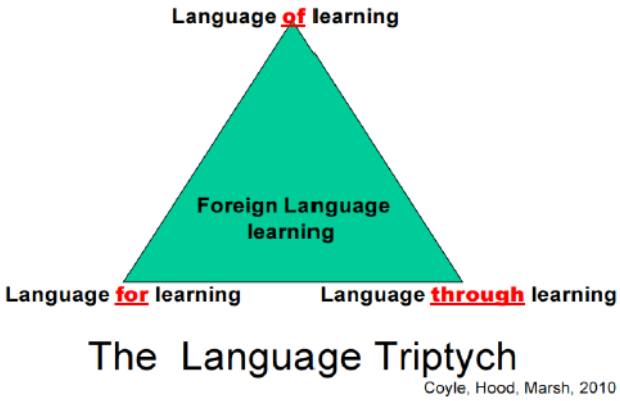

Figure 2: the language Triptych (Coyle, et al., 2010, p. 36)

According to Martín del Pozo (2016), both subject content and language can be conceptually represented with the Language Triptych. She continued that from the conceptual representation, the Language Triptych highlights three interrelated components or perspectives from the conceptual representation. Additionally, Coyle, et al. (2010, pp. 61–63) provided some inquiries to provoke teachers to consider when using the above framework for the analysis of an additional language used as a medium of instruction in CLIL as follows:

Language OF learning refers to “language needed to access concepts and skills of a field of knowledge. These language demands of the different disciplines” enable learners to “comprehend much more than vocabulary.” Martín del Pozo (2016, p. 144), and Coyle, et al. (2010), and Sovannoparat and Chinokul (2015b) added that when language students encounter the content, this aspect explores and analyzes what they will specifically need to have access to basic concepts and skills and/or to novel information and understanding, for example, key words, phrases, or grammatical demands of the unit, grammatical progression in using modal verbs to predict the future, the language of describing, defining, explaining, hypothesizing, effective use of future and conditional tenses for cause/effect, solution, suggestions, and the like. In other words, Sovannoparat and Chinokul (2015b) declared that language of learning is the language for future usage.

Language FOR learning refers to the language needed by students to do the planned activities effectively and to operate in educational experiences in which an additional language, not their mother tongue, is used (Coyle, et al., 2010) and “*language that enables the learner to be functional in a foreign language environment. This includes classroom language as well as language for academic processes and speech acts*.” Martin del Pozo (2016, p. 144). In a simpler term, Sovannoparat and Chinokul (2015a) considered a language for learning as a vehicular language as a medium to learn, for example, language to build arguments and disagreements, language for project work or in group work, like asking and answering questions, using evidence, language used for discussion, to seek assistance, additional information, explanation, and to get access to other sources, writing a simple research report, and the like (Coyle, et al., 2010).

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Language THROUGH learning refers to "the language generated in the process of learning. As a new meaning is learned, new language is required and acquired." Martin del Pozo (2016, p. 144). Coyle et al. (2010) stated that once students develop their new knowledge, skills, and understanding (of the content subject), the new language will also emerge through learning because language is connected with cognitive processing; thus, they can advance their learning both as planned and spontaneously. To simplify, learning results in "*active involvement of language and thinking that leads to effective learning*" and systematically linguistic development as Sovannoparat and Chinokul (2015b, p.73) thought of these learning processes as a spiral (encounter, use, reencounter, and reuse to systematically develop new language) or (old/existing language/knowledge is used to access and develop unknown/new language/ knowledge), for example, presenting evidence, using feedback, dictionary skills, extending presentation skills (better presentation than previous ones), recycling discussion skills at a higher level and the like.

In brief, "…Communication demands an awareness of the different types of language used for different purposes by the use of a Language Triptych – the language of learning, language for learning and language through learning" (Sovannoparat & Chinokul, 2015a). Both Coyle et al. (2010) and Martin del Pozo (2016) particularly drew a conclusion of the purpose and application of the Language Triptych (LT) as follows:

1. LT is a tool used to offer the apparatus to synthesize language needs across a wide variety of CLIL contexts.
2. LT is a tool used to distinguish types of linguistic demands in CLIL
3. LT is a tool used to conceptualize the use of language as a language for

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knowledge and skills acquisition and development.

CLIL, on top of that, “requires the analysis of linguistic genre” (Coyle et al., 2010, p.59), and cognition or higher-order thinking skill is essential to enhance BEW because, for example, before replying to a letter or email, students need to interpret information of emails and analyze and evaluate contents (Anderson and Krawthwohl, 2011; Coyle et al., 2010). Another instance is that in order to write a minute, students need to synthesize important information from what they hear and take notes; thus, the higher-order thinking process of CLIL contributes to elevating students’ BEW in learning experiences (Coyle et al., 2010; Suwannoppharat and Chinokul, 2015a, 2015b) and helping them with other skills like critical thinking and problem solving, which students can apply beyond the classroom (Khemmani, 2015). Students need and use analysis, evaluation, and creation/creativity to better learn the language and BEW contents (Coyle et al., 2010; Dale and Tanner, 2012).

Moreover, learners remember things when their brains work more than usual to complete the tasks because they learn a subject in another language (Dale and Tanner, 2012). As stated by Coyle (2007; p. 7), “*It is harder to learn like this especially from the beginning, but if it makes you concentrate more, then you learn better, and so it is better to do it this way*.” To illustrate, the conclusion of the research results proved that CLIL implementation promotes student motivation and contributes to the course objectives and that learning engages students in real-life practices and is more effective in collaborative work (Tzoannopoulou, 2015) and student questioning or critical analysis, and problem-solving (Léon-Henri, 2015), which produces expected pieces of work of the professional community. The core principles of CLIL

(cognition) make students beneficially learn English in a BEW course by using their higher-order thinking process.

Once again, English, a phenomenon of growing needs of a world language (Mao, 2013; Tith, 2013), has been taught as a foreign language (EFL) in both secondary high schools and universities and has been popular in Cambodia since the early 1990s due to three significant events: Paris Peace Accord in 1991, the membership of ASEAN integration in 1999, and World Trade Organization in 2004 (Clayton, 2006; Mao, 2013; Tith, 2013), and it has become a medium of instruction in a specialized major in some tertiary level institutions (Dearden, 2014; Moore, 2017; Tweed & Som, 2015) and has been a soaring need of a diplomatic relationship and the seeking of foreign residency (Keuk, 2007). The culture of Cambodian students impacts the ways they learn foreign languages. Culture underlies all the other three components of CLIL and is found in all aspects of life (Saumell, 2014). Therefore, the curriculum objectives, contents, and structures must include culture. CLIL helps learners build intercultural understanding, knowledge, tolerance, and communication skills (Coyle et al., 2010; Nardoni, 2015; Saumell, 2014). For example, students must be considerate when new materials are introduced because they can contain cultural information. More specifically, first language writing can be culturally different from second language writing. Another example is that students may use different contents to indicate the same information, using BEW to suit their local contexts and culture. In brief, according to socio-cultural theory, international students learn the language through social interaction, and learning, thinking, and culture are interwoven and interdependent and affect learners in the subject they learn (Dale and Tanner, 2012).

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All in all that are analyzing the linguistic features (language development/language learning), which the learners use a business English language to develop skills and language, make an interactive conversation with each other, and enhance cognitive thinking (higher-order thinking process) from the (business) authentic contents by being aware of intercultural insights of self and others makes CLIL the ideal model for developing a business English writing course curriculum. Therefore, the following section will depict competency-based education (CBE).

4. Competency-Based Education (Approach) for Business English Writing

The chosen approach for a curriculum design that is quite suitable for enhancing the business English writing ability of undergraduate students is competency-based education (CBE). CBE was initially developed and created from outcome-based education (Cañado, 2012), which is focused and organized for all students to do successfully at the exit of the course (Spady, 1994). Thus, the following section covers competency-based education, its theoretical backgrounds, characteristics, and systematic framework for curriculum design, and why it is suitable for business English writing.

4.1. Relevant concepts of competency-based education

The competency movement commenced in the US between the 1960s and 1970s and spread globally (Cañado, 2012; Mulder & Winterton, 2017; Pathomlangkarn, 2009; Soare, 2015; Wong, 2008). Emanuel Soare (2015) stated that the earlier development of the competency concept was the mastery learning models in the US, which led to the instructional approaches or competency-based

approaches/training (Pathomlangkarn, 2009), some of which were the formative vocational education. Such education reflected the instructional designs informed by several psychologists, like Skinner, associated with behaviorism (H. D. Brown, 2014; Soare, 2015).

In this way, the competency concept has been used to associate with instructional models and learning, and notably, a concept of contemporary competency-based learning has come to play, shifting from inputs to outcomes (Soare, 2015; Soares, 2012).

4.1.1. Definition of competency

Numerous notions can be conceptualized from the term competency; however, it commonly is an element of competence (Mulder, 2017) and refers to "a combination of skills, abilities, and knowledge needed to perform a specific task" (E. A. Jones & Voorhees, 2002)under particular conditions or situations (Mulder & Winterton, 2017; Pathomlangkarn, 2009) according to performance criteria (Pathomlangkarn, 2009).

Martin Mulder (2017) outlined the concept of competent or being competent or having competencies into four outstanding features: a) possessing adequate or conditional capability or qualities, b) being sufficient, c) legitimately qualified or adequate, and d) the ability to cultivate or perform.

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Due to the need for vocational education to develop competencies, not only for diplomas, yet to be capable of reaching specific achievements, competence/competency refers to the cluster of knowledge, attitudes, and skills which respond to the following criteria: a) a major part of the job, b) performance in the profession, c) measures against expected standards, and d) improvement via training development (Soare, 2015). Furthermore, Spencer and Spencer (1993, as cited in

Soare, 2015) added that a competent person must hold these characteristics: motives, self-conception, knowledge, skills, and traits.

Champathong (2019) also defined competency as the mixture or total combination of knowledge, skills, attitude, or attributes that enable an individual to succeed in his/her work, problem-solving, and his/her life direction. He mentioned that there are seven vital components of competency; they are a) Knowledge, b) Skill, c) Attribute/attitude, d) Application, e) Performance, f) Tasks/Jobs/Situations, and g) Performance criteria (p.11).

In sum, competency/competence plays a central concept in helping the curriculum operations at all levels, curricular disciplines and domains, and precisely every element of disciplinary aspects for school programs. Its related conception, competency standard, is briefly elaborated next.

Another very favorable key term in the circle of competency-based education is competency standard. Competency standard is defined as a specified knowledge, skills, attitudes or values required to perform a job or trade, or the specified corresponding standard of performance that a person needs in the workplace (Rebalde, 2012).

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Likewise, Wesselink, Biemans, Gulikers, and Mulder (2017) described competency standard or standardized competency as the translated competency to be meaningful for a particular student, to be individualized, and to be flexible on the student's level because criterion-reference measurements are used to evaluate the progress of students' competence/competencies and arrays of knowledge structures for integrated performance-based capabilities and for "*cognitive, interactive, affective, and necessary psychomotor capabilities, and attitudes and values*" (p. 536) so that

each student can solve problems, carry out tasks, and effectively function in a particular profession, role, or organization.

Thus, competency standards guarantee and reflect the standardized application of specified knowledge and skills in employment performed by students (Pathomlangkarn, 2009).

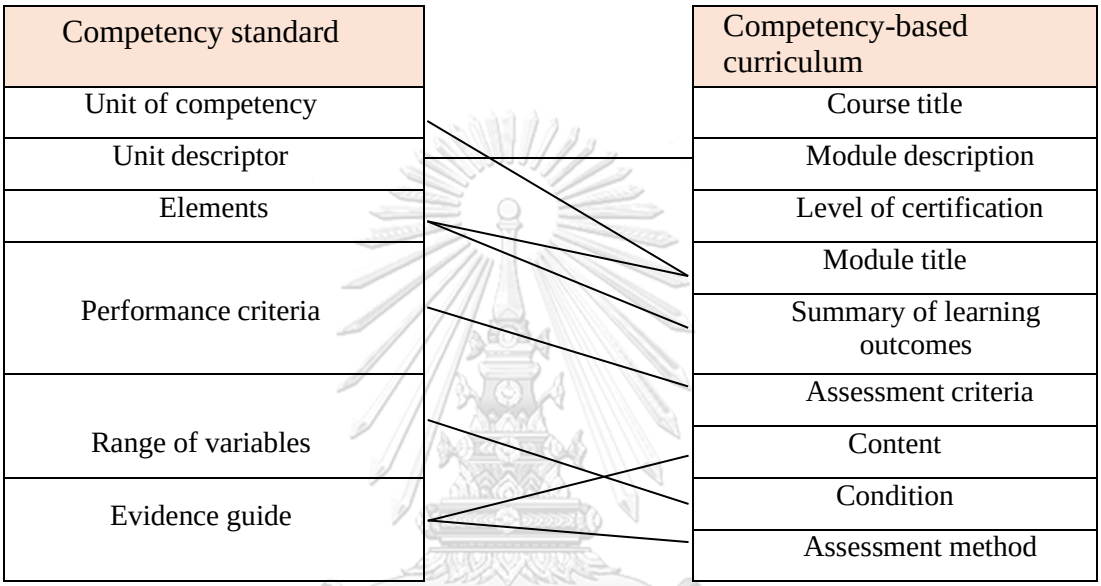

Figure 3: The relationship between competency standard and CBE Curriculum (Training., 2016, p. 4).

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4.1.2. Conceptual definition of competency-based education

Rather than spending time in the classroom, Competency-Based Education (CBE) is an approach of academic programs/design which centers on competencies (knowledge, abilities, and skills) (Lumina Foundation., 2017). Moreover, competency-based approach is described as learning environments and experiences that have been selected to enhance learners' knowledge, skills, and attitudes so that they can apply them in their everyday life (UNESCO, 2019); UNESCO added that competency-based education is a systematic approach in which students can build practical demonstrations of the understanding and skills determined in the profession.

Furthermore, CBE or competency-based approach (CBA) is aimed at linking the requirements of employment with professional education; in other words, the results of education of CBA are recognized in the world of work outside (Zaytseva, 2016). Additionally, CBE ensures that upon completing a course at a certain level, learners will have skills and abilities in various fields as needed (Champathong, 2019).

Furthermore, Nkwetisama (2012) defined CBE as "*the pedagogy of integration or to an outcomes approach … entails the putting together of all the knowledge, know-how and attitudes required for the solution of real-life problems or situations*" (p. 4). Similarly, Philip Baskerville (2017) defined CBA as the spot where the performance of a job's specific tasks, which align the requirement of an organization or role, is competently demonstrated by a person. What is more, instead of abstract learning (Baskerville, 2017), CBE is seen as an evidence-based approach to learning and teaching of observable and measurable skills and knowledge.

Walters (2016) contended that the curriculum of CBE integrates students' attained and constructed knowledge and skills through learning experiences inside and outside the classroom settings. Similarly, it is a systematic model advocating identifying learning goals in terms of explicit, measurable knowledge, skills, and behaviors students will be gaining at the end of the course (Wong, 2008). It provides the bridge between the conventional paradigm (credit-hour-based measurement of student achievement) and the learning revolution, which can be found in and outside of the classroom walls (Walters, 2016).

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According to the International Bureau of Education, UNESCO (2019), the curriculum of CBE focuses on the complex outcomes of a learning process, which means learners will apply knowledge, skills, and attitudes, rather than mainly

emphasizing what they are expected to learn about, as stated in the traditionally-defined subject content. Principally, CBE is adult learner-oriented and adaptive to the changing demands of society, teachers, and learners (Nkwetisama, 2012).

Furthermore, competency-based language teaching in higher education depicted an attempted adjustment of training models to meet the demands of the time (Cañado, 2012). He added that the CBE model is ultimately aimed at forming the flexibility and adaptability of professions whose competencies can be applied to complex, varied, and unforeseeable situations which they will encounter throughout their professional, social, and personal lives and who eventually will be able to become valuable and active citizens in the democratic world.

CBE, in addition, is defined as an educational approach, at students' own pace, which students advance through desired learning objective once there are the demonstrations of knowledge, skills, or content mastery (TeachThought Staff, 2017); CBE also emphasizes the synthesis and integration of experiences and information in order to construct working knowledge which students can apply in the real-world settings (Fournier, 2009).

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Some aspects to developing a CBE curriculum, according to Van den Berg and De Bruijn (2009), are learning by self-steering (students are responsible for their learning, which in turn proves their capacity to do a job in future career); workplace learning (students learn and practice skills and knowledge, which fill the gap between the labor market and the education); meaningful learning (learning is meaningful and powerful when students can connect and reflect their learning outcomes of the workplace); and flexibility (flexible contents of learning experiences and flexible pedagogical approach).

4.2. The theoretical background of competency-based education

Vocational education and training provide the origin of competency because it is concerned about the behavior and the preparation of students who need to competently demonstrate in their professions and the up-to-date society (Soare, 2015). According to Norris (1991), philosophical/theoretical foundations generating the competency model are 1) a behaviorist construct (a description of capable action, behavior or outcome a person should be able to do or a competent person is), 2) a cognitive construct (under certain or idealistic conditions or situations a person can convert their knowledge to action or perform an action), 3) a generic construct (specifications and generalization of abilities associated with expertise or professional performers).

According to (DeKeyser, 2007), skill acquisition theory which is the basis of CBE, is a form of learning through which students can develop their resilience or automaticity through in psychology from "*behaviorism to cognitivism to connectionism*" (p.97); in other words, this theory represents three stages: cognitive, associative, and autonomous, which ensure the capacity to demonstrate any skill in which students are conditioned (Brown, 2014; Richards & Rodgers, 2014).

Chappell, Gonczi, and Hager (2000, as cited in Social Work and Education., 2012) and Griffith (2014) suggested human reasons and objectivity as another foundation of CBE. They discussed four different concepts of competence/competencies:

1. Positivist perception: technical aspects of work (measurable and observable performance against the directly specified and developed criteria) leading

to curricula focusing on skills and outcomes.

2. Humanist perception: integrating cognitive and social aspects, promoting both specific and generic attributes; the focus is on the equitability and accessibility to designing learning goals and assessment criteria.

3. Critical perception: the operations of CBE are based on political, social, and economic environments setting power of relations, molding the format of learning.

4. Postmodern perception: the confrontation of many modern workers is their "*inflexible organizational structures and equally unchanging power relations,*" despite that they try to work autonomously, think creatively, solve problems, communicate effectively, and make various essential decisions.

Competency has been developed from competence in his theory, and Noam Chomsky (2010) mentioned that competence is a cognitive process. He continued that an individual uses his/her competence (the language knowledge of his/her own) for different purposes (Makulova et al., 2015).

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Concepts of competence and competency have evolved from Noam Chomsky since the 1960s, and Zimnyaya (2004), a Russian scientist and theorist, suggested and proposed the distinction of the two terms–competence and competency–the development of transformational grammar and language teaching theory, and the introduction of concepts "communicative competence" (Makulova et al., 2015). During the period of 1970s – 1990s, Zimnyaya began to consider the professional competencies in a teaching career and proposed five specific components of competencies: "*the level of claims, direction, goal-setting, emotional and volitional*

regulation of behavior, value and semantic attitude of a person" (Zimnyaya, 2004, p. 18).

From that period, the concept of competency has spread into a scientific category, the discussion of various programs of competency-based approach in education and the concept of competence/competency has been considered into the theory of management in the behavioral interview by Spenser and Spenser (1993) (Behavior Event Interview), the writer of the book 21 competencies of successful people in the profession and high levels (Makulova et al., 2015).

In the meantime, there was a report by Delors (1996), "Education: A Secret Treasure," outlining the four essential pillars to contribute to any professional competency: 1. learning how to know, 2. learning how to do, 3. learning how to live, and 4. learn how to be (Makulova et al., 2015; Social Work and Education., 2012). In current situations, competencies should be about how people can function in a dynamically complex environment. Hence, CBE is to help people solve unexpected, unfamiliar problems (Makulova et al., 2015).

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Philosophically, moreover, Spady (1994) raised three significant variations of the CBE approach:

1. Traditional model: subject contents have been identified as curriculum and learning. Lower cognitive levels mentally engage the learners with the contents (Behavioristic learning theory).

2. Transitional model: competency and higher cognitive levels of learning are the central aspects whose curriculum mangles a thematic and interdisciplinary approach to selecting the contents, organizing them, and delivering them. The

development of accountability, learning, and competencies have been developed through creative learning and projects.

3. Transformational model: going beyond subject content, the outcomes of competencies center on the critical life roles of individuals and society in the long term, preparing the learners for both current contexts and new futures. In other words, knowledge, skills, constructivism, post-modernism, learner-centered curricula, and participative management of education are integrated as an organic orientation.

4.3. Competency-based education principles, characteristics, and its systematic framework for curriculum design

McGuire (2017) suggested five essential principles to designing a program of CBE: 1) the set of a broad skill to be developed, 2) the progress of students through the mastery of content knowledge, 3) specific learning objectives, 4) the supports provided in differentiated instruction, and 5) the effectiveness of assessment usage.

Likewise, according to Jamaica (2006, as cited in UNESCO, 2019), there are five fundamental principles to a systematic approach of CBE. They are

1. From professional experts, there is an identification of tasks to be instructed.

2. The opportunities to develop and evaluate students"‘ achieved competencies are given to each learner in the CBE program.

3. The primary competency assessment is on the actual demonstration, not only on knowledge and attitude.

4. The basis for achievement assessment is unit competency standards or

occupational standards.

5. The advancement of the students through the program is based on demonstrating specified or attained competencies.

Priest (2015) suggested a tendency to boost the CBE program. The rationales include the focus on the learning performance, not credit hours (time spent on learning), learning what is needed to perform the tasks, flexible and individualized or personalized frameworks, rewarding prior learning and mastering new learning, and provision of clear path and accountability for sponsors and students (or other stakeholders). In addition, CBE is great for mature learners who independently learn without much guidance from teachers (do-it-yourself) (Auerbach, 1986; Book, 2014; Pearson, 2015).

Several essential characteristics also make CBE stand out compared to other educational approaches. They are (Dragoo & Barrows, 2016):

1. applicable and valid competencies, consisting of skills and knowledge and developed through a transparent and explicit process (Ewell, 2001; National Center for Education Statistics. [NCES], 2012); determining target competencies or performance outcomes with its (standard) criteria after the course (Pathomlangkarn, 2009).

2. The usage of competency criteria to set the framework for the intentional alignment of competencies, curriculum syllabus, selected learning resources, and assessments (Treleaven & Voola, 2008) leading to the linkage between instruction and evaluation as well as the qualifications of learners at the end of the course (Pathomlangkarn, 2009).

3. The use of obvious performance assessment criteria (Pathomlangkarn, 2009) built on the industrial expertise and academic subject matter experts (Johnstone & Soares, 2014) and the track of assessment learning results used to determine whether learning resources are meaningful and cheerful (and help students master competencies or desirable learning outcomes of the curriculum/program) (Dragoo & Barrows, 2016).

4. A supportive learning environment, including reusable and accessible learning experiences and resources, matched the learning outcomes and individual-paced learning supportiveness and assistance.

Simon Priest (2015) drew seven essential components of the CBE curriculum framework: a) Determining general competency areas, b) Defining and specifying competencies in those areas, c) Establishing performance criteria, d) Outlining acceptable learning methods, e) Practising learning methods, f) Assessing the performance, and g) Evaluating and improving a curriculum (refining competencies and repeating the cycle).

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Similarly, Wesselink et al. (2017) developed guidelines for developing learning arrangements in CBE program; they call their model comprehensive CBE curriculum (CCBEC), which is designed as a summative competency-based assessment is developed; practical learning situations are designed and developed; concrete learning questions are formulated, and personal learning arrangements are composed.

Soares (2012) mentioned a model to develop a CBE program. From its framework, the foundation of learning and the natural makeup, whose different

experiences can be built on by individuals, are traits and characteristics located at the bottom of the pyramid. Skills, abilities, and knowledge are the second rung and are developed through learning experiences (broadly in participation in community affairs, work, and formal education). Competencies, the third rung, are the outcome of integrated learning experiences, in which skills, abilities, and knowledge result from the task performance. Finally, when one can apply their competencies, this indicates demonstrations, the top rung. All stages of this learning process require continuous assessments.

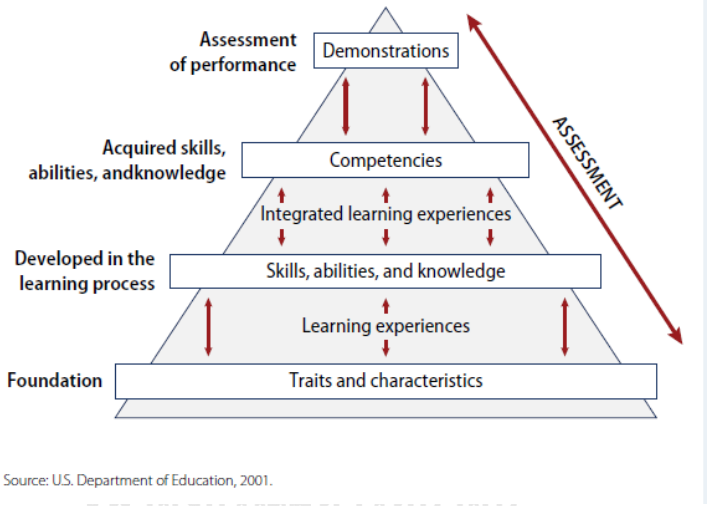

Figure 4: Competency-based education curriculum framework development model

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The systematic framework Competency-based language teaching and learning approach for language program dissected from the four major points above entails eight crucial elements (Auerbach, 1986, p. 415; Pathomlangkarn, 2009; Richards and Rodgers, 2019) as follows:

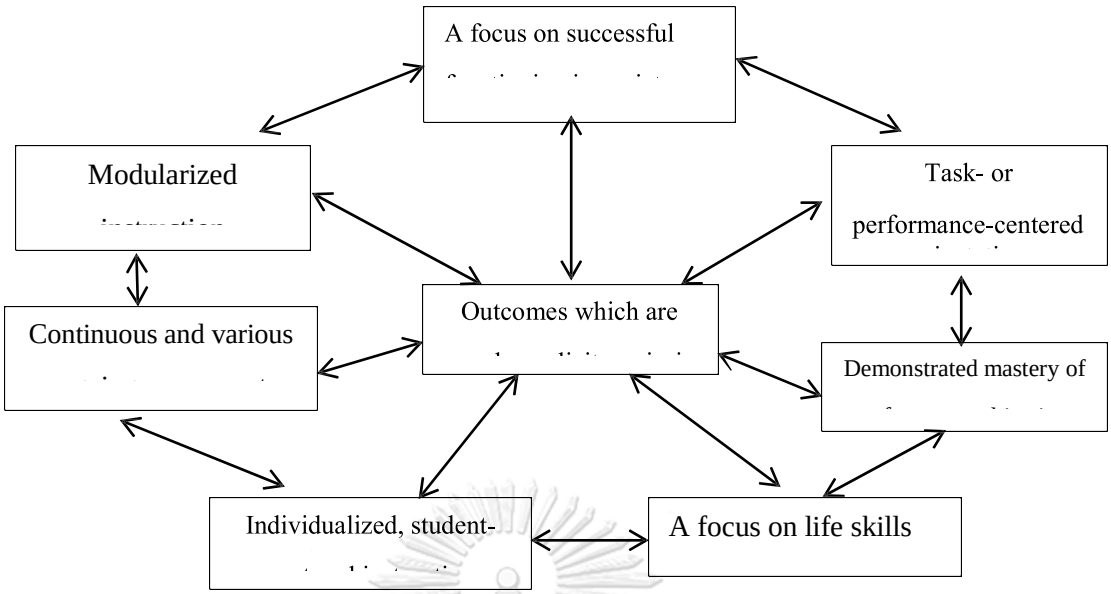

Figure 5: CBE Framework for English language teaching and learning

1. A focus on successful functioning in society: "*Students become autonomous individuals capable of coping with the demands of the world*."

2. A focus on life skills: "*Students are taught just those language forms/skills required by the situations in which they will function*."

3. Task- or performance-centered orientation: Behavioral emphasis more than knowledge, the ability of students about language and skills to communicate.

4. Modularized instruction: "*Language learning is broken down into manageable and immediately meaningful chunks*" (Center for Applied Linguistics, 1983, p. 2).

5. Outcomes that are made explicit a priori

6. Continuous and ongoing various assessments: objectively quantifiable pretest, posttest, retest, and test results

7. She demonstrated mastery of performance objectives: (capability to show pre- determined behaviors).

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8. Individualized, student-centered instruction: (not time-based, yet focus on the competencies students lack).

According to Gruppen, Mangrulkar, and Kolars (2012), the CBE program has been represented as a framework for implementing the education that centers on the desired characteristics of the performance of the professionals. Those characteristics are: a) the end goals of instruction, b) expectations that are external (ability to perform up to the expectations), c) measurable behavior (incorporated knowledge, skills, and attitudinal aspects - parts of curriculum), d) criteria for performance standards and e) what is expected from learners is shared among learners and other stakeholders.

What is more, not entirely different from other scholars in the Netherlands, the Inspectorate of Education (2007, as cited in Mulder, 2017) proposed a curriculum model of CBE, which has the following features: a) the combination of attitudes, skills, and knowledge, b) profession-oriented actions, c) individual focus, and d) the centeredness of individual's career development.

To summarize, the researcher can draw a conclusion of some principles of CBE for the curriculum development of this study:

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1. There are explicit identifications of core competencies, sub-competencies, and clear (performance) criteria for students to successfully function in a job after the course completion.

2. Identifying the usage of competencies & criteria as a framework for aligning curriculum structures, selected curriculum experiences, and assessments leads to students' demonstration of knowledge, skills, and qualifications.

3. Supportive learning experiences and modularized instructions from individualized, student-centered instructions give students more opportunities to

practice real-world tasks and ensure the attained competencies are executed.

4. Various ongoing assessments and transparent performance criteria of skill/knowledge demonstration are in place to assure students' desired learning objectives.

4.4. Competency-based education for business English writing and Cambodian undergraduate students

From the abovementioned characteristics and systematic framework of Competency-based education curriculum and English as a second language, and from the findings of Djelil (2012), the author of Suggesting A Competency-based Approach to ESP Teaching, CBE can indeed be used to develop business English writing course and enhance BEW ability of undergraduate students as follows:

Firstly, based on the systematic framework of CBE curriculum design and the demands of business English writing, specified competencies and performance criteria of the profession can be used as the curriculum structures or prescription-related to learning experiences (Book, 2014; Lumina Foundation., 2017; Pearson Education., 2015; Soares, 2012). Moreover, a unit of competency and modularized instructions from curriculum structures are essential elements for students to develop their enabling learning objectives or elements of competence (Nkwetisama, 2012; Pathomlangkarn, 2009; Walters, 2016). For example, in business settings for skills acquisition or practical strengthening (Brown, 2014; DeKeyser, 2007; Richards and Rodgers, 2014) to prepare (Cambodian) students for the real world of work, students are taught "discrete content knowledge outcomes," not time spent on the course or credits earned in curriculum structures, such as business English style/tone, expressions, useful

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phrases, and the like in this study, so as that they can use English as a vehicular language and practice it for their exit outcomes (Coyle et al., 2010); thus, students can effectively and confidently demonstrate their learning/terminal outcomes.

Secondly, CBE can enhance the BEW ability of undergraduate students through the repeated practices of authentic tasks from the workplace (DeKeyser, 2007; Richards & Rodgers, 2014). Notably, CBE‟s leading goal is to determine target competencies (Djelil, 2012) and real-world experiences (McGuire, n.d.) learners may face in a particular setting, including workers in the factory, business English meetings, negotiations, presentation, etcetera, and the know-how of language usages (Richards, 2006) and language needs to perform those tasks (Djelil, 2012). With this regard, the language needs and specific tasks to be performed must be authentic or realistic or mainly comparable to the ones students are required to use at the workplace; thus, this aligns with one of the components of business English writing–the authenticity (Fendero, 2005; Richards, 2006). Furthermore, by practicing authentic tasks and evaluating with various assessment methods of CBE, students have more chances to do fundamental tasks in business settings (Cambridge Business English, 2014; Fender, 2005). Therefore, the BEW ability of undergraduate students improves because of CBE–the practicality of BEW in business scenarios outside the classroom context (Djelil, 2012; Nkwetisama, 2012; Richards, 2006).

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Moreover, cooperation, collaboration, and concerted efforts in the world of work for high productivity and desired results of CBE (British Council., 2016) undoubtedly require interactions, which foster BEW ability through the interactional writing between people in business settings (Cambridge Business English, 2014; Fender, 2005). According to CBE‟s vital characteristic above, scaffolding and

supportive safe learning environment (Dagroo & Barrows, 2016) enables learners to work cooperatively and interdependently in order to produce diverse business English correspondence since BEW is for the exchange and never occurs solely, yet requires the comprehension and the demands to be met of both written communicators (Cambridge Business English, 2014). Accordingly, realistic learning organization or real-world tasks/activities of CBE collaboration in the profession (Walker, 2011a) can benefit Cambodian students who are future business English writers.

Additionally, CBE is suitable because both CBE and Business English writing are humanistic and student-oriented designs for the particular needs of learners (Auerbach, 1986) and are widely used in vocational and professional education, emphasizing specific skills to be used in the working environment (Richards, 2006), and prerequisite knowledge of the course, which students must moderately have to pursue the course, is required or assured (Dejelil, 2012; Nkwetisama 2012). In other words, to design a course for BEW, a particular group of students whose "individualized" needs are analyzed claim they want from the course, and their English proficiency is usually measured prior to the course commencement. Thus, both CBE and business English writing ensure students possess the moderate capability to perform and achieve learning outcomes (Auerbach, 1986; Harapnuik & Thibodeaux, 2018).

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The above part, in brief, has raised some essential elements, including the competency movement, which began in the 1790s in the US, the definition of competency and competency-based education, the theoretical background of CBE, the various frameworks, principles, and characteristics of CBE, and the rationale why CBE suits BEW.

Conceptualizing the principles of CLIL and CBE, it is now time to focus on developing a curriculum to enhance the BEW ability of undergraduate students.

5. Curriculum Development

This study focuses on course development; the "curriculum" is a crucial term to elaborate more precisely. There are different definitions concerning such a key term "Curriculum" and various approaches and/or principles to curriculum development, some of which need to be considered.

5.1. The definition of curriculum

The curriculum is a plan for learning, theoretical aspects, the intended purpose of education in society, and the process of structuring the curriculum (Wiles & Bondi, 2015). Additionally, Ornstein and Hunkins (2018) specify five basic definitions of curriculum. Firstly, the curriculum can be referred to as a plan for achieving goals. The plan involves a sequence of steps. Secondly, the curriculum can be defined broadly as coping with the learners' experiences; almost anything planned inside or outside the school is part of the curriculum. "*The curriculum consists of the ongoing experiences of children under the guidance of the school,*" continued Ornstein and Hunkins (2013, p. 8).

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The third definition of curriculum is a system–linear or nonlinear –for dealing with people. Fourthly, curriculum refers to a subject matter (mathematics, science, history, English, and the like) or content (the way we organize and assimilate information) based on the grade levels. Finally, the field of study is also considered a curriculum due to its foundations, knowledge domains, research, theory, principles, and specialists.

5.2. Curriculum components

The curriculum needs to have wholly essential components so that the curriculum implementers can effectively use it in their instructional activities/learning experiences.

Tyler (1971, p. 1) proposed intriguing questions, which can be formulated into four major curriculum components: objectives, learning experiences, methods of organization, and evaluation (Ornstein & Hunkins, 2013, p. 77; Puakprom, 2017). Tyler (1971) outlined the components as follows:

1. Educational purposes: the school wishes its students to attain.
2. Selection of learning experiences: the school selects a learning experience (an interaction between the learners and the external conditions to which they can react), enabling students to achieve the pre-determined educational purposes.
3. Organization of learning experiences: the school determines how to organize learning experiences for effective instruction.
4. Determination of what to evaluate: the school identify how predefined learning objectives can be verified and checked through measurement and evaluation

Ornstein and Hunkins (1993, p. 233; 2013, p. 151) similarly determined the four doubtful inseparable components:

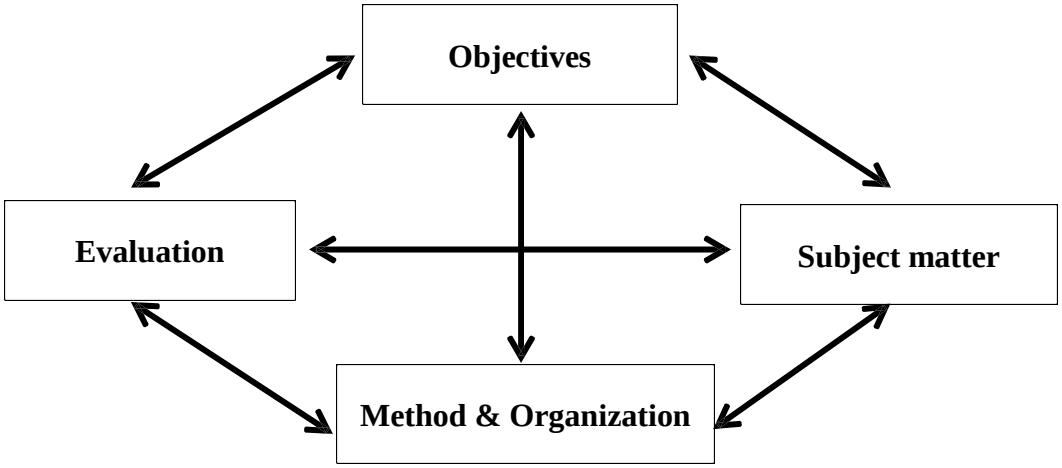

Figure 6: Components of Curriculum Design by Ornstein and Hunkins (1993, p. 233; 2013, p. 151)

1. Objectives: imposing the curriculum objectives is made in response to what the educational organization is at this level and what expected learning outcomes learners need to produce.

2. Subject matter: a content selection is a determination of knowledge and experiences which hopefully help learners develop to the pre-disposed learning objectives.

3. Method and organization/ organization of learning experiences: it is a curriculum implementation from the educational institution/ school level to the classroom level. Learning experience(s) is a sub-component.

4. Evaluation: it is to verify and examine the learning results whether there is something to be improved, like learning outcome evaluation and curriculum evaluation.

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5.3. Curriculum development process

Following the inductive approach in the curriculum development, Taba (1962, as cited in Ornstein & Hunkins, 2013) suggested her grassroots model, entailing seven

significant steps:

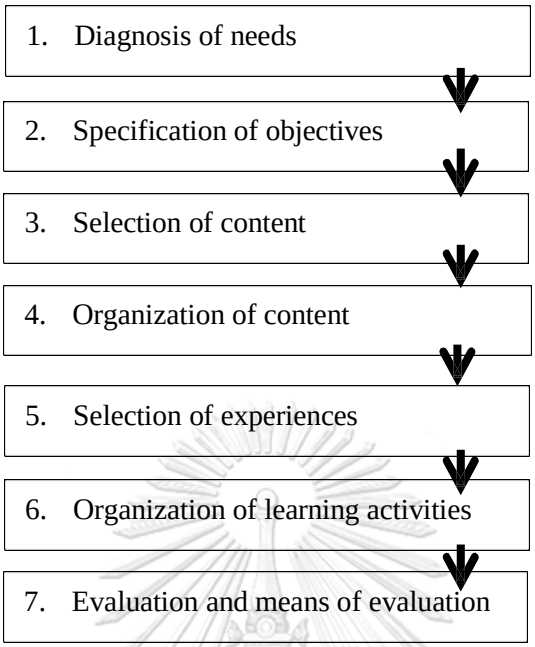

Figure 7: Process of curriculum development at grassroots level of Taba's

1. Diagnosis of needs: the curriculum designer, in this context, is the teacher who determines students' needs because students are whom the curriculum is planned for.

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2. Formulation of objectives: the objectives are particularized by the teacher.

3. Selection of content: the set objectives lead to the contents of the curriculum. The objectives and contents must be consistent. There must be the validity and significance of the contents, as well.

4. Organization of content: the teacher, taking students' maturity, academic achievement, and interests into consideration, sequentially organizes the content.

5. Selection of educational experiences: The teacher opts for appropriate instructional models to engage the students with the content.

6. Organization of learning activities: Learning activities are organized into a

sequence by the teacher, who must bear in mind that students are to be taught.

7. Evaluation and means of evaluation: it is time the teacher identifies the evaluation procedures and objectives that have been achieved by their students.

For business English course, Mark Ellis and Christine Johnson (1994) suggested a few specific steps in their model:

1. Needs analysis: The initial step is students'‟ business English needs for their future employability.

2. Assessment of level: they refer to the pre-test or placement to measure the students‟ current English proficiency before starting a course.

3. Course objectives: Identify the objectives concerning the needs analysis findings.

4. Syllabus: there should be the set courses and set learning experiences, for example, at HEI level, whose syllabus and objectives should be specified (British Council, 2016):

- identify topics, themes, situations
- design learning activities and tasks
- define types of assessments

5. Time/duration: it must be within the time limited by the program of the college or university (number of sessions, weeks, or semesters)

6. Learner expectation: in BE, the goal-oriented and success-expected aspects are likely the main focus of the learners.

7. Evaluation of program/progress: different types of evaluation are used to determine whether students succeed in their learning (written or oral exams); this is dependent on specific circumstances (Fitria, 2019; Zagan-Zelter & Zagan-Zelter,

2010).

After reviewing and synthesizing different curriculum development processes and models, Ellis and Johnson's curriculum development model has been chosen and modified for specific reasons. First, it is the curriculum model for business English courses. Second, it is a grassroots or classroom level model, which requires the needs analysis or problems of learners why they need to learn to BE from a responsible teacher (Ornstein & Hunkins, 2013, 2018), and third, it has easy-to-follow steps, for example, the pre-test (and post-test step) which will be used to assess the ability or English placement test of the students and which is specifically suitable for a language class. This is the standard process that learners are obligated to do before commencement any English course (Cambridge Business English, 2012). Fourth, it has a time allotment stage, making the researcher easily frame the developed course curriculum into the fixed-length stated at HEI and determined by the Ministry of Education, Youth, and Sport (MoEYS, 2015). Synthetically, this model and its steps are highly likely to suit the R and D research, which the researcher will elaborate on in Chapter 3 (Research Methodology).

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The next section is the synthetic modification of the curriculum development model of Mark Ellis and Christine Johnson "Business English Course" (1994), which has the following steps:

1. Students" problems/needs or business English needs analysis
2. Assessment of students" English proficiency level before a course, for example, pre-test or placement test
3. Syllabus and course objectives (objective identification in respect to number 1 and what curriculum learning experiences to go through is)

4. Curriculum structure/time allotment (number of sessions per week in a semester)

5. Learners' expectation (Assessment of student's learning results) and evaluation of their progress and the program.

6. Previously Related Research

6.1. Research related to business English writing

Ploylearmsaeng (2011) did R and D research on the development of an instructional model by integrating process and product approach and self-directed learning approach for fostering English writing ability of undergraduate students. Forty-one first-year students from the Humanities and Social Sciences faculty, Suan Dusit Rajabhat University, were purposively selected as samples. The instructional model instructed students to write business English letters, such as letters of inquiry, acknowledgment, complaint, a reply letter to inquiry and order, and journal writing for one academic semester. The researcher applied pre-test and post-test to gather information about students' knowledge (grammar, sentence structure, business vocabulary, written work, letters) and their journal writing. To collect data, the researcher used a paired-sample T-test. The effectiveness of the instructional model after the implementation was significantly positive since students' mean score of the post-test was higher than the pre-test at the level of .05.

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Yu and Yu (2017) conducted their study on Academic Achievements and Satisfaction of a Clicker-aided flipped Business English Writing Class at the Faculty of Foreign Languages, Hohai University, Nanjing, China. They selected participants for the research randomly, and they got 35 female students and 34 male students aged

between 19 and 23 who were later divided into two classes and who could access online learning technologies for a semester (16 weeks). They used a business English test (adapted from Cambridge Business English Certificate), the satisfaction scale (adapted from Stoke's scale (2001) consisting of 14 questions and five-Likert Scale), and a semi-structured interview. The test has two main parts; the first one required students to write about 30-40 words about an advertisement as a note for an urgent position of two translators to the manager, providing the reasons and the urgency; the second one required students to study the chart related to the business trend (confidence, working hour, employment, wages, and credit development).

Students were given scores on the scope of the topic, smooth and formal aspects, language accuracy, sentence structure, business vocabulary, and the writing register and format. Both parts were ranged from 0 to 5. The semi-structured interview was used to supplement the thorough comprehension of the quantitative data. The questions had both very relaxing and focused questions comparing the traditional and flipped classroom and flipped and traditional instructional approaches. The results showed that scores of students in the flipped classroom were satisfactorily significant at the level .05. However, the mean scores of their business English writing skills test were not statistically significant at the level .05. Students might be familiar with the Cambridge Business English Certificate tests, which have been launched in China at the Examination Center of the Ministry of Education since 1993. They suggested further research on this.

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Kassem (2017) researched using Wikipedia to develop students' business English writing skills and reduce writing anxiety at the Faculty of Business Administration, Prince Sattam Bin Abdul Aziz University, Saudi Arabia. Sixty EFL

students were randomly selected and divided into a control group and experimental group, and their English was tested using Standardized English Test Proficiency from the Saudi National Center for Assessment and the International Computer Driving Licence. The researcher used two instruments to collect data, the Test of Business Writing Skills (TBWS) and the Writing Anxiety Inventory (WAI). The procedure to experiment lasted during a second semester, and pre-test and post-test were utilized. There were four written questions (weighing equally 255): a memo to order some supplies for office use, a report to present the ideas, a proposal to offer services, and an email to confirm the meeting. There were four main criteria to be assessed: content, form, organization, and mechanics. The Writing Anxiety Inventory had 12 statements using a five-point Likert scale. A group of five students was assigned to create a wiki group page, studied, and worked cooperatively throughout the experiment. Independent T-test was used, and the business English writing course results through wiki indicated that students‟ mean score (M=11.9/16, SD= 1.64) in the experimental group was statistically significant at level.05 compared to the control group (M=7.46, SD=2.06). Their writing anxiety became less through the effects of the wiki business English writing course.

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6.2. Research related to content and language integrated learning

Léon-Henri (2015) researched *CLIL in the Business English Classroom: From Language Learning to the Development of Professional Communication and Metacognitive Skills* at a French Vocational Institute, the University of Lorraine. One hundred seven hundred seventy English business students, aged 19 – 24 and from different countries like China, Ukraine, Luxemburg, Turkey, and Morocco, doing their

business English course in their first semester in the first year of a two-year Business Administration and Management Department of the Institute of Technology in Metz were purposively selected as sample for the study because students in this kind of program were required to work independently and efficiently, to use different modes of communication, and to communicate with diversely cultural groups. Léon-Henri applied the pedagogical intervention–CLIL, tasked-based learning, and role-plays–to teach students who needed to analyze and improvise their company. Students played a role in these situations in a team – job interview, conference-type presentation, annual meeting, and a yearly review with the finance and accounting department. They were asked to develop a written scenario and taught presentation skills one month ahead of their presentation for an entire month. Listeners needed to complete a detailed company chart, a checklist, and professional feedback on the 10- or 15-minute presentation quality.

Léon-Henri also used a questionnaire, which required students to spend 30minutes after all their presentations. The questionnaire had 22 questions based on the 5-scale Likert and two open-ended questions, and students were asked to reflect on their learning process of the two-hour session and critically analyze to enhance their metacognitive skills and strategies. Students were encouraged to and reminded that extra scores were given for innovative and creative results and risk-taking. The results showed that all items students rate were more than 75%. CLIL provided them with the opportunity to acquire large business English vocabulary, improve their writing scenario, professional communication, and cognitive skills such as judging, reasoning, evaluating risk-taking, and creativity 90 percent up. He concluded that CLIL fostered language learning and empowered and motivated students in many different areas,

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namely business and administration, intercultural themes, verbal and non-verbal communication skills, and metacognitive skill development. In his conclusion, students supported filming their role-play and presentation and CLIL-based activities in business English teaching and learning.

Another topic of research, *Promoting Writing Competence and Positive Attitudes among College Students in a CLIL English Course,* was studied by Sulaiman Alrabah and Shu-hua Wu (2017). They purposively selected 27 students enrolling in a CLIL English course at the College of Nursing in Kuwait in 2015-16. Two research instruments were used: five focus-group interviews of 5 to 6 students and a Google-form Likert-survey questionnaire about a CLIL course and two different types of self-assessments of their writing competence – their progress during the course the final course grades, respectively. In addition, the researchers used an Excel program to analyze the data, like Mean score, Standard Deviation, and Frequency, and encoded their 10-hour interviews to find commonalities of students‟ attitudes towards a CLIL course and their writing-competence patterns for 16-survey questionnaire.

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The results were displayed on the tables after the data analysis from focus-group interviews, a survey questionnaire, and writing assessment through inter-rater reliability. According to the results, 80% of students thought that their English writing competence, both sentence level and beyond this was enhanced with a CLIL English course. Furthermore, from the result of their end-term grades, the researchers could conclude that their writing competence was consistently high.

Participants did not over-estimated or over-assessed their writing competency. Furthermore, the survey data indicated that students had positive attitudes towards all aspects of a CLIL English course, including the instruction of medical words, like

prefixes, roots, or suffixes, medical-charts reading or case reports, and the routine tests.

On top of the above research, Suwannoppharat and Chinokul (2015b) similarly researched *English Communication Ability through the CLIL Course*. The sample for this study was 24 Thai undergraduate students doing their degree in the international program in the Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus. They were selected on a convenience purpose sampling from 78 Thai undergraduate students who remained in the first-semester academic year 2014 and who were from year 1 to 4.

The researchers used a pre-test and post-test method in experimental research of a CLIL course, a perspective assessment questionnaire, and an in-depth interview to collect data. The purpose of using a pre-and post-test was to investigate the effectiveness of the course, and the questionnaire and interview were to determine students‟ perspectives towards a CLIL course. After using the sample-paired T-test descriptive statistical data of pre-test and post-test scores, the *table* result showed that their post-test scores were statistically significant at level 0.5, which could claim that there was the development of English communication skills of the undergraduate students. The results from the perspective questionnaire towards the CLIL course develop the English communication ability of Thai undergraduate students. In the meantime, their responses in the in-depth interview confirmed that students could develop Their English communication ability after developing the CLIL course.

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6.3. Research related to competency-based education

Dragoo and Barrows (2016) researched implementing competency-based

business curricula in higher education in three different universities, one public and two private, with their pseudonyms, Rushmore, Glacier, and Yellowstone. The researchers scope down to Business program in those universities. To collect data, five possible interviews of three people each time from administration and the faculty using snowball sampling. Each of the 10 participants was from CBE administrators and CBE faculty members or both, and the researchers used CBE interview protocol characteristics to test its validity in the implementation. It took the researchers approximately 1 hour to interview each time. The researchers would like data triangulation and saturation through multiple interviews in different institutions.

Based on CBE curriculum characteristics, codes were used to interpret themes and patterns recurring several times in the institutions or across institutions. Coding processing and inter-rater reliability were utilized to analyze and interpret data. Their results were highly reliable through triangulation and showed that student characteristics and learning outcomes in the business program structure and faculty traded off. They suggested further research on other faculty and institutions programs and viewed CBE as competitive to traditional programs.

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Wong (2008) researched Competency-based English Teaching and Learning: Investigating Pre-service teachers of Chinese Learning Experience at Hong Kong tertiary institutions. Wong intended to find out how effective the implementation of competency-based ESL teaching and learning is. Accordingly, he tried to answer three critical points: 1. how students at the university level respond to competency-based ESL learning and teaching, 2. what difficulties in the implementation of the CB approach are, and 3. what implications can be drawn to assess and design materials for students in CBA ESL learning and teaching, particularly in Hong Kong

context.

The population of the study was 70 pre-service Chinese teachers. The two questionnaires were distributed to those students at the Hong Kong training institute and focused on how preferable the course was for students, how often they applied what they had learned, and which course was designed to make them feel successful in learning skills. The first questionnaire contained 16 questions and used a rating scale of 6 option Likert. The second one, after its modification, was based on another scholar question, Benson's (2001), and asked about how often they used the studying skills and whether they succeeded in learning such skills. It took respondents 20 minutes to fill in the questionnaire. Another instrument used by the researcher was an interview, in which he randomly invited 10 of the 70 teacher trainees in a friendly, non-threatening counseling room to answer his questions to explain unclear answers in the questionnaire. In addition, the researcher used descriptive statistics to analyze data from the questionnaire, coded the recorded voices in the interview, and used students' self-reports on their success in learning.

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Looking at how effective the CBE curriculum is implemented, the researcher noticed the curriculum design: Objectives, skills needed for the course (or syllabus), learning activities, the role of learners, teachers, and materials, and assessment criteria. In addition, the competency was presented in some tables, and the results showed that students had their preferences for Competency-based ESL learning courses and their English learning needs scores – 4.36 and 4.17, respectively.

However, students also stated that they were familiar with formative assessment, not competency-based assessment criteria, and they seemed to focus more on the Putonghua course. The results also showed that the mean score of essay

writing was the highest when asking how often they employed skills they had learned, and they admitted that in their informal writing, they did not use much due to their Chinese daily. Therefore, the researcher concluded that a competency-based language course is a suitable method for achieving the basic skills and ensuring the alignment of curriculum, assessment, and instruction.

The results also showed that more than 50% of the respondents replied positively, including skills in drafting, pronunciation, paraphrasing, describing, and explaining when asked to evaluate their success in acquiring English language skills. They learned such skills in their primary education for 12 years. However, the respondents did not claim some new skills introduced to them since they were not sure whether theysuccessfully learned them.

Wong (2008) suggested the needs analysis should be made before the curriculum implementation and concluded and recommended that the effectiveness of competency-based curriculum/education or course must be locally developed and should have an instructional focus so as that curriculum, assessment, and instruction can be aligned with one another, and the curriculum is not standard-testing format.

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Sharifi, McCombs, Fraser, and McCabe (2009) researched Structuring a Competency-Based Accounting Communication Course at the Graduate Level. The graduate seminar accounting class was described as a basis for building communication skills desired by accounting faculty and accounting practitioners. They included an academic service-learning (ASL) component. The class was compulsory for a Master of Science degree in accounting at two universities, and it supported accounting accreditation.

The three most important skills (oral communication, written

communication, and analytical/critical thinking) were found in the surveys with accounting practitioners and faculty though they rated a slightly different order. Globally, the accounting curricula were pressurized with assessment and accreditation directives and criteria, so it was hard to develop better skills in these areas. A communication course built from ASL was developed to meet all the above objectives, and during the course, students were given hands-on experiential learning. The research results can be used as guidance to develop a course in the faculty of accounting and business administration and as guidance for the faculty members who wish to apply the approach in their premises.

In the previous related research, some necessary and relevant research proved the positive learning outcomes after implementing CLIL and CBE at the higher education level. In addition, there have been researches on how to improve the ability of business English writing and how to assess students' ability concerning those kinds of specific writing. However, this section shows that there is room for more research on the current topic: *the Development of a Course Curriculum based on CLIL and CBE for Enhancing Business English Writing Ability of Undergraduate Students*.

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7. Research framework

The conceptual framework can be designed from the synthesis of principles of CLIL and CBE:

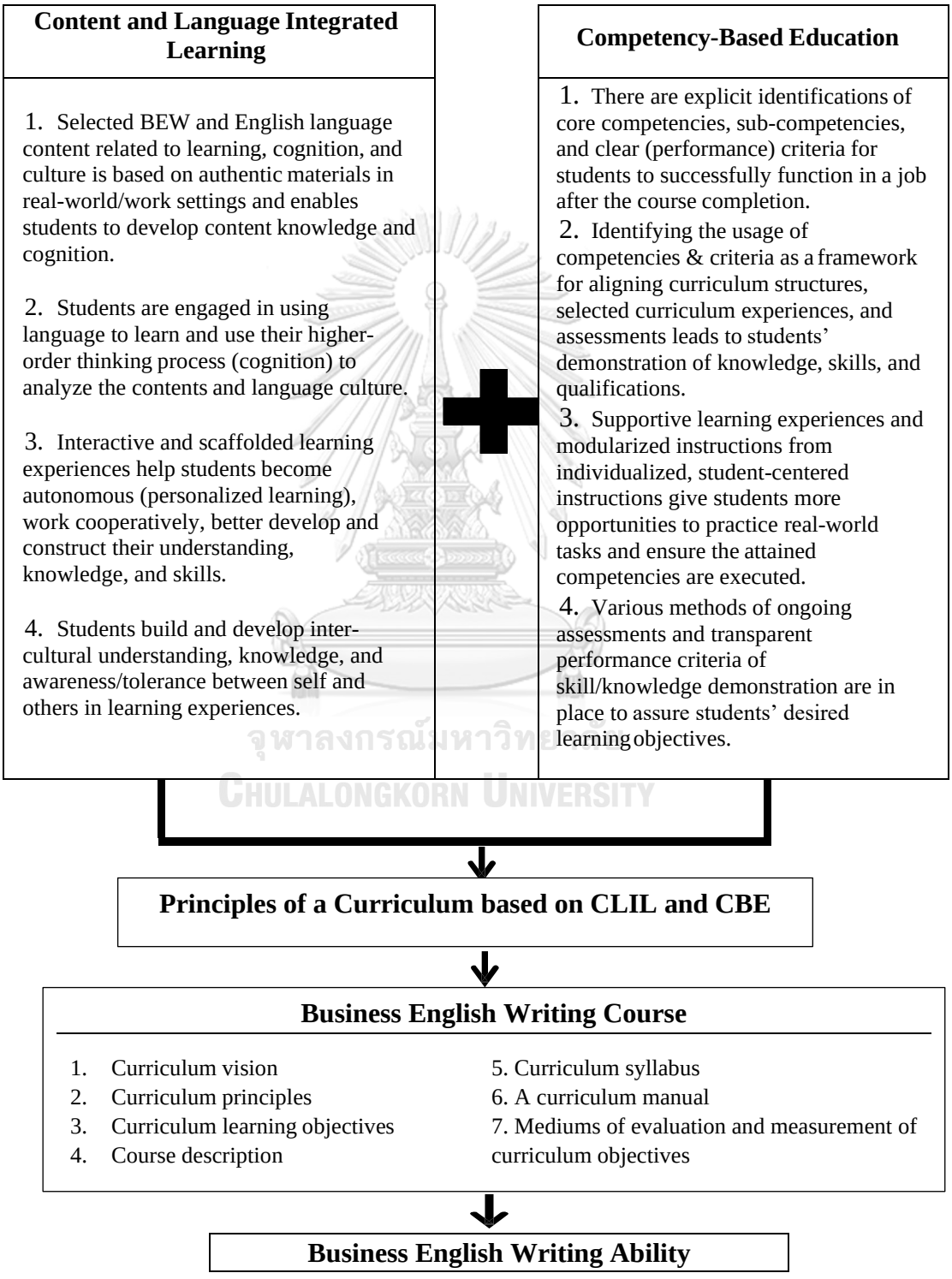

Figure 8: Research framework

Chapter 3

Research Methodology

This research and development research (R&D research) has been selected and aims to develop a course curriculum based on CLIL and CBE to enhance undergraduate students' BEW ability.

According to the National Science Foundation (2013) and Traiwichitkhun (2017), the R and D research usually consists of four fundamental stages: research 1, development 1, research 2, and development 2. Therefore, based on Ellis and Johnson's (1994) curriculum development model, this R&D research will be divided into two main phases.

The first phase of this R and D research covers two significant stages as follows:

1.1. Research 1: studying the needs of the students and the necessity of curriculum development and related approaches, content, and language integrated learning (CLIL), and competency-based education (CBE), reviewing specified competencies for the developed BEW course curriculum.

1.2. Development 1: designing and developing a course curriculum based on CLIL and CBE, for example, the determination of curriculum components for a prototype, formulation of curriculum objectives, "*competency of the curriculum*," the selection of course contents, and their organization "*competency of the curriculum*" into units, the organization of curriculum learning experiences, and the like.

After having the prototype, it was validated by curriculum specialists for the quality, like validity and reliability of the instrument items and related documents.

The second phase of this R and D research also covers two significant stages

as follows:

2.1. Research 2: implementing the developed curriculum.

2.2. Development 2: improving the developed curriculum based on data gained from R2.

Figure 9 summarizes the above phases of the entire research design.

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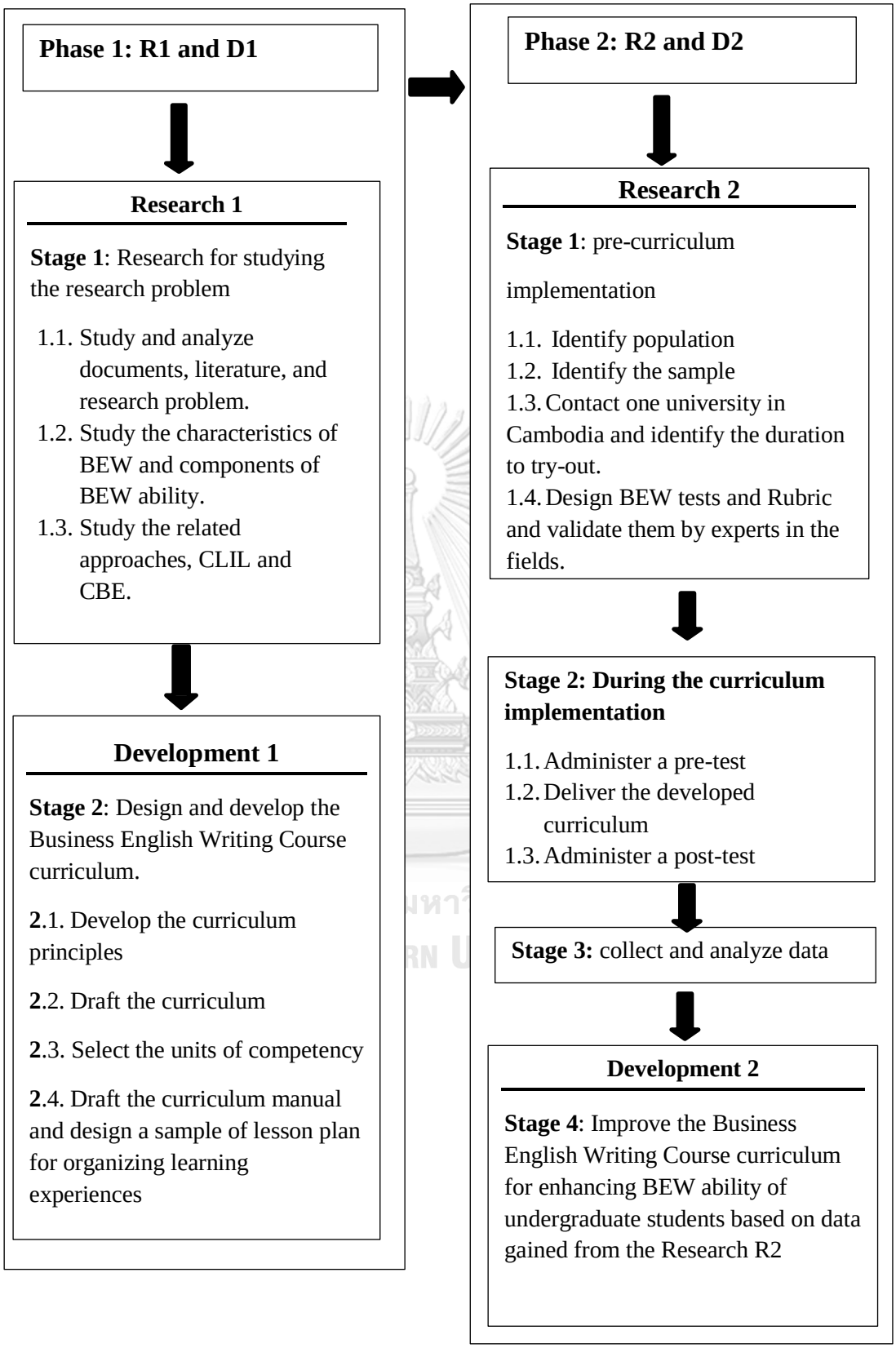

Figure 9: Research design and development process

Phase 1: Research 1 and Development 1

Stage 1: Study and analyze the documents, literature review, and existing course curricula in Cambodia for the research problem (*Research 1*)

This process aligned with the first step of the curriculum development model of Ellis and Johnson (1994) is illustrated as follows:

1.1. Study background information and significance of the problem related to current curricula in the Cambodian context

Reportedly, the Cambodia National Qualification Framework (MoEYS., 2015) required all universities or vocational training institutes to revise their program and to clearly state their students' learning outcomes because HEIs, though showed the positive sign of the struggling to meet the requirements determined in the framework, have shown the data of mismatch between students' ability at tertiary levels and the job market after their graduation (Chhouk, 2017; Hang, 2019; Seng, 2015). Despite a curriculum reform (Mak, 2018)(Mak, 2018), and the fact that English has become a medium of instruction at the tertiary level (Dearden, 2014; Moore, 2017; Tweed & Som, 2015) and been popular due to career prospects, a high need of a diplomatic relationship, and the seeking of foreign residency (Keuk, 2007), several matters are still there. From the study and analysis of the existing curricula and course syllabi, the matter is the students do not have the ability of BEW upon the completion of the course (Dimova, 2013; Kirova, Petkovska, & Koceva, 2012; Mao, 2013; Seng, 2015; Tith, 2013). Three points of current curricula are seemingly unprepared for the students' BEW ability in their future employability. They are:

First, the contents of the existing course curricula do not serve the purposes of BEW due to the inappropriate usage of the contents of general English and general

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writing series books (Belokcoglu, 2012; Ciortescu, 2012; Dennis, 2011; Ellis & Johnson, 1994; Keuk, 2007; Tith, 2013). Second, the curriculum structures are inappropriately prescribed since, according to curriculum time allotment and guidelines, students do not have many opportunities to practice the tasks and since the assessments do not inspire students to practice the tasks, as well (Anglia Exam, 2016; British Council, 2015; Cambridge British English, 2012). Third, the current BE courses are not culturally contextualized, which is problematic because Cambodian students have their own embedded-language culture, and workplaces have their business culture (Alibec, 2014; Cam-Asean, 2016; Hamilton, 2013). Although they are given some chances to write essays, letters, or emails, students, for example, are likely to use their English only within the classroom contexts (Griffith, 2014; Nkwetisam, 2012).

Similarly, the researcher conducted the needs analysis of undergraduate students for BEW, using a semi-structured interview with 15 subordinates and six supervisors working in international firms. The findings showed that writing was essential for doing daily tasks on top of their essential university skills. Moreover, the supervisors suggested universities include BEW programs, not just general English programs, with a thorough consideration of cultural differences and influences. The findings also indicated that cultures and local contexts, such as first language, thinking, intercultural awareness, or language-embedded culture, play a crucial role in the business writing construction. In addition, students needed continuous opportunities to practice and do exercises related to practical work in the learning process. According to these findings, an appropriate and effective BEW course should be provided by any university.

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From the study and analysis of the rationale causing the research problem, undeniably, the existing courses for bachelor's degrees in Business Administration, Business and Economics, Finance and Banking, and Accounting are pretty inappropriate. Accordingly, many Cambodian students do not have the ability of BEW after they complete the undergraduate program, which can prepare them for future employability (CDRI, 2014; Education First, 2019; JICA, 2012; the World Bank, 2014). As a result, the appropriate course curriculum must be developed to solve the current curricular issues and enhance the ability of BEW of undergraduate students.

1.2. Study the characteristics of BEW and components of BEW ability

Writing a foreign language, either general or business English, has several demanding points, such as correct organization of ideas, careful choice of vocabulary and grammatical patterns/structures, appropriate styles, and contents for the eventual readers, cultures, and the like (Dennis, 2011; Dimeski, 2017; Ellis & Johnson, 1994; Nolan & Reid, 1995; Xue & Xu, 2016). Moreover, in the context of business, the writers must apply their knowledge and consider business contexts, such as audience, purpose, styles/tone, culture, business etiquette, format, and margin of business English correspondence because it is factual, statistical, not opinion-oriented, and the like, is used as a medium of business communication and represents not only the image of the writer but also the image of the workplace where the writers work (Bohns, 2015; Cambridge Business English, 2012; Clairewait, 2010; Dwyer, 2005; Graham et al., 2005; Kassem, 2017; Kolin, 2013; Lundin, 2008; Nordquist, 2019; Talbot, 2016).

Therefore, BEW ability means the capability of a person to construct a writing

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piece of business documentation by expressing an intended meaning at sentence or discourse level to communicate with people working in different business contexts and cultures.

1.3. Study the relevant approaches

1.3.1. Content and language integrated learning

CLIL is utilized as a curriculum development framework and enables students to apply understanding, knowledge, abilities, and skills from authentic materials and classroom contexts into daily and work-life (Akerman, 1996; Bruton, 2013; Coyle, 2007; Coyle et al., 2010; Dalton- Puffer, 2007, 2011; Mehisto et al., 2008, Snow, et al., 1989; Stroupe & Kimura, 2015; Suwannoppharat & Chinokul, 2015a). CLIL is an integrated educational approach, which includes higher-order thinking/cognitive processing, content and language learning, and intercultural awareness through the relationship between language and culture (ibid.). Once again, the consideration of an English language as an object to learn and as a tool for communication makes learning and communication meaningfully motivational, practical, and purposeful because, in real life, English is used to convey thoughts about the world, not about the language itself (Snow et al., 1989). Therefore, the above things lead to four Cs, which are interrelated and help develop the new curriculum and finally enhance the BEW ability of undergraduate students as follows:

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Content (Knowledge): using English to learn content and language knowledge (Coyle et al. 2010; Harmer, 2015; Suwannoppharat & Chinokul, 2015a, 2015b).

Communication (Skills): using (English) language to communicate contents orally and in written format with other communicators (Coyle et al. 2010; Coyle, 2011; Harmer, 2015; Suwannoppharat and Chinokul, 2015a, 2015b).

Cognition: engagement in the learning process (Coyle et al., 2010), in higher-order thinking skills (Suwannoppharat and Chinokul, 2015a), or content is related to learning and cognitive development (Coyle et al. 2010; Coyle, 2011).

Culture: Learning an in-depth intercultural awareness from positioning self and otherness (Coyle et al., 2010), or the increasing cooperation in language and content learning results from intercultural understanding and global citizenship, and awareness of self and otherness (Suwannoppharat and Chinokul, 2015b).

From the results of the study and analysis of CLIL, the following principles have been developed:

1. Selected BEW and English contents related to learning, cognition, and culture are based on authentic materials in real-world/work settings and enable students to develop content knowledge (i.e., BEW and English) and cognition.

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2. Students are engaged in using language to learn it and using their higher-order thinking process (cognition) to analyze the contents and embedded-language culture.

3. Interactive and scaffolded learning experiences help students become autonomous (personalized learning), work cooperatively, better develop and construct their understanding, knowledge, and skills.

4. Students build and develop inter-cultural understanding, knowledge, and awareness/tolerance between self and others in learning experiences.

1.3.2. Competency-based education

Competency standards as well as competency concepts provide curriculum designers with guidelines for preparing students for the application of their knowledge, understanding, skills, and identified competencies in the profession or for the professional demonstration of their performance without failing behind the job criteria required in the profession (Jones & Vorhees, 2002; Nkwetisama, 2012; Pathomlangkarn, 2009; Walters, 2016; Wong, 2008).

From the performance criteria, CBE principles, and framework, CBE usage ensures students' qualifications upon the course completion, for students can successfully function in society and daily life (Auerbach, 1986; Champathong, 2019; Plathomlangkarn, 2009). The success of an individual in CBE is the results of the CBE syllabus, supportive learning experiences, practices of tasks and subtasks of competencies, modularized instruction, individualized student-centeredness, demonstrated mastery level of performance of hands-on or job-related tasks, (cultural condition) criteria (Alibec, 2014; Hamilton, 2012), and its various ongoing methods of assessments built on industrial expertise (Dragoo & Barrows, 2016; Jonhstone & Soares, 2014; NECS, 2012; Treleaven & Voola, 2008).

To recap, using CBE to develop a course curriculum can help enhance the BEW ability of undergraduate students through specific points. First, specified competencies and performance criteria are used as the curriculum structures/prescriptions or curriculum experiences without aiming at credit earns or learning hours (Book, 2014; Lumina Foundation, 2017; Pearson, 2015; Soares, 2012).

Second, the CBE curriculum structures leading to organizing curriculum experiences enable learners to do real-world tasks–authenticity (Book, 2014; Huh, 2006; Ornstein & Hunkins, 2013; Pearson, 2015; Soares, 2012). Third, CBE's continuous assessments and job performance criteria over the repeated language performances will keep reminding students whether they meet the performance criteria, for example, business English expressions, business writing culture, etiquette, and the like (Cambridge Business English, 2014; Fender, 2005; Richards & Rodgers, 2014; Walker, 2011a). Therefore, CBE can ensure specified competencies or enable Cambodian students to gradually improve their BEW ability (Cambridge Business English, 2014; Dagroo & Barrows, 2016; Fender, 2005).

As a result, the following principles of CBE have been synthesized for the curriculum development and the enhancement of the BEW ability of undergraduate students:

1. There are explicit identifications of generic/core competencies, sub-competencies, and clear (performance) criteria for students to professionally function in a job after the course completion.

2. Identified competencies and criteria are used as the curriculum framework for aligning curriculum structures, selected curriculum experiences, and assessments and lead to students' demonstration of knowledge, skills, and qualifications.

3. Supportive and modularized learning experiences and individualized instructions give students more opportunities to practice real-world tasks and ensure the attained competencies are executed.

4. Various ongoing assessments and transparent performance criteria of

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skill/knowledge demonstration are in place to assure students' desire to learn curriculum objectives.

Stage 2: Design and develop the course curriculum (*Development 1*)

This process aligned with steps two to four of the business English curriculum development model of Ellis and Johnson (1994) is illustrated as follows:

2.1. Develop curriculum principles

To design and develop a course curriculum, the principles of the course curriculum have been drafted and developed to assist in implementing the curriculum. The integration of the curriculum principles is drafted from the synthesis of principles of two approaches, namely CLIL and CBE. Figure 10 (principles of the developed curriculum based on the integration of CLIL and CBE) shows the merge of principles of the developed curriculum, and finally, six principles have been constructed as follows:

1. The explicit competencies and job-task criteria based on culturally authentic contents or working situations are used as a direction for students to function in real life after completing the course.

2. The identified competencies, job-task criteria, and selected contents used as a framework of a curriculum structure specifications enable students to construct content knowledge and cognitive development and demonstrate capabilities.

3. The use of identified competencies, criteria, and selected contents as a framework to align all the curriculum components and guidelines, such as engaging students with language usage and cognition with analyzing the contents and

embedded-language culture, finally leads to students' demonstration of competencies.

4. Scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the development of content knowledge and skills, which ensure the attained competencies.

5. Learning experiences support students' real-world practices and development of intercultural understanding, knowledge, and awareness/tolerance between self and otherness.

6. Various methods of ongoing assessments and transparent performance criteria of the competencies are in place to assure students' desired learning objectives.

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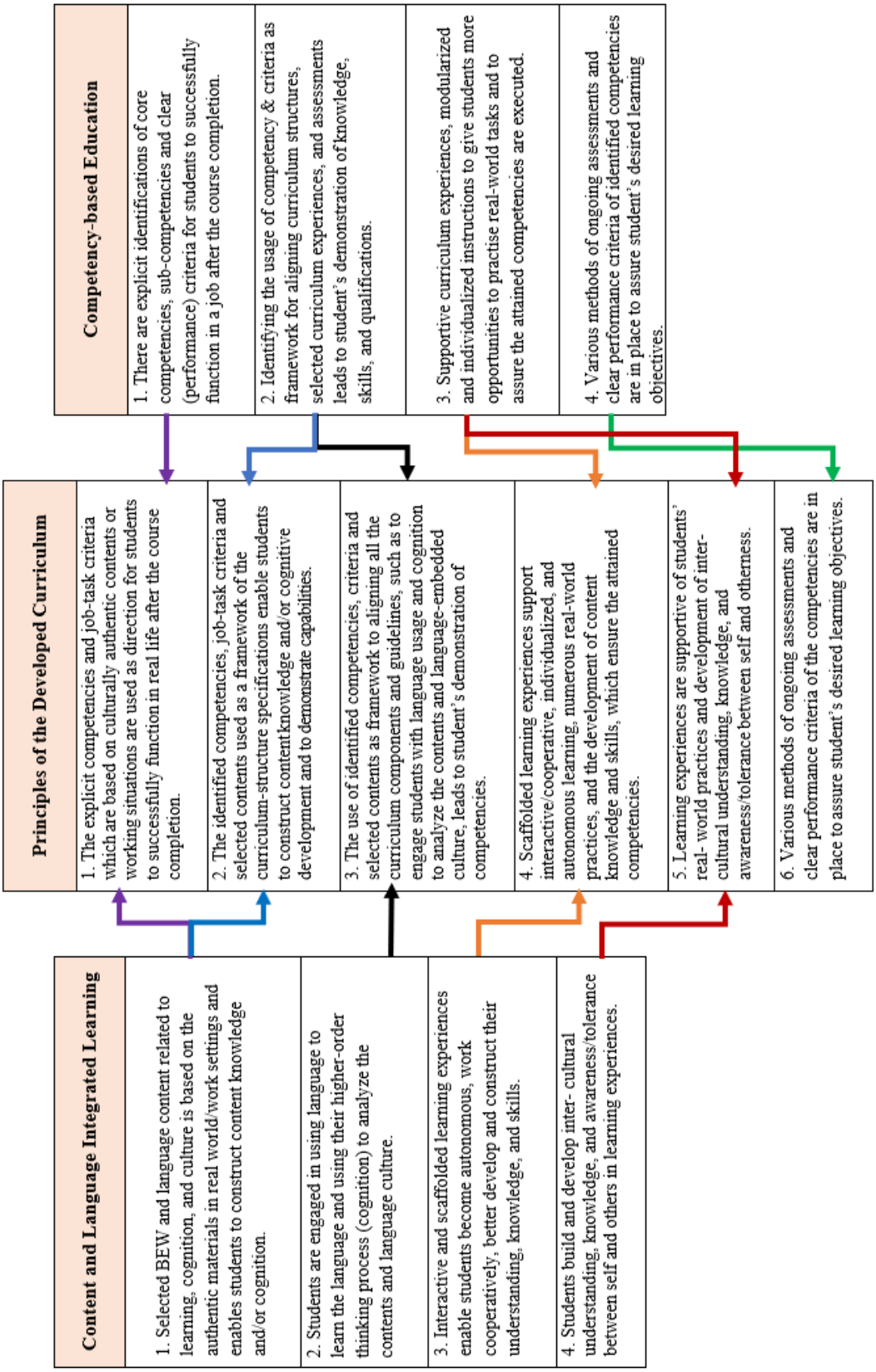

Figure 10: The principles of the developed curriculum based on CLIL and CBE

The researcher began designing and developing the curriculum based on CLIL and CBE upon having the curriculum principles. Moreover, to have a quality curriculum and effectively specify curriculum competencies and sub-competencies, the researcher was advised to explore more and study the actual needs of undergraduate students for BEW ability on top of existing documents. With the results of this needs analysis, the researcher was more certain to design and develop curriculum competencies.

2.2. Conducting the needs analysis of undergraduate students for BEW ability

The researcher got advice to conduct the needs analysis thoroughly. Briefly, the process of conducting the needs analysis is as follows:

1. Study and analyze the research problem again.
2. Review the literature.
3. Investigate the needs of undergraduate students for BEW ability: this took many steps since it was another research. The steps were:

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The researcher used a qualitative research method to explore the needs for primary data and reviewed the existing documents, such as books, journals, previous research, and empirical practices for secondary data.

3.1. Population and participants

The population of this study is recent graduate students and their supervisors, and the key informants for this needs analysis study were purposively selected from both public and private staff and their supervisors. The subordinate group was fifteen, and the number of the supervisors was six, two operations managers, an operations

manager assistant, and three human resources managers. They voluntarily participated in this study. Therefore, the total number of key informants was 21.

Reportedly, the recommended reliable number of key informants for the interview by the University of California (2004) must be between 15 and 25 and around 20 or 25 not exceeding 35 by USAID Center for Development Information and Evaluation (1996) and Creswell and Poth (2016).

Purposively, to make their responses more transferable and credible, specific criteria of selecting key informants were determined:

3.1.1. The subordinates must have been working in their professions between six months and less than two years in different workplaces where English is used to correspond to one another.

3.1.2. They graduated from their majors at different universities, namely the faculty of business and administration, business and economics, finance and banking, accounting, and marketing.

3.1.3. The supervisors must have had years of working experience to truly realize how inevitably necessary business English writing was in their fields and workplaces.

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3.2. Research instrument of the needs analysis

A set of questions for semi-structured interviews was designed and developed to collect data. The questions were adapted to fit the subordinates or recent graduates and their supervisors during the interviews.

The development of the instrument was based on a Cambridge-University questionnaire and interview questions of Huhta, Vogt, Johnson, and Tulkki (2013, pp.

11-13), Polsombat (2015), and (Seng, 2015). In addition, the instrument was verified and validated by five experts in the field to ensure quality.

The result of IOC values of the instrument was, on average, between 0.8 and 1. Additionally, the questionnaire from which the researchers excerpted had been validated and already made reliable with Cronbach Alpha's score between 0.886 and 0.91.

3.3. Data Collection Procedure

Semi-structured interviews were conducted with voluntary subordinates and supervisors at their workplaces to collect primary data. The researcher contacted the subordinates and supervisors for their cooperation, agreement, and consent. The interview took place and was recorded and kept confidentially. Key informants were explained about the research purposes and their anonymity and were asked to check, verify, and acknowledge their answers after transcription.

3.4. Data Analysis

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After the interview, the data from the interview have been verbatim-transcribed and re-verified with the participants for accuracy. The transcription has been open coded to specific terms, rechecked the codes, and then analyzed using the thematic analysis approach (Creswell & Poth, 2016). The results were eventually calculated and presented in terms of percentage.

4. The results

The findings were as follows:

To make the data more comprehensible, the researchers would use a non-

verbatim result to present data, although the transcription was verbatim because, during the interview, the participant made many grammar mistakes and used non-formal English.

The main questions are illustrated here. The key informants were asked, "What competencies/skills/abilities of BEW do you/ the staff lack and need in order to communicate internally and externally? How do you use such ability/competency in written communication? Alternatively, how necessary are they?" Three main themes were found.

The first finding was that almost all respondents (90%) answered that although they had been learning business and business English, they agreed on the needs of language-embedded culture because they had problems with the culture of BEW. Additionally, they needed to consider business etiquette, context, or culture and follow the workplace culture while writing business English documents. Moreover, 17 participants (80.9%) answered they needed to prevent the first language from affecting their BEW and be aware of cultural differences between Khmer and English in BEW. For example, some participants said that:

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"*It is mainly on the structures. I mostly follow the same way of subject, verb, and object in paragraphs I have written. This is because I mostly write the structures in Khmer, and my English is the same way, which I think is wrong. I feel that I put everything forward like Khmer language, so I need this ability to prevent the interference of Khmer on my English*." They added, *"I need the ability to consider the cultural differences of two languages between Khmer and English. As we already know, we always think of politeness in our language. Khmer and Japanese cultures are similar. They consider politeness before business*."

In short, concerning the language-embedded culture of BEW, the key informants currently needed and lacked the competency/ability of 1) subsectors of the cultures, like cultural differences of the two languages (first language and English), 2) first language interference (translation from mother tongue language to write in English, Khmer order, Khmer structures), and 3) following the workplace culture required in business documents, business etiquette, and cultural contexts.

The second finding was that almost all of them (95.2%) agreed that while learning in their tertiary levels, they did not learn work-related writing as they are dealing with now. So it is that authentic documents from real-world work outside are superficially included. Thus, they need content knowledge commonly used to write business documents. For instance, they responded, "*We have learned some English from email writing, however, mostly to friends*." They added, "*We learn general English mostly. We learn how to use grammar correctly in writing and speaking in our daily life. We learn to read and answer the questions about general reading texts because our English coursebooks are similar to what we have learned at high school*."

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The third finding was that almost all key informants (95%) agreed that subordinates needed more practice. They stressed that their inability to write business English documents was because they had few chances to do what they had learned and that their BEW class was primarily lecture-based. For example, one supervisor stated that university students should first know how to write, and later they should practice writing it. She continued:

> "*Students should practice in class or go to take an internship. They, thus, can get real experience. Sometimes, they could also roleplay, just like a real*

workplace. In addition, the school should teach them about formats of writing since different workplaces have different formats and styles, especially, by looking into formats and styles of both the public and private institutions." Another supervisor added, "S*tudents need more writing tasks, not just handwriting, but also conceptualization and computer practices. We now use technological tools and platforms to help us write already*."

When asking the key informants, "*What types of business English documents are you required (are your subordinates required) to write in the profession*?"

The participants have answered various types of business English documents. They were letters, emails, memos, meeting minutes, reports (different types of reports), announcements, concept notes, policies, marketing campaigns, process and procedure writing, specimen paper, sick leave, proposals, and more. Notably, everyone wrote emails and memos almost every day in their jobs and used letters as attachments or hard copies for very formal communications to ministries and external organizations. Two common types–emails and memos–were so appropriate, especially during the COVID-19 pandemic since people could avoid close and direct contacts and use less paper. It is a home-based working or work-from-home experience.

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Another question about the needs is, "What recommendations or suggestions would you like to give to the university so that they can produce graduates who can write business English documents effectively and successfully? Would you like to add more abilities/skills/ competencies of business English writing on the top of your earlier mention?"

Another need recommended by participants in the program. Most key informants did not recommend other abilities/skills/competencies. Only supervisors provided some suggestions to HEIs. Universities should closely examine their current English programs:

> *"Universities should add business English programs, as well, because, after their graduation, students have a job in international companies or private business companies. So they have to apply their BEW skills in their careers. This is very important for them."*

It can be discussed and concluded that though not many subordinates responded to what the universities should do to enhance their BEW competency, the supervisors suggested universities include BEW programs, not just general English programs, with the thorough consideration of cultural differences and influences. This is why subordinates/employees need a so-called work-related English or business English in the world of work and need to be trained with specific English, an appropriate and effective BEW course to prepare them for employability.

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In summary, the findings which could be drawn for specifying curriculum competencies and selecting units and contents were:

1. Language-embedded culture:

    1.1. Cultural differences of the first language and English in business English writing.

    1.2. First language interference (Written structures and translation were used to write business English documents).

1.3. A workplace culture of intercultural awareness of international contexts and Cambodia.

2. Authenticity or real-world documents.

3. A learning drive or curriculum structures that provide repeated practices of real-world tasks. The assigned tasks require higher-order thinking process/cognition and language usage to learn English and BEW contents in learning experiences.

4. Types of business documents: emails and memos are prevalent at work in Cambodia and were even more popular during the COVID-19 pandemic.

5. The needs of business English writing program at a higher education institution.

Only upon discussing results and consulting them with the advisors, the researcher could proceed to the next steps. The synthesis of existing documents, the curriculum principles, and the needs analysis results helped the researcher be more confident in designing and developing the curriculum.

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2.3. The Process of Drafting the curriculum

The results from the above 2.2 were used to design relevant curriculum components. The draft involves curriculum documents, supplementary documents, and other necessary things. Some necessary parts of this course curriculum include a vision, curriculum objectives, principles developed based on CLIL and CBE approaches, a course description, a course syllabus, time allotment, credits of the course, and learning results measurement, and evaluation methods.

2.3.1. The vision of the curriculum

The researcher has studied and analyzed the research problem, the results, and discussions of needs analysis, the curriculum qualifications framework, learning outcomes of Cambodian National Qualification Framework (MoEYS, 2015), a dependent variable, CLIL, CBE, philosophical foundation, psychological foundation, theoretical foundation for curriculum development in order to specify the curriculum vision by critically considering the consistency of students' knowledge, understanding, skills, and ability upon the completion of the course.

The curriculum has its visions of producing well-rounded individuals ready for developing their own most total potentiality, for their pursuit of future study and career, and for successfully applying complex and challenging knowledge, understanding, and ability into real life and real social situations.

2.3.2. Curriculum objectives

Since this curriculum is based on the principles of CLIL and CBE, its learning objectives were written and categorized as core competencies and sub-competencies. To be able to produce the competencies and sub-competencies, the researcher went through many stages as follows:

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1. He studied and analyzed the research problem.
2. He did the literature review regarding the existing curricula in Cambodia, related documents, and previous related research.
3. He conducted the needs analysis of undergraduate students for business English writing ability, as mentioned in 2.2. above (Conducting the needs analysis of undergraduate students for business English writing ability).
4. He analyzed and interpreted data gained from the needs analysis.

5. He designed and drafted the curriculum competencies and sub-competencies by aligning them with the needs analysis findings and data from reviewing the documents.

6. He sought validation from at least five experts in the field to see how appropriate the curriculum competencies and sub-competencies were.

7. He consulted the suggestions and feedback from experts with his advisors and modified accordingly.

As a result, he could produce the curriculum competencies and sub-competencies for Business English Writing Course. The competencies and sub-competencies read, upon the completion of the BEW Course, students will be able to:

1. Construct appropriate business documents for local and international business readers. (Culture)

1.1. Differentiating contexts and cultures of the business readers.

1.2. Tailoring messages to contexts and cultures of the business readers.

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1.3. Producing business documents, following the different formats and margins of the workplace/context or cultures.

2. Create concise, well-organized, and logical content in response to the different business documents. (Organization)

2.1. Developing straightforward and explicit content.

2.2. Producing interconnecting paragraphs with the logical flow of information.

2.3. Orderly organizing information/thoughts in work-related

documents.

3. Competently conveying the intended messages with accurate and appropriate written styles, based on their professions. (Structural styles)

3.1. Producing business documents with correct styles.

3.2. Writing grammatically correct sentences so that the intended meaning can get across to the business readers.

3.3. Selecting and using appropriate business technical terms and expressions based on professions.

The brief explanation and criteria of each competency and sub-competency are illustrated in the following table for experts to verify and validate the appropriateness before designing and developing the curriculum contents or units of competencies.

Table 5: Competencies and sub-competencies and the criteria

1. Constructing appropriate business documents for local and international business	
Sub-competencies	Brief explanation
1.1. Differentiating contexts and cultures of the business readers.	-To analyze the settings/situations/environment, mediums/channels, intercultural context, and surrounding or preceding language in which students will write to either local or foreign business readers.
1.2. Tailoring messages to contexts and cultures of the business readers.	-To select elements of messages which reflect respect or positive attitudes towards business readers with a proper degree of appropriateness and formality, -To equate with the differences between the structures of students' native language and culture and that of business readers by considering cultural differences.

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1.3. Producing business documents, following the different formats and margins of the workplace/context or cultures.	To produce business documents to meet the requirements of the workplace context/culture where they (will probably) work, e.g., the workplace letter head/margin, spacing, block format, memo's forms, minute forms, reports, and enclosure the like.

2. Creating concise, well-organized, and logical contents/thoughts in response to the different business documents.

Sub-competencies	Brief explanation
2.1. Developing straightforward and explicit content.	-To write a short, clear, and complete information of what they intend to communicate in their business convention.
2.2. Producing interconnecting paragraphs with the logical flow of information.	-To smoothly link necessary ideas from one sentence to another and from one paragraph to another by using a wide variety of transitions (e.g., however, moreover, as long as, although) commonly found in business documents.
2.3. Orderly organizing information/thoughts in work-related documents.	-To put information/thoughts in an organized way, based on types of business documents, e.g., procedures, condolence, causes and effects, chronological reasons, problems and solutions, and the like.

3. Competently conveying the intended messages with accurate and appropriate written styles, based on their professions.

Sub-competencies	Brief explanation
3.1. Producing business documents with correct styles.	- To use appropriate language to serve the purpose of business documents, e.g., persuasive, welcoming, authoritative, or caring, and the like.

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3.2. Writing grammatically correct sentences so that the intended meaning can get across to the business readers.	-To demonstrate the correct usage of subject/verb forms, clauses, pronouns, prepositions, articles, tense sequencing, punctuations, and the like, positively influencing their communication in business messages.
3.3. Selecting and using appropriate business technical terms and expressions based on professions.	Use a range of updated business vocabulary and expressions with correct spellings commonly needed and found in their occupations, e.g., product recalls, marketplace, market pressures, monopolize a market, just-in-time, quotes, liabilities, balance sheets, and the like.

2.2.2.1. Validation of BEW Course curriculum competencies by experts and improvement

Upon developing the competencies and sub-competencies based on the review of the literature and the results of the needs analysis of undergraduate students for BEW, the researcher sought validation from 5 experts in the field. They provided suggestions and comments, and the researcher discussed with his advisors, modified, and revised accordingly.

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1. The experts suggested looking into sub-criteria of competencies and sub-competencies. Therefore, the criteria of assessing the dependent variable (BEW ability of undergraduate students) were developed from the criteria of competencies and sub-competencies.

2. They suggested checking the appropriateness of using terms, such as clarity and whether students could construct complicated content. The researcher added the word “clarity” in the organization.

3. The experts suggested checking the nine sub-competencies and asked whether the researcher could include those important aspects within 14 weeks or not,

for example, context, culture, types of business documents, structures, and the like. Instead, the researcher tried to stick to the competencies and sub-competencies of the B1 proficiency level within 14 weeks.

4. Though the competencies were well-prepared, well-organized, and well-planned research, the experts were afraid they were too detailed. They suggested sometimes reviewing the lessons around 10 – 15 minutes before permitting students to practice their business English writing while implementing the developed curriculum. The class was a 3-hour session. However, during the implementation from week to week, the researcher reviewed the old lessons based on experts' suggestions and provided students with a short break.

To sum up, the value of IOC, ranging between 0.8 and 1, on the quality and appropriateness of curriculum objectives verified and validated by five experts shows that the curriculum competencies could appropriately be used to design and develop other curriculum components.

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2.3.3. Curriculum description

The Business English Writing Course covers authentic contents (BEW and English language), cognitive development, and international and local cultures in the world of work. It requires students to actively engage in using a language to learn through communication, in using cognition to analyze contents and embedded-language culture, in practicing interactive and cooperative authentic tasks so that students' repeated opportunities to use language will enable them to perform as a business English writer successfully. It is also designed for students whose English is at intermediate level and who are doing their bachelor's degree in Business

Administration, Finance and Banking, and the like.

2.3.4. Design and organize the units of competency

Ministry requires four compulsory English courses of Education, Youth, and Sport (MoEYS, 2015) to include in the Business Administration, Business and Economics, Finance and Banking, and Accounting. This BEW course curriculum is the first BEW course among the four English courses.

CBE and CLIL have been so applicable in this stage for the competency development /formulation. After the researcher scrutinized the curriculum learning objectives or core competencies that require students to write business documents, reviewed learning outcomes of HEIs in Cambodia, and studied the results of needs analysis of BEW ability of undergraduate students, the selection of the unit of competencies were carefully designed and developed. Each unit is based on the overview of working competencies, reasons of competency development for, task statements of competencies, sorting competencies, everyday problems of competencies at the workplace and the like from Cambridge Business English (2012), Council of Europe (2018), Guidelines for Writing Competencies (2005), Hang (2019), Mak (2018), the Ministry of Education, Youth, and Sport [MoEYS] (2015), Seng (2015) and Varner & Pomerenke (1998) and from the results of the semi-structured interview of needs.

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The results of needs analysis once again include:

1. Language-embedded culture:

    1.1. Cultural differences of the first language and English in business English writing.

1.2. First language interference (Written structures and translation were used to write business English documents).

1.3. A workplace culture of inter-cultural awareness of international contexts and Cambodia.

2. Authenticity or real-world documents.

3. A learning drive or curriculum structures which provide repeated practices of real-world tasks. The assigned tasks require higher-order thinking process/cognition and language usage to learn English and BEW contents in learning experiences.

4. Types of business documents: emails and memos are prevalent at work in Cambodia and are used more in Cambodia during the COVID-19 pandemic.

5. The needs of business English writing program at a higher education institution.

Once again, upon completion of the course, students will be able to:

1. Construct appropriate business documents for local and international business readers.

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2. Produce concise, well-organized, and logical content in response to the different business documents.

3. Competently convey the intended messages based on appropriate written genres, styles, and occupations.

The needs analysis found that students needed the ability to use language-embedded culture, authentic materials for learning, and curriculum structures engaging them in real-world practice and business English programs. Moreover, the

key informants said that most companies did not require recent graduate students to mainly write all types of business documents, only emails, and memos. Hence, these two types of business documents were used in this research. What is more, sample memos and emails from different companies were used to familiarize students with formats, language styles, tones, appropriateness of contents, and so on, and to lead students to language and BEW knowledge, communication, and intercultural awareness.

Five units of competency in the new curriculum were developed, and the units begin with the neutral, positive contents, such as inquiry, inviting, and accepting or giving good news, followed by the harmful contents, like giving bad news or declining, complaining, and ended with the persuasive contents, like apologizing and giving reasons, requesting actions, or advising customers. Therefore, the conclusion could be made in table 6 below.

Table 6: The alignment of results of needs analysis and units of competencies

Competencies	Contents / Units of competencies
Competency 1 & 3	Unit 1: Getting started: Writing, Cultural Contexts, and Careers 1.1. Workplace writing and business genres 1.2. Ethical written guidelines for international readers 1.3. Styles and tones in business English written documents 1.4. Business writing language structures 1.4.1. *Common tenses in business written documents.*
Competency 1 – 3	Unit 2: Business prospects 2.1. Letter layout, business letters/emails, opening, closing a message, subject heading, asking for and sending information. 2.2. Attachments, parts of a message, beginning and ending, and email convention.

Competencies	Contents / Units of competencies
	2.3 Writing process at work. 2.3.1. Planning 2.3.2. Read before you write 2.3.3. Drafting 2.3.4. Checking your work 2.4. Business writing language structures *2.4.1. Common tenses and sentence types in business written documents*
Competency 1 – 3	Unit 3: Maintaining contacts 3.1. Referring, giving good/bad news, giving reasons, inviting, accepting, and declining. 3.2. How to write effective emails. 3.3. World English and Cultures (International readers). 3.4. Useful business vocabulary and expressions. 3.5. Business writing language structures *3.5.1. Sentences, paragraphs, and transitions commonly used in business documents.*
Competency 1 – 3	Unit 4: Getting things done 4.1. Requesting actions, apologizing, replying to complaints, advising customers, memo writing. 4.2. Useful business vocabulary and expressions. 4.3. Business writing language structures *4.3.1. Logical flows in business documents: (Interconnecting paragraphs with transitions)*

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To wrap up all the units and prepare students for the exit of the course, unit 5 consolidation is added. Therefore, the summary can be made as in table 7 below.

Table 7: Time allotment for the develop curriculum

Competencies	Contents / Unit of Competency	Time allotment
Competency 1 & Competency 3	Unit 1: Getting started: Writing, Cultural Contexts, and Careers	Nine h (Week 1 -3)

Competencies	Contents / Unit of Competency	Time allotment
Competency 1 - 3	Unit 2: Business prospects	Nine h (Week 4 - 6)
Competency 1 – 3	Unit 3: Maintaining contacts	Three h (Week 7 -9)
Competency 1 – 3	Unit 4: Getting things done	3h (Week 10-12)
Competency 1 – 3	Unit 5. Consolidation	3h (Week 13-14)

The units of competencies through properly organized curriculum experiences and reliably valid and various assessments (Guideline for Writing Competencies, 2005; Lam, 2018; Varner & Pomerenke, 2005) would provide students with competent attributes (knowledge, understanding, ability, and positive feelings) towards BEW activities and competently demonstrate their own quality BEW correspondence.

2.3.5. Specifying curriculum structures based on units

The researcher used curriculum competencies, units, and the results of needs analysis to specify curriculum structures. The developed curriculum covers 3 hours per week and lasts 14 weeks. Thus, the learning process or activities were based on CLIL and CBE.

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Table 8: Curriculum structures and units of competencies

Competencies	Units of competencies	Learning activities/experiences based on CLIL and CBE in all sessions	Week
Competencies 1 & 3	Unit 1: Getting started: Writing, Cultural Contexts, and Careers 1.1. Workplace writing and business genres 1.2. Ethical written guidelines for international readers 1.3. Styles and tones in business English written documents 1.4. Business writing language structures 1.4.1. Common tenses in business written documents.	- Study different business English documents and differentiate business genres. - Use language to communicate, do tasks and analyze the contents in pairs/groups. - Study the four practical ways of writing business English documents: Audience, purpose, communication, and style &tone. - Study the ethical guidelines for netiquette (Internet and etiquettes) in emails and business writing. - Study the six characteristics of BEW. - Identify the tenses used in the business documents. - Practice exercises. *Evaluation based on the actual results gained after each activity.	1 – 3 (9 hours)

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Competencies	Units of competencies	Learning activities/experiences based on CLIL and CBE in all sessions	Week
Competencies. 1 – 3	Unit 2: Business prospects 2.1. Letter layout, business letters/emails, opening, closing a message, subject heading, asking for and sending information. 2.2. Attachments, parts of a message, beginning and ending, and email convention. 2.3 Writing process at work. 2.3.1. Planning 2.3.2. Read before you write 2.3.3. Drafting 2.3.4. Checking your work 2.4. Business writing language structures 2.4.1. Common tenses and sentence types in business written documents	- From samples, study intercultural differences of business types through the contents, information organization, and language usages. - Learn, differentiate the two sample emails, read and analyze the genres or email contents for styles, tone, formality or informality, and language usage in the text and cultural understanding. - Learn how to write the subject line effectively in the business context and cultures in Cambodia. - Practice writing, salutation/beginning, and complementary close after identifying the letter/email layouts. - Identify parts of message or contents of the emails. - Learn the writing process at work & practice all steps of from planning, peer-reviewing until editing. - Write an inquiry & inviting email. * Evaluation students' sentence writing and students' exercises. *Formatively assess using feedback and suggestions for improvement	4 – 6 (9 hours)

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Competencies	Units of competencies	Learning activities/experiences based on CLIL and CBE in all sessions	Week
Competencies 1– 3	Unit 3: Maintaining contacts Unit 3: Maintaining contacts 3.1. Referring, giving good/bad news, giving reasons, inviting, accepting, and declining. 3.2. How to write effective emails. 3.3. World English and Cultures (International readers). 3.4. Useful business vocabulary and expressions. 3.5. Business writing language structures 3.5.1. Sentences, paragraphs, and transitions commonly used in business documents.	- Study the two sample emails, accepting the invitation and declining the invitation. - Discuss in pairs and in groups using the language to learn the contents, the culture and contexts, format, styles, and tones and also check language usage (coherence or cohesion and sentence structures). - Write an email to accept/decline an invitation. - Study the sample congratulations emails written by Cambodian writers and foreign writers. - Learn and categorize business English language written in Br.E. and Am. E., like the styles, spellings, date, business vocabulary and expressions, grammar, and so on. - Analyze the contents and culture of how direct and indirect between Asian business writers and British/American writers in Cambodia. - Use language and BEW knowledge and higher-order thinking skills to study and analyze the two sample disorganized emails and practice. *Evaluation: -Instant, peer review, and feedback -Correcting students' sentences and exercises (email writing)	7 – 9 (9 hours)

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Competencies	Units of competencies	Learning activities/experiences based on CLIL and CBE in all sessions	Week
Competencies 1 – 3	Unit 4: Getting things done 4.1. Requesting actions, apologizing, replying to complaints, advising customers, *memo* writing. 4.2. Useful business vocabulary and expressions. 4.3. Business writing language structures 4.3.1. Logical flows in business documents: (Interconnecting paragraphs with transitions)	- Study the sample email of complaint (a coffee machine), discuss, answer, and fill the gaps. - After analyzing the contents, use a model to practice writing sentences: making a mild complaint, warning, and making a strong complaint. - Write an email of complaint. - Analyze contents, intercultural information, and how memo is different from emails & study the format/layouts, such as heading styles of various companies or different countries and margins. - Learn business vocabulary and expressions from the list. - Put the disorganized memo in the correct order & rewrite the informal memo. - Write a memo of announcement about holiday, a memo to ask for action, and a memo to propose for skills needed to perform their job better. * Evaluation: - Correcting gap-filling exercises. - Self-and peer assessment, feedback and suggestions. - Assessing students' writing exercises (sentences, emails, and memos)	10 – 12 (9 hours)

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Competencies	Units of competencies	Learning activities/experiences based on CLIL and CBE in all sessions	Week
Competencies 1 – 3	Unit 5. Consolidation 5.1. Letter/email and memo layout guides. 5.2. Summary of useful business vocabulary and expressions and main points. 5.3. Business writing language structures 5.3.1. Logical flows in business documents: (Interconnecting paragraphs with transitions)	- Review the layout of business letter/email and memo, like style and appropriateness of informality, semi-formality, and formality. - Write an email of rejection/ acceptance of a complaint by learning useful phrases and organization to write an acceptance of complaint whose contents can be 1) Apologize for the problem, 2) Explain what caused it, 3) Say what action you will take, and 4) Apologize again. - Learn useful phrases and organization to reject a complaint. The organization of the contents and flow can be 1) Say you are sorry they had problems, 2) Explain why you think it is not your fault, 3) Say what you can do (optional), and 4) Offer a solution (optional). - Learn useful phrases to write a recommendation, like giving advice to customers or a memo requesting for actions. E.g. the content can be, 1) Say you are sorry you cannot help directly, 2) Say why, and 3) Suggest what they can do instead. * Evaluation: -Assessment based on actual results. -Correcting students' sentences and business document exercises.	13-14 (6hours)

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2.3.6. Organizing curriculum learning experiences

For 14 weeks, the methods of the organization of learning experience followed the principles of the developed curriculum based on CLIL and CBE. Thorough consideration taken, the curriculum learning experiences can be organized in different ways based on the principles of CLIL and CBE. The researcher used different techniques to make sure that students take care of their own learning pace, use language to learn the language through communicative tasks, use cognition to develop content knowledge and embedded-language culture, have more opportunities to do BEW real-world tasks, develop inter-cultural awareness, which assures students' achievement of the curriculum learning objectives.

According to Edwards (1974, as cited in Ploylearmsaeng, 2011), to appropriately organize learning experiences for business English learners, instructors should consider time, English language proficiency level, necessary skills in language use, necessary vocabulary, learners' language problems, learners' cultural characteristics and backgrounds. Ornstein and Hunkins (2013) suggested organizing learning experiences through various conditions, some of which are to:

1. Enhance students' values and attitudes, abilities by thinking critically and creatively and through individual and collaborative learning.

2. Stimulate excitement (adapt and manage the complexity, uncertainty, playfulness, and joyfulness in their learning and interaction with technology, ideas, materials, and other students/people from various cultures).

3. Provide them with the interaction in the local communities and with projects

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4. Be pedagogically feasible: time, space, suitability, adequacy…

Therefore, upon selecting the identified competencies and units/contents, the organization of learning experiences which enable students to repeatedly practice assigned tasks in each session can look like the following learning process:

Step 1: The start of the lesson by basing on the identified competencies to achieve in the session – stimulus with questions concerning contexts and intercultural awareness of business English documents.

Step 2: The learning activities

1.1. Get students to analyze the sample business English documents, using language to learn and to develop knowledge and cognition.

For instance, with genre-written approach and from guided practice to independent practice, students will be first engaged in their prior knowledge in their fields by asking and answering questions or in reading and/or responding to authentic emails or memos, for example, an email written by two nationalities on the same issue(s).

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1.2. Students analyze contents, organization of business documents, business vocabulary and expressions, and related grammar points (e.g., sentence structures, tense, cohesion, and coherence).

OR

With the process-writing approach, students who are a bit more capable can often practice writing or corresponding to business documents on their own or in pairs or in groups using all the process from planning to editing according to their individual preferences/needs or to their learning speed.

Additionally, their knowledge and vocabulary/expressions in their fields are encouraged to integrate into their writing practice so that their learning is meaningful.

1.3. Get students to apply new knowledge to construct business English documents, like emails and memos.

Step 3: Closing – evaluation and measurement of learning outcomes. The assessment is used at the end of the session and during the whole learning process, according to the principles of the developed curriculum.

Based on the above principles, interested teachers can use different techniques to make students take care of their own learning pace, use language to learn the language through communicative tasks, use cognition to develop content knowledge and embedded-language culture, have more opportunities to do BEW real-world tasks, develop inter-cultural awareness, which assures students' achievement of the curriculum learning objectives.

2.3.7. The roles of the teacher

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To implement the developed curriculum successfully, responsible teachers should:

1. Studying the curriculum learning competencies.
2. Studying and fully understanding the curriculum principles.
3. Studying and analyzing individual learners and setting plans to organize learning experiences based on learners' needs/interests and learning pace.
4. Organizing learning experiences based on the curriculum principles and structures.
5. Setting the targets to be achieved by the learners.

6. Using authentic learning materials and a manual to accompany the instruction.

7. Formatively assessing students' progress by engaging students in practicing many exercises.

8. Using the results of the assessment to verify whether students have achieved the curriculum learning competencies or not.

2.3.8. The roles of the students

Students who are suitable for this Business English Writing Course are students from Faculty of Business Administration, Business and Economics, Finance and Banking, and Accounting and have moderate English proficiency equivalent to B1 level of Common European Framework of References for Languages (Council of Europe, 2018). Their roles include

1. Getting informed and explained the curriculum competencies and sub-competencies before the curriculum implementation. If possible, students can rephrase/reexplain competencies and sub-competencies based on their understanding.

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2. Using language to learn language and BEW knowledge.

3. Using higher-order thinking process to analyze documents before corresponding to the business readers/recipients.

4. Taking an active role in the learning experiences (interacting, cooperatively working, and participating in all activities organized by their teachers).

5. Abiding by the instructions of the teachers.

6. Giving each other feedback and doing peer assessment in the learning process and writing process at work.

7. Continuously improving their learning ability and progress based on the results of assessment and feedback.

8. Getting informed of how they are assessed in each business written task.

2.3.9. Guidelines for evaluation and measurement

With many repeated practices of real-world tasks, students' learning outcomes are measured and evaluated using various methods of on-going assessment as follows:

Assessment of BEW knowledge:

1. Get students to do peer-assessment through discussion and comments on each other's work.

2. Provide instant feedback and suggestions on students' work and response to inquiry posed by the teacher.

3. Assess students' knowledge of BEW ability from exercises, such as answering questions, multiple-choice questions, gap-filling, and sentence writing.

Assessment of BEW ability:

4. Assess students' writing ability from their assigned tasks / business English documents within the course.

5. Assess the learning achievement of undergraduate students by using the criteria developed from and aligned with curriculum competencies/objectives. Students must gain a minimum of 52 scores in order to pass the course.

6. Assess BEW ability of undergraduate students by using BEW ability tests based on the components of BEW ability after the course completion.

Having gained results from various assessment methods offered the teacher to appropriately organize learning experiences to suit students' learning needs and

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learning pace so that learning objective/curriculum competencies are assured.

2.4. Experts' validation of curriculum and improvement

Upon the development of curriculum, the researcher requested 5 experts to evaluate and validate the appropriateness of developed curriculum, its units of competencies, and learning experiences, and methods of assessment developed curriculum. They provided the following suggestions and comments, and the improvements were made accordingly:

1. The expert suggested paraphrasing the second principle to help readers understand better. Thus, the researcher revised the second curriculum principle accordingly.

2. The expert suggested developing this curriculum to 15 weeks, especially contents "concerning process writing at work and common sentence types of business written documents". This means 6 hours increases to 9 hours. However, the researcher stuck to a 14-week curriculum structure to implement developed curriculum covering all units so as to develop both competencies and sub-competencies. From time to time, the researcher tried to modify time, sometimes faster and sometimes slower than the pre-set planning, in order to suit the circumstances every week. The researcher now realized that the experts' suggestion of a 15-week course was better.

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3. The expert suggested using genre-based approach while organizing learning experiences during curriculum implementation because the approach could help students distinguish business documents. The researcher followed.

4. By following the experts' suggestions, before allowing students to practice exercises in each session, students were usually asked to recall and review the

previous main points. Doing so enabled not only students to self-assess but also the researcher to assess students. Using curriculum principles and based on curriculum structures, the researcher tried different learning activities to suit the circumstances while implementing the developed curriculum

To sum up, the researcher discussed the suggestions with his advisors and modified accordingly. The value of IOC, ranging between 0.8 and 1, on the quality and appropriateness of developed curriculum verified and validated by five experts shows that the developed curriculum could be used to enhance BEW ability of undergraduate students.

2.5. Design and develop the curriculum manual and a sample of lesson plan

The process of this section entails several steps. Before implementing the Business English Writing Course, the curriculum manual and a sample of lesson plan were drafted to assist the researcher with organizing curriculum experiences. Notably, the curriculum manual is like an instructor's guide, which informs how the developed curriculum will be successfully delivered through the prescriptions and structures. Moreover, the BEW Course, curriculum manual, and a sample of lesson plan were validated and checked by the experts in the field to ensure the reliability and appropriate implementation. Finally, after the evaluation from the experts, all suggestions made by the experts were modified accordingly.

2.5.1. A curriculum manual

This curriculum manual (see appendix C) consists of 1) a brief introduction of how the curriculum was developed, 2) principles of curriculum, 3) curriculum vision,

4) curriculum objectives, 5) course description, 6) curriculum structures and their units, 7) guidance of how to organize learning experiences such as the roles of the teacher and roles of the students, 8) guidance of how to assess learners, 9) and more importantly the guidelines for curriculum implementation and management.

2.5.2. Experts' validation of curriculum manual and improvement

The researcher sought the validation of the developed curriculum manual from five experts in the field. They evaluated and provided the following comments:

1. The expert suggested checking the role of the students since it seems the responsibility of the teacher. Thus, the researcher added another student's role on top of the existing role.

2. Similar to comments on curriculum, the expert suggested having a 15-week course, especially having more time on "contents of writing process at work". However, he stuck to the pre-determined plan (14 week) on time allotment in the curriculum structures

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3. They also suggested to reconsider the "world English and cultures" because this topic was broad and suggested taking business English and local language writing into account more. Topic "World English and Cultures" was discussed with advisors. The researcher scoped it down to British English or American English and tendency of locally cultural blending of English used in a particular country, including Cambodia.

4. The researcher was given a comment to possibly integrate students' educational background in the class because students were in business field during curriculum implementation. Their comments and suggestions were used.

Other suggestions and comments were for curriculum implementation. Therefore, the researcher kept them to use while implementing the developed curriculum.

To sum up, the IOC value of the curriculum manual from the experts was between 0.8 and 1, which indicated that the curriculum manual is appropriate to use to assist the teacher while implementing the developed curriculum to enhance BEW ability of undergraduate students.

2.5.3. A sample of a lesson plan

The researcher analyzed curriculum principles, vision, objectives, course description, learning experiences, curriculum structures and units of competencies, and assessment methods and then organized learning and teaching plans. The length of the developed curriculum is 14 weeks, a 3-hour session every week.

Table 9: Learning and teaching plan and total hours

Learning and teaching plan	Unit	Session
Week 1 – 3	Unit 1: Getting started: Writing, Cultural Contexts, and Careers	9 h
Week 4 – 6	Unit 2: Business prospects	9 h
Week 7 – 9	Unit 3: Maintaining contacts	9 h
Week 10 – 12	Unit 4: Getting things done	9 h
Week 13 – 14	Unit 5. Consolidation	6 h
Total		42 h

To develop a lesson plan, the researcher studied the curriculum components

very thoroughly before organizing learning experiences for students in each session. A sample lesson plan (see appendix F) consists of 1) learning objectives in the session, 2) units, and contents to be learned, 3) learning process, 4) the roles of teacher and students, 5) time allotment for the whole session and each activity, 6) tasks, assessment methods, and 7) learning materials.

2.5.4. Experts' validation on a sample lesson plan and improvement

The researcher sought the validation of a sample of a lesson plan from five experts in the field. Following comments were provided, and revisions were made:

1. The experts recommended that the researcher add more information to the learning activity. The researcher added some information to the slot of teacher's responsibilities, accordingly, in the lesson plan in order to respond to anticipated problems

2. The expert suggested including the teacher's giving feedback to students' written work in time. Thus, the researcher added that he would give comments and feedback to students personally and as a whole through telegram or Google classroom.

3. The rest of other suggestions and feedback were for during the implementing the lesson plan. Therefore, the researcher would use the lesson plan as guidance with care and flexibility.

To sum up, the researcher discussed the suggestions with his advisors and modified them accordingly. The value of IOC, ranging between 0.8 and 1 (> 0.5), validated by five experts on the quality and appropriateness of the lesson plan, shows

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that the lesson plan could be used to enhance undergraduate students' BEW ability.

Phase 2: Try out the Business English Writing Course (Research 2 and Development 2)

***Research 2*: Pre-curriculum implementation**

There are three stages in R2, namely pre-curriculum implementation (stage1), during the curriculum implementation (stage 2), data collection and analysis (stage 3), which will be described as follows:

Stage 1: The identification of population and sample and contacting the field representative and administrative process (Sampling design)

The information about the field, population, and sample were studied and analyzed very thoroughly before the curriculum implementation. The researcher got the certificate of the Research Ethics Reviews from Chulalongkorn University and consents from the field and sample before conducting the research (see Appendix J). The details of curriculum implementation are outlined in the ensuing section.

The researcher used a single group pre-test and post-test experimental design, which has its design as follows:

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Pre-test	Treatment	Post-Test
O1	**X**	**O2**

O1	Pre-test using the BEW ability test to measure students‟ ability to write business English correspondences
X	Curriculum learning experiences under the Business English Writing Course curriculum based on CLIL and CBE

O2 Post-test using the BEW ability test to measure students' ability to write business English correspondence

1.1. Population and sampling

One university was purposively selected because it is the second established private university, and has 3 campuses in Cambodia, two in the capital city and one in province. It has some connections with several firms in the country; hence, it attracts students from all walks of life and provinces.

There are four English courses required by Accreditation Committees of Cambodia (Accreditation Commitees of Cambodia, 2003; MoEYS., 2015) to be included in the bachelor's program in the Faculty of Business Administration, Business and Economics, Accounting, Finance and Banking.

Participants/Sample: Thirteen second-year students were selected purposefully as the sample (purposive sampling of non-probability). The selection criteria include students must have learned English for three semesters and have had a minimum English proficiency at level B1, according to Common European Framework of Language References, which eventually makes students ready for BEW and the job market. Only one group from one of the five faculties, which is the faculty of Business and Economics, has been selected since the number of the students in the faculty is limited and because the university allows having such experiment on only a group due to the interference of the university current program. The program has already been submitted to the Ministry of Education, Youth, and Sport.

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1.2. Design and develop a research instrument

It took the researcher many steps to design and develop this research instrument (tests) and be able to help evaluate the effectiveness of the developed curriculum.

1.2.1. BEW Ability Test

The research instruments were developed by modifying the tests designed by Ploylearmsaeng (2011), BULATS (2006), Cambridge Business English (2012), and Cambridge BEW Test (2016).

To construct the BEW ability tests, the following steps were done:

1. study and review the related documents and previous research.
2. draw a conclusion of the BEW components, categorize them, and sort them.
3. draft the tests.
4. seek assistance from advisors and improve them accordingly.
5. seek appropriateness and validation from experts.
6. improve the test based on the suggestions and recommendations from experts.

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Characteristics of BEW ability Test:

1. Objective: the tests were employed to measure the BEW ability of the students before and after the curriculum implementation.

2. The test consists of two sections:

2.1. The first section is about writing an email (40 points) in

replying to the given situation of email. Learners are required to write a reply to an email between 150 and 180 words by including the required points suggested in the situation.

2.2. The second section is about writing a memorandum (40 points). Learners are required to write a memorandum between 150 and 180 words by including the required points suggested in the situations.

3. The two sections of the test are subjective, culturally embedded, and real-world-oriented. The quality of student's written work in this section is assessed along with the writing rubric scoring system.

4. Each test lasts 80 minutes and was used as a pre-test before implementing the Business English Writing Course in order to evaluate students' ability to write BE correspondence, and another parallel test was used as a post-test after the curriculum implementation. The tests' scores were compared to study the difference of students' BEW ability before and after the curriculum implementation (See Appendix D for details). The post-test was also used to study the effectiveness of the developed curriculum.

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5. Passing scores of the tests:

According to Common European Framework of Reference for languages (Council of Europe, 2018), there are an exact passing score for each level of A1 to C2. In B1 or Intermediate level, exam takers must perform an overall score of 70/100 points to pass an exam and get a certificate. There are three grades of passing: A (90 – 100) distinction, B (85 – 89) merit, and C (70 – 84) pass. According to the required scores determined by the Ministry of Education, Youth, and Sport in Cambodia for HEIs (MoEYS, 2015), non-English major students need to get a

minimum score of 60 out of 100 points in their English courses. Therefore, the performance criteria scores for BEW ability test require undergraduate students in this research must get at least 26 points/40 of the BEW ability test from each task or 52 points/80 of the BEW ability test from both tasks.

To identify the ability of BEW for communication and determine the ratio of ability test in BEW, the characteristics of English language usage in business for business English correspondence must be Completeness, Conciseness, Consideration (of the recipient), Concreteness, Clarity, and Courtesy (British Council, 2018a; Charles Sturt University, 2008; Maskari, 2013; Ploylearmsaeng, 2011).

The “agreement method” between the researcher and two other lecturers who have more than five-year teaching experience in teaching business English classes in Cambodia was used. They were invited to be an inter-rater and mark the tests to assure the inter-rater reliability. The internal consistency between the researcher and inter-raters must be up to 80-90% (Tongsuebsai, Sujiva, & Lawthong, 2015).

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The two types of business English correspondence, email and memorandum, were selected to assess BEW ability of the students due to the following reasons and characteristics. First, BEW ability is the ability enabling a student to construct or produce BE written documents, and in BEW, as mentioned above, there are many different types of business English documents. This is why, BEW ability is not like English writing ability in general, where people can notice or verify such ability from just one piece of writing. Second, BEW ability in the research key term definition requires students to identify and be able to use accurate styles, format, or tone of each BE documents. Therefore, in order to well assess the ability of BEW of students in response to business cultures, workplace cultures, styles, formats, or tone in different

types of BE documents, more than one type of business documents is needed.

In short, emails are one of the business types used to communicate internally and externally at work, whereas memoranda are used internally between colleagues. Students can professionally demonstrate their ability through these two types in the workplace, based on the components of BEW ability (Kirova et al., 2012; Seng, 2015; Talbot, 2016; Varner & Pomerenke, 2005). Therefore, within the developed curriculum structures and time allotment, these two types of business English correspondence are the most common and were used to help to evaluate the effectiveness of the developed curriculum.

1.2.2. Experts' validation of the BEW ability test and improvement

The researcher sought the validation of how congruent and appropriate the BEW ability test is from five experts in the field. They provided evaluated and provided the following comments and suggestions, and the researcher improved accordingly:

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1. The expert advised the researcher to consider adjusting the time allotment for students in writing their responses to the email from 35 minutes to 40-45 minutes. The students could have enough time to complete both of their writing tasks. However, the researcher stuck to a 35-minute task for both tasks. The researcher would modify this if the time allotment were inappropriate in future test administration.

2. The researcher was also suggested to include business culture and contexts in the rubric and to discuss these points with the inter-raters. The researcher

modified a little bit in the rubric because the researcher referred to whether, while writing students took local culture and Khmer language influence into their consideration or not. The researcher had a meeting with both inter-raters and made sure we had the same understanding in scoring based on the rubrics.

3. The expert suggested changing the spelling of “Sophea” to “Sofia” and asked the researcher whether it was localized or not. Therefore, the name “Sophea” was Khmer name. Thus, the researcher kept the original name

To sum up, the researcher discussed the suggestions with his advisors and modified them accordingly. The value of IOC between 0.8 and 1 on the quality and appropriateness of BEW tests verified and validated by five experts shows that the test can be employed to measure BEW ability of undergraduate students.

1.2.3. BEW rubric scoring system

Written rubrics, from the BEW assessments from previous research and international exam centers, namely Cambridge Business English (2012), Kassem (2017), Ploylearmsaeng (2011), Talbot (2016), and University of Pennsylvania. (2015), were used and analyzed to develop each item of the analytical scoring descriptors. The details of the rubric scoring system are as follows:

1. Objective: the rubric is designed to assist the researcher in scoring students' business written work after administering the BEW ability test.

2. Components to be assessed: synthetically, BEW ability is assessed against the four main components of BEW ability.

2.1. Abilities to construct a business document that has purposeful contents and formats based on cultural contexts.

2.1.1. Students can respond to what the readers’ needs or include

all the relevant information, and address what they want their business reader(s) to do.

2.1.2. Students can produce business documents with proper formats acceptable in business context and culture, such as business letter/email format, memo format, minute format, and the like.

2.1.3. Students can use proper degree of formality and appropriateness of styles/tones of writing required in different types of business documents.

2.2. Abilities to produce a correct organization in business English documents. For example, students can place straightforward information in the correct order and use transition signals to link sentences or discourse in a logical flow.

2.3. Abilities to write grammatically correct sentences in business documents.

2.4. Abilities to use business vocabulary and expressions and write correct spellings based on their professions.

3. It is based on analytic scoring four-scale levels: 1) unsatisfactory, 2) need improvement, 3) satisfactory, and 4) good. Analytical writing scoring will be used to evaluate students' BEW ability. (See Appendix E for details).

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To construct BEW rubric scoring system, the following steps have been done:

1. study and review the related documents and previous research.
2. draw a conclusion of the BEW descriptors, categorize them, and sort them.
3. draft the written rubrics.
4. seek assistance from advisors and improve them accordingly.
5. seek validation from experts.
6. improve the rubric scoring system based on the suggestions and

recommendations from experts.

1.2.4. Experts' validation of the rubric and improvement

The researcher sought the validation of how congruent and appropriate the BEW ability test is from five experts in the field. They provided evaluated and provided the following comments and suggestions, and the researcher improved accordingly:

1. The expert suggested removing the use of the word "totally" in the rubric because it is far too informal. Thus, the researcher deleted the word totally from the rubric accordingly.

2. Some measurement tools are still abstract, such as excellent usage of a wide range of up-to-date business vocabulary and fair use of vocabulary. Hence, the researcher modified the descriptors to clarify, like numbers of errors and concise words, and avoid ambiguity for both the researcher and inter-raters.

3. According to experts, the word "cultural context" in the rubric and in the definition was not clear. He suggested checking this with inter-raters for elaboration. The researcher discussed the meanings of "cultural contextualized and business culture" after the modification of the descriptors. Thus, the researcher and inter-raters could have the same understanding while they graded the students' answers to BEW ability tests.

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To sum up, the researcher discussed with the advisors and modified the descriptors in the rubrics accordingly. Based on the value of IOC between 0.8 and 1 on the quality and appropriateness of rubric verified and validated by five experts, the rubric could guide the researcher and any other raters to assess the written answers of

undergraduate students.

Stage 2: During the curriculum implementation

2.1. Administer the pre-test

The BEW ability test was administered before the curriculum implementation to measure undergraduate students' BEW ability.

2.2. Implement the Business English Writing Course

The researcher tried out the developed curriculum within fourteen weeks in the experimental research.

2.3. Administer the post-test

The BEW ability test was administered after the experiment so that undergraduate students' BEW ability could be measured and so that the researcher could evaluate the effectiveness of the developed curriculum.

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Stage 3: Data collection and analysis

3.1. Collect data

To collect the data, the researcher used a pre-experimental research design with a single group (a single group pre- and post-test design). The steps were:

3.1.1. Quantitative data

The data were collected from the scores of BEW ability of the sample before and after the experiment.

3.1.2. Qualitative data

The sample's business writing exercises were used as documentation for content analysis and were used to study BEW ability of the sample along the course.

Data collection procedure:

To collect data, the researcher tried out the curriculum and taught the sample by himself for one semester (fourteen weeks) by going through these steps:

1. Upon the approval of the research title, the researcher developed the research instruments and requested the experts in the field to help validate the instruments. Obtaining the IOC score between 0.8 and 1, the researcher continuously submitted the research instruments and related documents to the Research Ethics Review Committees of Chulalongkorn University.

2. Having obtained the Certificate of Research Approval, the researcher requested consent from the research site, one university in Cambodia.

3. Upon receiving the consent, the researcher purposively selected the sample and explained the purposes of the research to them, and asked them to voluntarily participate in the experiment.

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4. The researcher administered the BEW ability test (a pre-test) before the curriculum delivery. To get the reliability, two inter-raters were invited to help to grade the sample's BEW ability test. Scores from three raters were calculated using SPSS 21. Using Cronbach Alpha, the interrater reliability score in the pre-test was 0.986.

5. The researcher organized curriculum learning experiences using a developed curriculum based on CLIL and CBE.

6. The researcher collected students' writing answers for content analysis. After having learned with the developed curriculum and gained some knowledge in the first three weeks (9 hours), students were assigned to write emails from week 4 onwards and apply knowledge gained from email writing to write memos from week 10 onwards. He collected 8 exercises, 4 emails and 4 memoranda for content analysis and studied the change of BEW ability of the sample.

7. The researcher administered the parallel BEW ability test (a posttest) after the course completion. As mentioned above in step 4, the two inter-raters helped to grade the sample's BEW ability posttest. Scores from three raters were calculated using SPSS 21. Using Cronbach Alpha, the interrater reliability score in the posttest was 0.976.

3.2. Analyze data:

Data analysis in this research was divided into two (quantitative and qualitative data), and the details are outlined as follows:

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3.2.1. Quantitative data analysis

To obtain objective 2.1. of this study, the data analysis was as follows:

1. The mean scores were first calculated from the three raters (the researcher and two inter-raters).

2. The mean score and standard deviation score of BEW ability of the sample before and after the experiment were analyzed with descriptive statistics.

3. The mean score was additionally calculated as a percentage to compare it with the passing criteria of BEW ability.

4. Scores of BEW ability which the sample gained before and after the

experiment were compared with inferential statistics (dependent t-test) as an overview.

5. The mean scores of each component of BEW ability, which the sample gained before and after the experiment, were also analyzed with (dependent t-test).

3.2.2. Qualitative data analysis

To obtain objective 2.2 of this study, the researcher did several steps.

1. Upon collecting 4 emails and 4 memoranda, he studied the change of BEW ability of the sample by analyzing the contents of their writing.

2. He analyzed the contents of the sample's BEW tasks assigned during class by looking into each component of BEW ability, such as 1) purposeful contents, formats/margins, and cultural contexts, 2) organization, 3) grammar, and 4) business vocabulary and expressions.

3. The principles of the developed curriculum mainly from CLIL (content, cognition, culture, and communication) were used for content analysis.

From the data analysis above, the researcher could draw a conclusion as the following table.

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Table 10: Summary of data analysis

Research objective	Research instrument	Data analysis
2.1. Compare BEW ability of undergraduate students before and after implementing the Business English Writing Course curriculum.	***Quantitative*** BEW ability tests	$\overline{x}$ and SD Dependent t-test
2.2. Study BEW ability of undergraduate students along the course.	***Qualitative*** Student's exercises	Content analysis of students' exercises

Development 2: Evaluate the Business English Writing Course based on data gained from the Research 2

This step is aligned with the last step of Business English Course Development Model of Ellis and Johnson (1994): students' learning outcome/ expectation and curriculum evaluation.

After implementing the developed curriculum, the researcher revised and improved the developed curriculum based on the data gained from the curriculum development process and especially from experts in the field, who had suggested and given comments on the appropriateness before the experiment. The improvement was:

1. The first thing which the researcher improved was modified/revised the second principle of the curriculum so that it is clearer than before. The original second principle reads, "*The use of identified competencies, job-task criteria, and selected contents as a framework to developing the curriculum structures enable students to construct content knowledge and/or cognition and lead students to the demonstration of competencies*." The modification and improvement read, "*The identified competencies, job-task criteria, and selected contents used as a framework of curriculum-structure specifications enable students to construct content knowledge and/or cognition and lead to demonstrate capabilities*."

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2. Regarding "writing process at work," curriculum structures and time allotment should be extended or added another week, or interested teachers shorten the course orientation. From the implementation, the researcher noticed that students had little time to practice this point "writing process at work." It means that unit 2 (Business prospects) needs 4 weeks, which eventually makes the curriculum

structures be a 15-week course.

3. The researcher reordered the sequence of “replying and giving reasons” in week 8 under unit 3 (Maintaining contacts) and move them to week 6 under unit 2 (Business prospects) after students learn how to write an inquiry email. The reason is because students did not learn them continuously, and both the researcher and students noticed that the two contents should be corresponding to one another. Thus, the continuity of the contents is more connected.

4. The researcher scoped down the contents of world English in learning experiences 3.3. under unit 3 (Maintaining contacts) to British English, American English, and local language culture (international readers).

The research results were explained in detail in Chapter 4.

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Chapter 4

Results

To restate, two main objectives of this R and D research are 1) to develop the Business English Writing Course curriculum based on CLIL and CBE for enhancing BEW ability of undergraduate students, and 2) to assess the effectiveness of the developed curriculum after the implementation.

Upon the completion of the data collection and analysis, the researcher found the following information:

Section 1: The results of curriculum development based on content and language integrated learning and competency-based education.

Section 2: The results of the effectiveness of the developed curriculum after the implementation.

Section 1:

1. The results of curriculum development

The result of the development of a curriculum based on CLIL and CBE for enhancing BEW ability of undergraduate students by modifying of the curriculum development model of Ellis and Johnson (1994) is comprised of the following components: 1) curriculum vision, 2) curriculum principles, 3) curriculum competencies and sub-competencies, 4) course curriculum description, 5) curriculum structures / time allotment, 6) curriculum manual, 7) mediums to evaluate and measure an effectiveness of a developed curriculum.

1.1. Curriculum vision

The curriculum has its visions of producing well-rounded individuals who are ready for developing their own fullest potentiality, for their own pursuit of future study and career, and for successfully applying complex and challenging knowledge, understanding, and ability into real life and real social situations.

1.2. Curriculum principles

Six major principles have been constructed based on CLIL and CBE to develop a new Business English Writing Course. The principles are:

1. The explicit competencies and job-task criteria based on culturally authentic contents or working situations are used as a direction for students to successfully function in real life after the course completion.

2. The identified competencies, job-task criteria, and selected contents used as a framework of a curriculum-structure specification enable students to construct content knowledge and/or cognitive development and to demonstrate capabilities.

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3. The use of identified competencies, criteria, and selected contents as framework to aligning all curriculum components and guidelines, such as to engage students with language usage and cognition to analyze the contents and embedded-language culture, finally leads to student's demonstration of competencies.

4. Scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the development of content knowledge and skills, which ensure the attained competencies.

5. Learning experiences are supportive of students' real-world practices and

development of inter-cultural understanding, knowledge, and awareness/tolerance between self and otherness.

6. Various methods of ongoing assessments and clear performance criteria of the competencies are in place to assure students' desired learning objectives.

From this principle, a new curriculum was developed. It can be defined as a business English writing course which contains identified competencies and job-task criteria based on culturally authentic contents or working situations, numerous real-world practices in supportive learning experiences, and different methods of on-going assessments so that undergraduate students can demonstrate their business English writing ability upon the course completion.

1.3. Curriculum competencies and sub-competencies

Based on the study and analysis of research problems and the necessity of business English program at higher education institutions, data of the needs analysis in the interview with subordinates and supervisory staffs in both public and private sectors as well as validation and verification of content validity by experts in the field, some specific competencies and sub-competencies have been developed. Therefore, when learners have completed their course, they will be able to:

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1. Construct appropriate business documents for local and international business readers. (Culture)

1.1. Differentiating contexts and cultures of the business readers.

1.2. Tailoring messages to contexts and cultures of the business readers.

1.3. Producing business documents, following the different formats and margins of the workplace/context or cultures.

2. Create concise, well-organized, and logical contents in response to the different types of business documents. (Organization)

2.1. Developing straightforward and explicit contents.

2.2. Producing interconnecting paragraphs with the logical flow of information.

2.3. Orderly organizing information / thoughts in work-related documents.

3. Competently conveying the intended messages with accurate and appropriate written styles, based on their professions. (Structural styles)

3.1. Producing business documents with correct styles.

3.2. Writing grammatically correct sentences so that the intended meaning can get across to the business readers.

3.3. Selecting and using appropriate business technical terms and expressions based on professions.

1.4. Course curriculum description

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The Business English Writing Course covers authentic contents (BEW and English language), cognitive development, and international and local cultures in the world of work. It requires students to actively engage in using a language to learn through communication, in using cognition to analyze contents and embedded-language culture, in practicing interactive and cooperative authentic tasks so that students' repeated opportunities to use language will enable them to successfully perform as a business English writer. It is also designed for students whose English is at intermediate level (B1) and who are doing their bachelor's degree in the faculty of Business Administration, Marketing, Finance and Banking, and the like.

1.5. Curriculum structures

The units of competencies of the developed curriculum and curriculum structures prescribes the framework for learning. However, the table 11 will briefly illustrate the revision points, such as the extension from 14 to 15 weeksand world English to British English and American English compared to English used in Cambodia.

Table 11: Curriculum time allotment– a 45-hour course within 15 weeks

Competencies	Units of competencies / Contents	Learning activities / experiences based on CLIL and CBE in all sessions	Week
Competencies 1 and 3	Unit 1: Getting started: Writing, Cultural Contexts, and Careers	-Learning experiences are already demonstrated in table 8 (curriculum structures and units of competencies).	1 – 3 (9 hours)
Competencies 1 – 3	Unit 2: Business prospects *Replying to an invitation has been moved from Unit 3.	Learning experiences have already been demonstrated in table 8 (curriculum structures and units of competencies) * 1 week is added in this unit for more practice of writing process at work	4 – 7 (9 hours)
Competencies 1 – 3	Unit 3: Maintaining contacts ***** World English has been scoped down to British English and American English.	Learning experiences have already been demonstrated in table 8 (curriculum structures and units of competencies) above.	8 – 10 (9 hours)
Competencies 1 – 3	Unit 4: Getting things done	Learning experiences have already been demonstrated in table 8 (curriculum structures and units of competencies) above.	11 – 13 (9 hours)
Competencies 1 – 3	Unit 5. Consolidation 5.1. Letter/email and memo layout guides.	Learning experiences are already demonstrated in table 8 (curriculum	14 – 15 (6 hours)

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Competencies	Units of competencies / Contents	Learning activities / experiences based on CLIL and CBE in all sessions	Week
	5.2. Summary (business vocabulary & expressions)	structures and units of competencies) above.	

1.6. Organization of learning experiences

Within these 15 weeks, the methods of organizing learning experiences are aligned with the principles of the developed curriculum, which means that in all sessions, students were engaged in learning experiences based on CLIL and CBE. The methods were:

Once again, some principles of the developed curriculum were that 1) The use of identified competencies, criteria, and selected contents as a framework to align all the curriculum components and guidelines, such as to engage students with language usage and cognition to analyze the contents and embedded-language culture, finally lead to student's demonstration of competencies. 2) scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the development of content knowledge and skills, which ensure the attained competencies. 3). Learning experiences are supportive of students' real-world practices and development of inter-cultural understanding, knowledge, and awareness/tolerance between self and otherness.

Therefore, upon specifying the curriculum competencies to be achieved and units of the competencies, the organization of learning experiences which enable students to repeatedly practice assigned tasks in each session can look like the following learning process:

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Step 1: The start of the lesson by basing on the identified competencies to achieve in the session – stimulus with questions concerning contexts and intercultural awareness of business English documents

Step 2: The learning activities / plenary session

1.1. Get students to analyze the sample business English documents, using language to learn and develop knowledge and cognition.

For instance, with a genre-written approach and from guided practice to independent practice, students will be first engaged in their prior knowledge in their fields by asking and answering questions or in reading and/or responding to authentic emails or memos, for example, an email written by two nationalities on the same issue(s).

1.2. Students analyze contents, organization of business documents, business vocabulary and expressions, and related grammar points (e.g., sentence structures, tense, cohesion, and coherence).

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With the process-writing approach, students who are a bit more capable can often practise writing or corresponding to business documents on their own or in pairs or in groups using all the process from planning to editing according to their individual preferences/needs or to their learning speed.

Additionally, their knowledge and vocabulary/expressions in their fields are encouraged to integrate into their writing practice so that their learning is meaningful.

1.3. Get students to apply new knowledge to construct business English documents, like emails and memos

Step 3: Closing – evaluation and measurement of learning outcomes. The

assessment is used not only at the end of the session but also during the whole learning process, according to the principles of the developed curriculum.

Based on the above principles, interested teachers can use different techniques to make students take care of their own learning pace, use language to learn the language through communicative tasks, use cognition to develop content knowledge and embedded-language culture, have more opportunities to do BEW real-world tasks, develop inter-cultural awareness, which assures students' achievement of the curriculum learning objectives.

1.6.1. The roles of teachers

To implement the developed curriculum successfully, responsible teachers should:

1. Studying the curriculum learning competencies.
2. Studying and fully understanding the curriculum principles.
3. Studying and analyzing individual learners and setting plans to organize learning experiences based on learners' needs/interests and learning pace.
4. Organizing learning experiences based on the curriculum principles and structures.
5. Setting the targets to be achieved by the learners.
6. Using authentic learning materials and a manual to accompany the instruction.
7. Formatively assessing students' progress by engaging students in practicing a lot of exercises.
8. Using the assessment results to verify whether students have achieved the

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curriculum learning competencies or not.

1.6.2. The roles of learners

Students who are suitable for this Business English Writing Course are students from Faculty of Business Administration, Business and Economics, Finance and Banking, and Accounting and have moderate English proficiency equivalent to B1 level of Common European Framework of References for Languages (Council of Europe, 2018). Their roles include

1. Getting informed and explained the curriculum competencies and sub-competencies before the curriculum implementation. If possible, students can rephrase/reexplain competencies and sub-competencies based on their understanding.
2. Using language to learn language and BEW knowledge.
3. Using higher-order thinking process to analyze documents before corresponding to the business readers/recipients.
4. Taking an active role in the learning experiences (interacting, cooperatively working, and participating in all activities organized by their teachers).
5. Abiding by the instructions of the teachers.
6. Giving each other feedback and doing peer assessment in the learning process and writing process at work.
7. Continuously improving their learning ability and progress based on the results of assessment and feedback.
8. Getting informed of how they are assessed in each business written task.

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1.7. Guidelines for measuring and evaluating learning outcomes

With many repeated practices of real-world tasks, students' learning outcomes are measured and evaluated using various methods of ongoing assessment as follows:

Assessment of BEW knowledge:

1. Get students to do peer assessment through discussion and comments on each other's work.
2. Provide instant feedback and suggestions on students' work and response to inquiry posed by the teacher.
3. Assess students' knowledge of BEW ability from exercises, such as answering questions, multiple-choice questions, gap-filling, and sentence writing.

Assessment of BEW ability:

4. Assess students' writing ability from their assigned tasks / business English documents within the course.
5. Assess the learning achievement of undergraduate students by using the criteria developed from and aligned with curriculum competencies/objectives.
6. Assess BEW ability of undergraduate students by using BEW ability tests based on the components of BEW ability after the course completion.

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Having gained results from various assessment methods offered the teacher to appropriately organize learning experiences to suit students' learning needs and learning pace so that learning objective/curriculum competencies are assured.

2. The result of the effectiveness of a newly developed curriculum based on CLIL and CBE to enhance BEW ability of undergraduate students

After the curriculum was validated by a group of experts in the field, it was

implemented online. This online class was changed from a physical class due to the COVID-19 pandemic, regulations, and announcements from the government. Thirteen students were instructed using the newly developed curriculum.

Section 2:

2.1. The results of evaluation of effectiveness of the developed curriculum

Results from the comparison of BEW ability of the sample before and after they studied with the developed curriculum are found as follows:

1. **An overview of the results of comparison of effectiveness of the developed curriculum**

The BEW ability tests were used, and the results of the comparison of the differences between mean scores of BEW ability of undergraduate students before and after the curriculum implementation were calculated.

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The results were shown in table 12 below.

Table 12: Comparison of mean scores of pre- and post-test of BEW ability of undergraduate students

One-sample statistics	Full scores	Pre-test score		Post-test score		t	Sig.
	80	$\bar{x}$	SD	$\bar{x}$	SD		
Pre-Post	80	26.30	9.85	64.35	5.82	40.92	.001*

*P< .05

According to the table 12, a paired sample t-Test shows that the post-test score of BEW ability of undergraduate students with the mean (64.35) was higher than the

pre-test score with the mean (26.30), p= .001. Using the paired sample t-Test, the results of the statistical analysis show that the post-test scores of BEW ability of undergraduate students were significantly higher at level .05.

2. **The results of comparison of effectiveness of the developed curriculum based on components of BE ability**

The results of the comparison of the differences between mean scores of each component of BEW ability of undergraduate students before and after the curriculum implementation were calculated. The results were:

Table 13: Comparison of mean scores of the components of BEW ability before and after the curriculum implementation

Items	Full score	Pre-test score		Post-test score		t	Sig.
	80	$\bar{x}$	SD	$\bar{x}$	SD		
Purposeful contents, formats, and cultural contexts	40	15.55	4.65	35.86	2.39	51.29	.001*
Organization	24	9.27	2.76	20.44	2.46	27.20	.001*
Grammar	8	2.88	1.07	5.55	1.28	13.43	.002*
Business vocabulary and expressions	8	2.61	0.79	6.19	0.79	23.66	.001*
Pre-Post	80	26.30	9.85	64.35	5.829	40.92	.001*

*P< .05

Table 13 shows the results of each component of BEW ability of undergraduate students before and after the curriculum implementation. The four

main components are 1) purposeful contents, formats, and cultural contexts, 2) organization, 3) grammar, and 4) business vocabulary and expressions. The findings were that before the curriculum implementation, the sample got a mean score of 15.55 on the purposeful contents, formats, and cultural contexts, yet the mean score was 35.86 after the curriculum implementation. Furthermore, they got a mean score of 9.27 on the organization of business English documents before the experiment, yet the mean score was 20.44 after the experiment. In addition, the grammar mean score of the sample was 2.88 before the experiment, yet the mean score was 5.55 after the experiment. Finally, the mean score of the ability to use vocabulary and business expressions of the sample was 2.61 before the experiment, yet the mean score was 6.19 after the experiment. In sum, mean scores of all components of BEW were statistically and significantly higher than before the experiment at level .05.

The results showed that each component of BEW ability of the sample was enhanced with the developed curriculum. In sum, from all components, the sample's mean score of BEW ability was 64.35 higher than before the experiment at level .05.

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2.2. Studying BEW ability of undergraduate students along the course

The researcher collected 8 business written documents, 4 emails and 4 memos from week 4 because in the first three weeks (9 hours), students experienced in the learning process and developed their content knowledge and intercultural awareness. The sample applied their knowledge into their writing afterward. The contents of the sample's 8 written exercises (4 emails and 4 memoranda) were analyzed from time to time while implementing the developed curriculum. The results would be presented along with the principles of the developed curriculum, mainly from CLIL.

The main principles of developed curriculum were explicit competencies, job-related task criteria, authentic contents (language and BEW knowledge), communication involvement (use language to learn the language and contents and learn to use the language), cognitive development (use higher-order thinking process to analyze content and develop inter-cultural understanding), and culture (develop intercultural awareness and tolerance of self and otherness).

The component 1 (contents, formats/margins, and cultural contexts), 2 (organization), 3 (grammar), and 4 (business vocabulary and expressions) from 8 business English documents were founded as follows:

1. Purposeful contents, formats/margins, and cultural contexts

    1.1. Purposeful contents

To write emails, students were often asked to analyze the contents (cognitive and knowledge development), the language (content), and intercultural understanding (culture) before they wrote. At the beginning of the course, from week 4 when students were asked to write business emails, most students could not have the proper contents needed by their business recipients. The difficulty in producing the contents and purposes to suit the business readers was not analyzed correctly by the students because though they realized that purposeful contents in business documents were important, they could not construct the contents well. The contents were inadequate and sometimes unclear, and irrelevant to the assigned tasks. It is also because they sometimes had to gain knowledge from the first three weeks (9 hours), and the ability to write was still limited.

In the middle of the course, when students were given more and more

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opportunities (the repeated practice of real-world tasks) to use language to communicate their thoughts with peers, analyzed both BEW and language contents, and got feedback from peers and the teacher, the sample could improve the contents of their business English documents. For example, they at least tried to analyze the information from the sender and figured out how many pieces of information they needed to construct the contents to correspond to their business readers.

Considering purposeful contents needed in business English documents, 9 students could construct purposeful contents well in their posttest and got full scores (4/4) of the section. The remaining students got almost full scores (3/4).

1.2. Formats/margins

Another component which was considered under the cultural umbrella was formats / margins of business documents because students needed to have the ability to produce correct formats/margins, following different workplaces. Initially, the sample wrote their business documents with an incorrect format and margin in their written task in week 5. They wrote them without taking the workplace cultures and styles of white spacing in business documents into serious consideration. Students put all information as one big chunk without dividing it into the opening message, body of the information, and closing message (see more explanation in the organization component).

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For example, the photo below was a business document which one student7 produced.

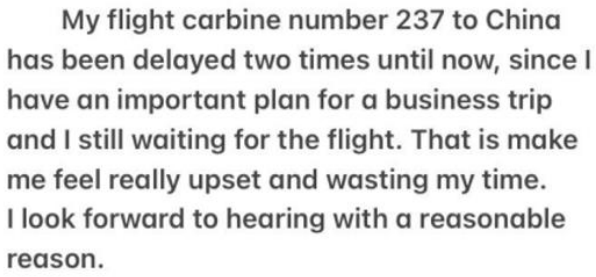
My flight carbine number 237 to China has been delayed two times until now, since I have an important plan for a business trip and I still waiting for the flight. That is make me feel really upset and wasting my time.
I look forward to hearing with a reasonable reason.

Figure 11: Excerpted from student's email of complaint in week 5

However, this erroneous business document format was modified and revised by the sample. After the provisions of some authentic business documents and assigned tasks, chances to practice using language and cognition to analyze this component, students could avoid the matter of formats/margins from their BEW in week 9.

The development of knowledge related to BEW and its related documents and numerous practices enabled students to improve this component the most. For example, the format/margin was one of the components of BEW ability in the rubric which all students got full scores on both types of business documents in the posttest.

1.3. Cultural contexts

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On top of language and BEW contents, formats/margins, and concerning cultural aspects, not just language-embedded culture but also the different ways of conveying information in business English document, students' awareness was stimulated and provoked the most from all the authentic documents brought to the classroom for students learning experience. For example, students were oriented to intercultural awareness and netiquette. However, from week 5, the researcher noticed that students could not tailor the greeting to the culture of the business reader in the email by addressing the person's first name and their position. This writing pattern

was influenced by Khmer language culture. For example, a student 3 wrote

Dear Krychan, a quality control manager:

Thank you for your email. Please accept my apology for being not a good served for your business

Excerpt from an exercise of Student 3, week 5

From week 9 onwards, by using a higher-order thinking process to analyze some examples of authentic emails and by using language to communicate about the matters, students realized that the culture of language and workplace impacted the way they write. Their writing improved gradually with the consideration of cultural contexts, for example, the cultures and appropriateness of tone/styles required at work. For example, the same student 3 in week 9 wrote, "*Dear Mrs. Sarah William,*" which is correct.

This could be concluded that the embedded-language culture and workplace culture were considered, and students could avoid making mistakes by addressing a business reader correctly in later exercises.

2. Organization

In the first four weeks of the course, most of them did not have any language and BEW knowledge regarding the flow and order of information in business correspondence. Explicitly, 10 out of the sample did not include any transitions to link the flow of the information in their business documents, and the most common words are first, second, third, and so on like the series of actions which they experienced before in their general English knowledge.

Notably, the use of commonly found transitional words in the business documents gradually developed from the repeated practice of authentic materials through the concepts of language of learning and language through learning. Students

developed this component when they were in week 9, for example, "*further to your email, with regard to, unfortunately, however, and the like*." The sample could improve this with supports in communication because mainly during the course, students learned by using the language to learn the language, to develop higher-order thinking skills, and to understand information placed by different foreign writers and by working in pairs or small groups to correspond to one another's writing and getting feedback from both peers and the teacher.

Another problem of this language and BEW knowledge–organization– as seen in figure 11 above, most of the students did not correctly arrange their business documents. For example, students did not divide information into paragraphs and put it in the correct order or place.

After weeks of work-related situational practices and analysis of contents and linguistic features in business documents, learning from examples and explanations by the teacher, students divided the information into paragraphs in their business document. They put information according to the importance and order of needed information more correctly. The evidence of improving the correct organization in business documents was clear from week 10 and in their posttest. For example, one student produced his email as the figure below.

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Dear Mr. Dara Roth,

With regard to your enquiry email, we are very glad to be your partner in your business for supplying mints and chocolates. Our company can supply you all types of mint and chocolate with many size bottles or plastic packets.

There are a small size with 100g in weight to an extra-large size with 500g in weight. Furthermore, we could design and put the logo of you shop on the bottles as well.

What is more, we will plus the fee of the delivery service, and it depends on the distance of your direction.

In addition, we offer you 10% off for your regular orders if you make a purchase monthly more than 50 kg in weight of mints and chocolates. To get more details, please find enclosed the price list and services.

Do not hesitate to contact us immediately if you have any problem in any work times. We are looking forward to approving your order.

Figure 12: Excerpted from the writing of student 6 in posttest

From figure 12, student 6, who developed both language and BEW knowledge, could use transitions to connect the information in the business documents. He wrote "*with regard to, furthermore, what is more, in addition*" and also placed the information into the order of importance needed by the business recipient. With proper analysis of business readers and culture, the student could construct a well-organized and straightforward email.

3. Grammar

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Students had some minor grammar errors regarding content/language knowledge, specifically grammar commonly found in business English documents, though the intended messages could be conveyed. Additionally, it was found that students mainly used the verb "BE" along in their sentences and business documents. For example, misusing the verb "BE," student 4 in week 5 wrote, "*I am greatly appreciated it if you could do it today.*"

However, from time to time, with the curriculum principles, they continuously practiced and were given feedback on the incorrect usage of the verb "BE." Thus,

students could develop language knowledge and correctly use “BE” and other grammatical issues. For example, the problem of “BE” with other verbs in their business documents gradually disappeared, especially in their writing from unit 4 in week 10. In other words, using the verb “BE” correctly, the same student 4 in week 10 wrote, “*Your adherence … would be highly appreciated.”* To conclude, the sample could improve grammar and make their business English document comprehensible.

4. Business vocabulary and expressions

Concerning language and BEW knowledge, appropriateness, formal and informal levels, business vocabulary and expressions, from the beginning of the course till week 8, students still had limited knowledge and used vocabulary they learned in general English program. For example, student 2 wrote, “*I want to ask about cost of the photocopy machine.*”. Another example is that “*Thank you for your answer*.”

Students could improve their business English vocabulary and expressions after they were provided chances to use their higher-order thinking to analyze sample emails and memos, learn lists of business vocabulary and expressions, and constantly practice their communication. For example, they constructed their writing piece, “*I would like to inquire about the price of … .*” Thus, the correct use gradually began.

In the middle of the course, having been practicing continuously in pairs and groups, communicating through language and expressions, and analyzing more and more authentic materials in order to correspond to one another and business recipients, all students realized that they needed to use business vocabulary and expressions in their business documents based on their professions correctly to sound formal and to suit the culture and contexts of their business readers. However, they

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sometimes had to check the list.

Their improvement was clear in the later weeks. For example, student 9 wrote in a request for action in week 11, nearly the end of the course, that:

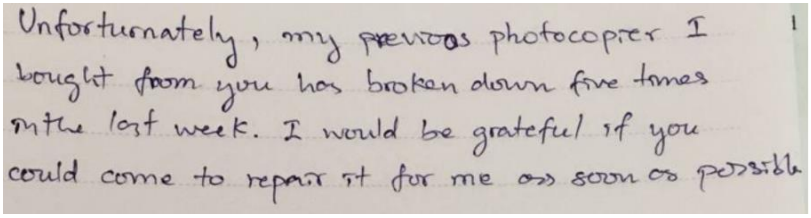
Unfortunately, my previous photocopier I
bought from you has broken down five times
in the last week. I would be grateful if you
could come to repair it for me as soon as possible

Figure 13: Excerpted from the exercise of student 9 in week 11

Figure 13 showed that the student 9 improved language content and BEW knowledge and was able to effectively use the language to communicate, for example, a transition "*unfortunately*" and a business expression correctly, "*I would be grateful if you could … .*"

In short, based on the samples of three different periods, with explicit competencies, authentic learning materials, and repeated practices of writing BEW documents, the results showed that students could improve their BEW ability at the end of the course. It could be concluded that the developed curriculum could enhance students in purposeful contents, formats/margins, cultural consideration, organization, grammar, and business vocabulary and expressions.

Chapter 5 covers a summary, discussions, and recommendations.

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Chapter 5

Summary, Discussions, and Recommendations

Three main parts will be illustrated in the last chapter of this R and D research, whose purposes 1) to develop the Business English Writing Course curriculum based on CLIL and CBE for enhancing BEW ability of undergraduate students and 2) to assess the effectiveness of the Business English Writing Course curriculum based on CLIL and CBE.

1. Summary

The R and D Research process was divided into two main phrases:

1.1. Phase 1: Curriculum development

The first phase of this R and D research covers two major stages as follows:

1.1.1. Research 1: studying the research problem, the needs of the students, and the necessity of a course curriculum development and related approaches, content and language integrated learning (CLIL) and competency-based education (CBE), reviewing specified competencies for the developed BEW course curriculum.

1.1.2. Development 1: designing and developing a course curriculum as a draft.

1.1.2.1. Developing curriculum documentation: The researcher identified the research framework and identified the curriculum model based on Content and Language Integrated Learning (CLIL) and Competency-based Education (CBE).

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1.1.2.2. Identifying a curriculum vision: the researcher studied and synthesized the research problem, visions, and national qualification framework determined by ministry of education, youth, and sport for HEIs.

1.1.2.3. Identifying curriculum principles: synthesized CLIL approach and CBE approach. As a result, he could develop curriculum principles.

1.1.2.4. Investigating the needs analysis of undergraduate students for BEW ability, using a qualitative research method.

1.1.2.5. Specifying curriculum competencies and sub-competencies: the researcher analyzed curriculum principles and the interview data and linked them with the organization of learning experiences which were appropriate with students.

1.1.2.6. Identifying course description: the researcher wrote the course description based on the analysis of curriculum principles, curriculum vision, curriculum competencies, and methods of organizing learning experiences.

1.1.2.7. Prescribing curriculum structures: the researcher analyzed curriculum competencies and sub-competencies, the needs of undergraduate students for BEW ability and used the information to design and develop curriculum units.

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1.1.2.8. Identifying guidelines for organizing learning experiences: the researcher carefully aligned curriculum principles and competencies with sessions and methods of organizing learning experiences and/or learning activities.

1.1.2.9. Designing and developing curriculum manual: the researcher developed a curriculum manual to effectively implement the developed curriculum. He also made a sample of lesson plan to help him organize learning experiences based on curriculum principles for 42 hours within 14 weeks.

1.1.2.10. Validating the quality of developed curriculum and its

documentation: the researcher sought the validation and suggestions/feedback from experts in the field. All documents and related documents were modified accordingly before implementing the developed curriculum with year-two undergraduate students for 14 weeks (42 hours).

1.1.2.11. Modifying and improving the developed curriculum and its documentation: the researcher improved the developed curriculum and its documentation based on suggestions and/or feedback of experts for the quality of curriculum implementation.

1.2. Phase 2: The evaluation of quality and effectiveness of curriculum

This second phase of R and D research covers two major stages as well.

1.2.1. Pre-experimental research (R2):

1.2.1.1. Population and sample

The population was second year undergraduate students doing their majors in business fields. The sample for this experimental research of the developed curriculum was thirteen undergraduate students.

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1.2.1.2. Designing and developing BEW ability tests

The researcher designed and developed BEW tests along with the written rubrics. The tests and rubrics were verified and validated by experts in the field. In addition, the researcher studied students' learning exercises, using the content analysis. Doing so helps him to assess the BEW ability of the sample.

1.2.1.3. Data collection

The researcher collected the data from scores gained in the pre- and post-tests and collected further information from students' exercises during the experiment.

1.2.1.4. Data analysis

The researcher compared the mean scores of students' BEW ability before and after the experiment by using a paired-sample t-Test. Moreover, he did the content analysis to study the components of BEW ability of the sample along the course.

1.2.2. Evaluation and improvement of developed curriculum (D2):

The researcher used the data gained from BEW tests, which are used to evaluate the effectiveness of the developed curriculum, to improve the curriculum so that it is better than before. The researcher modified the second curriculum principle, added roles of students in the curriculum manual, reorder a few sequences of contents of unit, extended the curriculum to a 15-week Business English Writing Course by giving more hours for students to focus on "process writing at work," and scoped down "world English" to British Vs. American English and local language and culture for international readers.

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These modifications could help interested teachers to deliver the curriculum for enhancing business English writing ability of undergraduate students better or even more effectively.

Conclusion

1. Development of a curriculum based on CLIL and CBE for enhancing business English writing ability of undergraduate students

The researcher has gone through many steps before having a complete curriculum. The curriculum based on CLIL and CBE has 7 main components:

curriculum vision, curriculum principles, curriculum objectives/competencies, course description, curriculum structures and units, guidelines for organizing learning experiences, and evaluation methods.

Curriculum vision

The curriculum has its visions of producing well-rounded individuals who are ready for developing their own fullest potentiality, for their own pursuit of future study and career, and for successfully applying complex and challenging knowledge, understanding, and ability into real life and real social situations.

Curriculum principles

1. The explicit competencies and job-task criteria based on culturally authentic contents or working situations are used as a direction for students to successfully function in real life after the course completion.

2. The identified competencies, job-task criteria, and selected contents as a framework of a curriculum-structure specification enable students to construct content knowledge and/or cognition and to demonstrate the capabilities.

3. The use of identified competencies, criteria, and selected contents as a framework to aligning all curriculum components and guidelines, such as to engage students with language usage and cognition to analyze the contents and embedded-language culture, finally leads to student's demonstration of competencies.

4. Scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the development of content knowledge and skills, which ensure the attained competencies.

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5. Learning experiences are supportive of students' real-world practices and development of intercultural understanding, knowledge, and awareness/tolerance between self and otherness.

6. Various methods of ongoing assessments and clear performance criteria of the competencies are in place to assure student's desired learning objectives.

Curriculum competencies

Students will be able to:

1. Construct appropriate business documents for local and international business readers. (Culture)

2. Create concise, well-organized, and logical contents in response to the different types of business documents. (Organization)

3. Competently conveying the intended messages with accurate and appropriate written styles, based on their professions. (Structural styles)

Course description

This includes the course title (Business English Writing Course), designed for specific year two undergraduate students and contents of the course.

Curriculum structures and units

The curriculum was improved from 14 weeks (42 hours) to 15 weeks (45 hours). Each session lasts 120 minutes. It has 5 units: Unit 1 (getting started: writing, cultures, and careers), Unit 2 (business prospects), Unit 3 (maintaining contacts), Unit 4 (getting things done), and Unit 5 (consolidation)

Curriculum learning experiences

Aligning the curriculum competencies with contents of the units, students are

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engaged with many opportunities to practice real-world tasks and practice writing in the supportive and scaffolded learning experiences. Students use the language to learn the language, use their cognition to analyze the real-world tasks, and interact with their peers with the consideration of their own culture and culture of peers/business partners

Evaluation methods

Based on the curriculum principles, the main approach in the evaluation is to let students practice as many real-world tasks as possible. Their written answers are assessed continuously and are provided with suggestions and instant feedback to personally improve their BEW ability. Tests can be used as a final exam.

2. Results of evaluation of the developed curriculum

After the researcher got the developed curriculum based on CLIL and CBE to enhance BEW ability of undergraduate students validated by the experts and modified accordingly already, he tried out the developed curriculum with a sample and analyzed data as follows:

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2.1. After the experiment, the sample got higher scores in their BEW ability post-test than in their pre-test. Their mean scores were statistically and significantly higher than before the experiment at level .05.

2.2. The mean scores of each component of BEW ability were also statistically significant and higher after the experiment at level .05.

2.3. The qualitative data showed that implementing the developed curriculum enabled undergraduate students to gradually improve the components of BEW ability in their learning experiences from week to week. As a result, the sample

could write their business English documents in their daily and work life, based on the pre-defined curriculum objectives or competencies.

It can be concluded that the research hypothesis was valid and accepted. Thus, the developed BEW Course has its quality and effectiveness.

2. Discussion

2.1. The Result of curriculum development

Business English Writing Course, one of the four main compulsory courses for undergraduate students in the field of business administration, marketing, accounting, finance and banking, was developed based on Content and Language Integrated Learning and Competency-based Education. It was verified and validated by many experts in the field with its IOC value score of between 0.8 and 1 for its appropriateness and quality. From its findings, the discussion would be as follows:

2.1.1. Systematic curriculum development

Business English Writing Course was developed systematically and has its specific procedures which are interrelated. Firstly, the research problem and rationale were studied and analyzed from both related documents and the needs analysis of undergraduate students. The concerned people were invited to voluntarily provided information, concerning current issues of curricula, perspectives, and actual needs of recent graduate students and supervisory staff in the job markets in Cambodia. Secondly, upon analysis and synthesis of the research problem, two approaches, Content and Language Integrated Learning and Competency-based Education, were used to conceptualize the research framework. The conceptual framework of CLIL and CBE enabled the researcher to design and develop curriculum components,

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curriculum manual, and curriculum documentation.

In curriculum development process, the researcher identified main curriculum components, by analyzing, synthesizing, and integrating CLIL and CBE. As a result, the researcher could produce curriculum vision, curriculum principles, curriculum objectives/competencies, course description, course syllabus, curriculum manual, and methods of assessment of curriculum objectives/competencies.

After having main curriculum components, the researcher continually determined other curriculum components in curriculum manual and documentation which are interrelated and explained in detail. Upon drafting the curriculum, the researcher sought the validation from experts in the field, discussed with his advisors, modified, and improved the draft accordingly. Before he tried out the developed curriculum, the researcher requested the Research Ethics Review from the Research Ethics Committees from Chulalongkorn University to ensure that research ethics was preserved in all steps while implementing the developed curriculum. Hence, the researcher noticed that the sample improved their BEW ability with good result.

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According to Chansri (2015), in any effective curriculum development process, all curriculum components must be interwoven and are not a linear process yet are recursive. Curriculum development needs a large number of modifications and improvements. The recursive and systematic process includes analysis and synthesis characteristics of approaches to develop curriculum model such as the construction of detailed curriculum documentation and components. Khemmani (2017) stated that designing systems model requires to link and relate all components and sub-components so that the curriculum alignment can lead to the predefined curriculum objectives. Moreover, in curriculum evaluation Elliot Eisner (1998 as cited in

Ornstein & Hunkins, 2013, p. 310; 2018), quality of curriculum is constituted from "*essentially five dimensions: 1) intentional, 2) structural, 3) curricular, 4) pedagogical, and 5) evaluative*." As he continued to outline that: 1) quality curriculum has its values, merits, and worth for the students; 2) curriculum's design and school's organization in which students and educator perform hugely impact the quality of curriculum experience; 3) curriculum contents and how they are organized and ordered are also vital; 4) instructional design, strategies, and learning experiences must suit the curriculum's aim and contents; and 5) whether tests and other evaluation methods giving full accurate data of students' progress or not is also taken into consideration. In other words, the evaluation process itself and the whole curriculum must be assessed, as well.

2.1.2. Development of a curriculum based on CLIL and CBE

Business English Writing Course based on CLIL and CBE was developed for undergraduate students in order to help solve problems of the existing curricula which cannot enable students to use their English in business documents in their daily and work life. The existing curricula do not provide undergraduate students with realistic experiences which prepare them for successful function in their professions. Based on the principles of the newly developed curriculum, students have numerous opportunities to practice real-world tasks through content, cognition, culture, and communication, which students can construct the knowledge by themselves and can put their knowledge into practice, specifically in their professional work (Coyle, 2011; Coyle et al., 2010; Nkwetisama, 2012; Pearson Education., 2015).

The culture of Cambodian students impacts the ways they learn foreign languages. Culture is found in all aspects of life, and CLIL helps learners build

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intercultural understanding and knowledge and develop intercultural tolerance and communication skills (Coyle, 2007; Nardoni, 2015; Saumell, 2014). Culture of CLIL underlies contents, cognition, and communication; therefore, the curriculum objectives, contents, and structures must include culture. Thus, students must be considerate when they learn new contents or materials because the learning contents and materials can contain cultural information. For example, first language writing can be culturally different from second language writing so that students may use different BEW contents to indicate the same information to suit their local contexts and culture. Moreover, Dale and Tanner (2012) stated that learning, thinking, and culture are interconnected and affect foreign students in subjects they learn, and that foreign students learn the language through social interaction. Therefore, learning to write business English documents cannot be avoided from business cultures, language cultures, and workplace cultures.

Moreover, Dale and Tanner (2012) stated that when students learn a subject matter in another language their brains work more than usual to fulfill the assigned tasks, so they remember and understand contents better. It is surely hard from the beginning to learn a subject matter, yet it demands one's full attention, so eventually students learn better (Coyle, 2007). Therefore, it is better to learn any content this way (Coyle, 2007). In his research, Tzoannopoulou (2015) concluded that contents of CLIL can promote student motivation and contribute to the course objectives and that learning engages students in real-life practices. Similarly, another research result shows that learning contents while implementing CLIL is more effective in collaborative work and in student critical analysis and problem-solving (Léon-Henri, 2015), resulting in expected pieces of work of the professional community. All things

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considered, the core principles of CLIL make students beneficially learn English.

By the same token, CLIL "*requires the analysis of linguistic genre*" (Coyle et al., 2010, p. 59), and higher-order thinking skills/cognitive process is absolutely crucial to enhance BEW ability. As stated in the findings of Suwannoppharat and Chinokul (2015b), higher-order thinking process of CLIL makes students evaluate their BEW in learning experiences and helps them with other skills, such as problem-solving and critical thinking skills, which students can put into practice beyond the classroom settings. For instance, the analysis and evaluation of linguistic features come into play when students need to interpret information in emails, faxes and other business correspondence before they are able to correspond to those business documents (Anderson & Krathwohl, 2011; Coyle, 2011; Coyle et al., 2010). Dale and Tanner (2012) advocates this belief and posits that students need and use analysis, evaluation, and creation/creativity to learn the language and BEW contents better.

Since CLIL does not entirely help to solve the research problem, another approach is needed and used to design and develop a curriculum in this study.

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The researcher decided to base on CBE approach to develop the curriculum because the systematic framework of CBE curriculum design and the demands of BEW such as specified competencies and work criteria can be utilized as the curriculum structures (Book, 2014; Johnstone & Soares, 2014; Pearson Education., 2015; Soare, 2015), which are essential elements for undergraduate students to develop their learning competencies or elements of competencies via unit of competency and modularized organization of curriculum learning experiences (Nkwetisama, 2012; Walters, 2016). For instance, in order to ready Cambodian undergraduate students or the sample for the authentic tasks and real-world practices,

students must be taught “discrete content knowledge educational exits”, not time spent or credits earned in the course, according to skills acquisition theory in business settings (H. D. Brown, 2014; Richards & Rodgers, 2014). Thus, discrete content knowledge, like business English styles/tones, expressions, useful phrases and the like, was included in the current study, which eventually enables students to use English as an additional and foreign language and practice English as an exit outcomes so that students can construct knowledge and demonstrate their learning abilities (Coyle et al., 2010; DeKeyser, 2007).

Additionally, CBE’s ultimate goal (Radjaa, 2012; Richards, 2006; Richards & Rodgers, 2014) is to specify competencies and real-world experiences that students are likely to encounter in particular scenarios, such as business English meetings, negotiations, presentation, etcetera, and the know-how of language usages and language needs to perform those tasks. These kinds of CBE’s settings can foster undergraduate students’ BEW ability via repeated practices of authentic work (Richards & Rodgers, 2014). In this respect, the sample were given chances to use language needs and work-related performances or mostly comparable-authentic-task performances at workplace, which is consistent with BEW – authenticity (Cambridge Business English, 2012; Frendo, 2005). In other words, the practicality of BEW, as stated in CBE, in business settings outside the classroom walls can enhance students’ ability in their business written documents (Radjaa, 2012; Richards, 2006; Richards & Rodgers, 2014).

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In addition, BEW ability can be improved via interactional writing between business people (Cambridge Business English, 2012; Frendo, 2005) because cooperative/collaborative and concerted efforts for high productivity and desirable

results of CBE in the world of work require interactive communication (British Council., 2016). Dragoo and Barrows (2016) stated that CBE's indispensable characteristics, such as scaffolding and supportive safe learning environment– principles of the developed curriculum– permits students to work interdependently and cooperatively in order to construct diverse business English correspondence because BEW is used for the information exchange and never happens solely. BEW requires the comprehension and the demands to be met of both business writers and recipients. Therefore, this CBE's realistic collaboration in the profession can benefit Cambodian students whose work involves writing business correspondence (Cambridge Business English, 2012; Jarunthawatchai, 2010).

What is more, student-oriented and humanistic design for very specific needs of learners are under the principles of CBE and BEW course (Auerbach, 1986, as cited in Richards & Rodgers, 2014), and to design a course for BEW, a particular group of students whose "individualized" needs are analyzed claim their wanting from the course, and their English proficiency is usually measured prior to the course commencement (Nkwetisama, 2012; Radjaa, 2012). Both CBE and BEW are widely used in vocational and professional education, which centers on specific skills in the working environment (Richards, 2006). Prerequisite knowledge and/or skill of the developed curriculum, which students need to moderately pursue, is assured. Hence, CBE and BEW ensure that students must possess competency to professionally perform the work or to achieve the learning objectives (Bratanych & Vyshnevska, 2018).

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2.2. The Result of the effectiveness of curriculum

Based on the experimental research, the students' scores in post-test were higher than theirs in pre-test. This result was consistent with the research hypotheses, which can be explained as follows:

2.2.1. The comparison and discussion of BEW ability of undergraduate students before and after studying with the Business English Writing Course

As presented in the findings, the students' mean score of BEW ability in pre-test was 26.86, while after the curriculum implementation theirs in post-test was 64.08, which was statistically significantly higher at level 0.5 than before. The developed curriculum enables students to achieve the pre-defined learning objectives/competencies. This implied that a quality curriculum and the organization of learning experiences could enhance students' BEW ability.

Incorporating authentic content knowledge, language culture and business culture, grammatical range, business vocabulary and expressions in different units of the curriculum provides learners with many repeated opportunities and enable them to communicate in real-life situations effectively. Students got better and higher scores from time to time in the experiment when they are under learning experiences like this. Chansri (2015) and Puakprom (2017) claimed in their research that organization of learning experiences for language communication should be the practices of using the language so that students should practice their interactive communication in authentic situations or comparable to real situations, which make students develop their knowledge and ability by themselves. Likewise, in any instruction, learning tasks which engage students with authentic learning experiences make students realize the

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meaningfulness of learning because they have opportunities to employ their learned business English vocabulary and expressions in their everyday life (Eang & Na-Songkhla, 2020), which in turn enhance students' ability to learn and understand business English contents. Eang and Na-Songkhla (2020) continued in their research that business vocabulary and expressions learned in the familiar contexts can enhance students' English skills and that language knowledge obtained in the interactive communication saves learning time and increase learning efficiency.

The sample' BEW ability significantly improves because CLIL enhances students' intercultural awareness when they interact with other people in society, using the language (Coyle et al., 2010). Students become aware of diverse language cultures in different contexts (Chansri, 2015). Numerous evidences in higher education proved that CLIL benefits students through the communication-language Triptych: language OF learning, language THROUH learning, and language FOR learning (Coyle et al., 2010). In his research, Léon-Henri (2015) stated that concerning business communication, for example collaborative learning and sharing, students will benefit from learning content knowledge (both language and BEW knowledge) through the rich forum of discussion and discovery. For example, Suwannoppharat and Chinokul (2015a) and Puakprom (2017) raised up in their research that students have access to basic concepts and skills, for example, key words, phrases, or grammatical demands of the unit, grammatical progression in using modal verbs to predict the future, language of describing, defining, explaining, hypothesizing, effective use of future and conditional tenses for cause/effect, solution, suggestions, and the like (Language OF Learning).

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In language THROUGH learning, the sample can improve their language and

BEW in learning process in which they can use the language to learn and learn to use the language. This is consistent with the findings claimed by Martín del Pozo (2016), who demonstrated that as a new meaning is learnt, new language is required and acquired. Moreover, once students develop their new knowledge, skills and understanding (of content subject), new language will also emerge through learning because language is connected with cognitive processing, and learning results in effective learning and active involvement of language and thinking and systematically linguistic development (Chansri, 2015; Dalton-Puffer, 2007; Puakprom, 2017).

In language FOR learning, the sample could enhance their BEW and language knowledge and ability because language "*enables learners to be functional in a foreign language environment. This includes classroom language as well as language for academic processes and speech acts*," Martín del Pozo (2016, p. 144). In language for learning, an additional and vehicular language is considered as a medium to learn. Students can improve their language learning because they are trained in language to build arguments and disagreements, language for project work, like asking and answering questions, using evidence, language used for discussion, for seeking assistance, additional information, explanation, and getting access to other sources and more (Chansri, 2015; Coyle et al., 2010; Puakprom, 2017).

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Thus, it can be concluded that the integration of CLIL in curriculum development surely enhance BEW ability of undergraduate students.

Along with the help of CLIL, CBE has been merged to supplement and additionally help to fill the gaps in CLIL and to solve the current curriculum issues.

BEW is a specific skill which needs analysis because students (a future worker) and employers need to understand one another and correspond to one another

in the job market. Thus, CBE's goal to firstly specify the competencies and sub-competencies needed in the curriculum were used as content selections, curriculum structures, and learning drive (Book, 2014; Pearson Education., 2015; Soare, 2015), which, for example, "students will be able to construct intended business documents for their business reader", will assist curriculum designers and implementers to take the principle into consideration. Students will successfully able to perform at work because they did not learn unrelated contents, knowledge and skills, and the length of time and credits to be earned are not necessary compared to that what students do to achieve the learning competencies of curriculum (Book, 2014; Pearson Education., 2015; Soare, 2015).

In this study, students were prepared for clear criteria for successful profession and for their specified work performance – business writing ability. As stated in research done by Wong (2008), the needs analysis should be made before the curriculum implementation, and he recommended that the effectiveness of competency-based curriculum/education or course must be locally developed, in this case, Cambodian context and cultures were locally incorporated, and should have an instructional focus so as that curriculum, assessment, and instruction can be aligned with one another, and the curriculum is not standard-testing format.

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In CBE, the sample gradually performed better in their business written tasks through continuous practices of authentic materials, individualized supports, scaffolding, and safe environmental learning process. Similar to CLIL, in the research of competency-based business curricula of Dragoo and Barrows (2016), learning business contents with scaffolding via the social interaction and exchange of thinking and learning enables students to gradually self-develop from a less able to a more able

student. Research of Chansri (2015) showed similar results and continued that the teacher's role shifts from a sage-on-stage to a guide-on-the side, such as asking, demonstrating, explaining to students, and gradually removing supports when students can learn language contents by themselves. Sharifi et al. (2009), who implemented a Competency-based Accounting Communication Course, concluded in their research that when students were given hands-on experiential learning, they could gain beyond the course learning objectives. Students develop and improve oral communication, written communication, and analytical skills. Additionally, BEW ability cannot improve without continuous practice. Richards and Rodgers (2014) backed this with the skills acquisition theory because the more students do authentic tasks in their curriculum learning experience, the more they can become autonomous during curriculum implementation. Therefore, CBE approach does help to enhance undergraduate students' BEW ability.

Another major principle of CBE in the study was the various ways of and on-going assessment methods, which students encountered in this 14-week course. As mentioned in the research problem, the current existing curricula and methods of evaluation do not motivate students to write business English documents, so undergraduate students are poor at BEW ability. With CBE's different methods of continuous assessment, students were provided as many opportunity as possible to assess themselves and friends, using reflective journals and peer-assessment reviews, and to check whether or not after they complete each assigned task and whether or not their products meet the requirement criteria, for example, format, styles, language accuracy, contextualized cultural conformity, and the like required in the profession (Auerbach, 1986). This was a similar finding by Pathomlangkarn (2009), who

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claimed that after students practice their business English writing, students should be provided with chances to see their progress through continual verifications of each assigned task in the entire program. Thus, the sample could see what to fix, to modify, pay more time, and focus more on their improvement needed after each feedback from both friends and the researcher.

In summary, from the its emergence, CBE is appropriate for developing a Business English Writing Course for adult learners – second year undergraduate students (Book, 2014; Pearson Education., 2015; Richards & Rodgers, 2014), who need practical curriculum contents and curriculum structures enabling them to competently perform business English writing tasks (Radjaa, 2012).

2.2.2. The study and discussion of BEW ability of the sample.

The data in this section will be discussed and interpreted based on the content analysis. The findings showed that students gradually improve all components of BEW ability, namely the purposeful contents, formats/margins, cultural contexts, organization, grammar, and business vocabulary and expressions. The discussion would be explained along with the principles of the developed curriculum.

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Notably, regarding authenticity, students constructed both language and BEW knowledge and improved the formats and layouts of business documents very fast. As stated in research done by Eang and Na-Songkhla (2020), students could remember what they learned in a familiar and authentic context. This saves a lot of time and makes their learning meaningful. Supported by many language scholars of a meaningful learning theory, learning the language from the contexts which can be used to real life encourages students to actively get involved in their learning process

(H. D. Brown, 2007, 2014; M. Brown, 1994).

With regard to intercultural awareness, namely the purposeful contents and cultural contexts, students realized that their first language culture has a huge impact on the way they wrote business English documents. Results from the interview and the experiment showed that ignoring the language culture will adversely result in poor business written products. As stated in the research of Puakprom (2017), her research with agricultural undergraduate students showed that building content knowledge of English and agriculture was not a smooth process since the way students think and learn and the culture they were in affected their performance. Moreover, though language culture influences students' writing, such writing patterns are not acceptable because students were trained to accept intercultural awareness and tolerance (Coyle et al., 2010; Nardoni, 2015; Saumell, 2014). Thus, using their language analysis and tolerating the different cultures, students need to try to tailor their messages to the needs and cultural contexts of the business recipients.

As far as the researcher is concerned, having had many years of experiences in English instruction, Cambodian people hardly ever touch upon the language culture, language and intercultural. Instead, instructors teach people through grammar-translation method or prefer to CLT (Communicative Language Teaching) approach as CLT is believed to enabling students to communicate well. Those teachers believe that using CLT along with grammar-translation method / Khmer language seems enough for most Cambodian teachers.

Another finding of an organization was that almost all students compacted their writing task in one paragraph. The lack of BEW and language knowledge led students to poorly arrange the information in business English documents. They

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seemingly constructed their information as one big chunk without any connecting words, which in turn was difficult to understand and grab the main idea/points of the business documents. Asley (2018), Maskari (2013), Oppong (2016), and Talbot (2016) stated that a paragraph in business document can be just a sentence and it must be of relevance and in the order of importance. From their written work in the first few weeks, the sample tended to combine all sentences together and hoped that their paragraph was good for business English documents. However, numerous of authentic or real-world tasks, the analysis of contents and organization, communicative tasks, and instant feedback and suggestions from peer-assessment and the teacher, students improved their BEW and English knowledge of organization in business documents in the mid-way of the course. For example, they got their email into well-organized information, like opening message, main body, and closing message and clear paragraph separation with main ideas.

Another finding, which was related to Triptych "language Through learning and language For learning", was that according to content analysis of students' business written tasks, students improved grammatical points less than other components of BEW ability. Students were very likely to use verb "BE" with other verbs in a sentence. Gradually, they eliminated this bad practice almost at the end of the course. They stuck to this because the first verb in their learning background was "BE", and similar to fossilization theory of pronunciation, the foundation is mostly likely to go along while a foreign language learner learn the language (H. D. Brown, 2007). However, their intended messages in business English documents were conveyed successfully, and almost all students did not have problems with this "BE" issue in their posttest. According to the Triptych, part of the developed curriculum,

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the sample were gradually engaged in using language to analyze contents and function in the business written contexts, for example, greeting, introducing self, informing, asking for advice, or giving advice, apologizing, agreeing/disagreeing, persuading and the like. As mentioned by Chansri (2015) and Puakprom (2017), their research showed that when students were given the numerous chances to practice and engage themselves in a foreign language environment, they could improve their language learning and usages because the language was functional/instrumental (Martin del Pozo, 2016), and they needed it to survive. Grammar improved less than other components of BEW ability because, according to the principles of the developed curriculum, the sample focused more on communicating intended messages and entire business documents than spotting grammar errors. Meanings should be the first focus, followed by the accuracy (Harmer, 2015), or "*communication depends much more on vocabulary than on grammar*" (Folse et. al., p. 54).

The final finding was that students firstly used general English vocabulary to write their business documents. They began to reckon the different terminology and expressions when they were asked to use their cognition to analyze authentic business correspondence and compare between formal and informal writings and appropriateness and inappropriateness of styles and tones for international and local business readers (intercultural awareness). This took students a long while to develop their English and BEW knowledge and understanding and intercultural tolerance. Notably, while monitoring students during learning process, the researcher realized that when the sample were unsure and wanted to avoid mistakes, they consulted and communicated with friends in English, checked and got access to the list of business

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vocabulary and expressions (language THROUGH learning and language OF learning). This is similar to the research of the application of CLIL with engineering students done by Pancheva and Antov who posited that students need access to concepts and skills, relating the subject matters/themes–language of learning–, "content language like subject-specific terminology", i.e. useful vocabulary and expressions in this study, "grammar and structures related to the theme" (2017, p. 38), which students study and can use them in future, and from the strategies for dealing with issues during cooperative work and question and answer sessions, students can improve by using language to learn and learning to use the language–language through learning (Coyle et al., 2010; Léon-Henri, 2015; Suwannoppharat & Chinokul, 2015b). As a stated by Weinstein (n.d., as cited in Oppong, 2016, p. vi), "*Like anything else we learn, to write well takes practice – and time. There are also principles to be followed and models to be used, and good writers also emulate*."

From the first few weeks of the course, based on the content analysis and interpretation, once students were not trained in the learning experiences which engaged them with the analysis of the authentic materials, repeated practice of real-world tasks, students produced poor quality written work. For example, they wrote their business documents very informally and without considering essential aspects of business document, like local culture, clarity of content, conciseness, courtesy, completeness, and correctness. However, students' BEW ability improved gradually throughout the course when they were instructed with the principles of the developed curriculum, for instance, the practices of a lot of authentic materials, interactive communication through language usage and language analysis, individualized scaffolding, instant feedback from peers and the teacher, and the like. The quality of

their work significantly improved at the end of the course. Once again, the more students do authentic tasks in their curriculum learning experiences, the more they can become autonomous and competent – skills acquisition theory (Oppong, 2016; Richards & Rodgers, 2014).

In sum, as mentioned in the introduction of the discussion section, the result of effectiveness of curriculum was statistically significant and the same as the predefined research hypothesis. It can be concluded that the developed curriculum based on content and language integrated learning and competency-based education its good quality and can surely enhance BEW ability of undergraduate students.

3. Recommendations

3.1. Recommendation for the curriculum execution

From the findings, interested teachers and concerned academia or educators who wish to implement the developed curriculum based on CLIL and CBE are recommended to do the following implications:

1. Upon the completion of the curriculum development, curriculum implementation, and data collection, students could enhance their BEW ability. Thus, interested teachers should study the curriculum components in detail, curriculum guidelines in the manual, and curriculum learning experiences until they fully understand. This curriculum can be applicable in different situations with minor modification of content knowledge or change of contents such as in STEM of teachers' responsible subject or courses in their educational settings.

2. Teachers should orientate their students to the curriculum learning

competencies which are based on culturally authentic contents or real-world settings and make sure students comprehend the expectations before curriculum execution.

3. Because the curriculum principles of CLIL and CBE are prescriptive, teaching techniques and strategies can vary according to their expertise. In a simpler term, teachers should understand that this curriculum is culturally/contextualized-oriented, both business and English knowledge-oriented, and action-oriented. Accordingly, learners should be provided with opportunities to use authentic materials for practice, to use language to learn language, to develop their knowledge, cognitive skills, and inter-cultural awareness/tolerance.

4. Teachers should use business writing exercises and real-world practices to steadily assess business English writing ability. It is recommended that teachers can modify the exercises to suit the contexts and cultures of their learners, respectively.

5. Teachers should / need to devote and have enough time for individual or group feedback. According to the curriculum principles like individualized, interactive, autonomous, and scaffolded learning with numerous realistic practices, each student's success does not depend on just credits earned and time in class. Additionally, teachers should take students' learning behaviors into high consideration while implementing the curriculum.

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3.2. Recommendation for further research:

1. Because the researcher used only one group in this pre-experimental research design, using BEW ability tests as the instrument to collect data, the researcher recommends that future research be in different research designs with the

control group and sample group pre-test-posttest design so that more rigid data can be gained regarding the effectiveness of the integrated developed Business English Writing Course Curriculum based on content and language integrated learning and competency-based education.

2. Since this present research focused on and tested two types of business genres, namely email writing, further study should cover more ranges of other genres of business documents such as business proposals, short and long business reports, faxes, meeting minutes, employment letter of application, and the like. Moreover, further studies can be with students whose English proficiency is higher than B1 level.

3. The current research concentrated on the effectiveness of developed curriculum based on CLIL and CBE on enhancing business English writing ability of undergraduate students. Further studies are recommended to explore to the extent which the developed curriculum can enhance other business English abilities or skills of undergraduate students.

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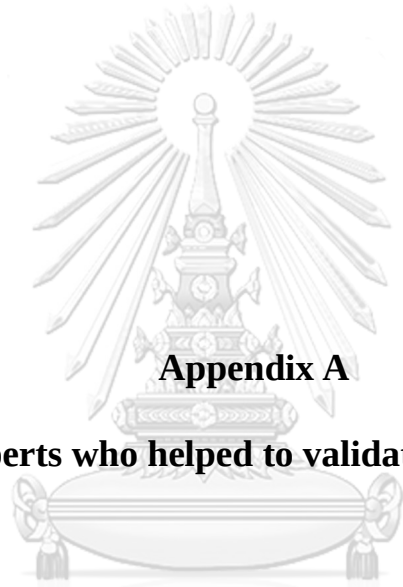

Appendix A

Name lists of experts who helped to validate research instruments

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Name List of Experts Validating Business English Writing Ability Test and Rubrics

Full name	**Position and affiliation**
1. Dr. Karnchanoke Wattansin	A lecturer, Faculty of Applied Arts, Department of Languages, King Mongkut's University of Technology North Bangkok
2. Dr. Patteera Thienpermpool	A lecturer, Faculty of Education, Silpakorn University
2. Dr. Udomkrit Srinon	A lecturer, Faculty of Liberal Arts and Sciences, Kasetsart University
3. Dr Harth Bunhe	A deputy director, Kampong Speu Institute of Technology
4. Dr. Mongkul Tep	A principal, Western International School

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Name list of experts validating the curriculum competencies and sub-competencies, Curriculum, and Curriculum Manual

	Full name	Position and affiliation
1.	Assist. Prof. Dr. Malinee Prapinwong	An assist. prof. and lecturer, Kasetsart University
2.	Dr. Wilasinee Ploylearmsaeng	A Business English lecturer, Business English Program, Suan Dusit Rajabhat University
3.	Dr. Warapon Tongjean	A lecturer, Faculty of Liberal Arts, Rajamangala University of Technology Phra Nakhon
4.	Dr. Chanchhaya CHHOUK	A deputy director, Teacher Training Department, Ministry of Education, Youth and Sport
5.	Dr. Kimchheang HONG	A director, Kampong Speu Institute of Technology

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Name list of experts validating the lesson plan

Full name	Position and affiliation
1. Prof. Andrew Lian	Emeritus Professor of Languages and Second Language Education University of Canberra Canberra, ACT, 2601 Australia
2. Dr. Ania Lian	Senior Lecturer, the International Graduate Center of Education, College of Education Darwin N.T., 0815, Australia
3. Dr. Tep Mongkul	A principal, Western International School
4. Dr. Chanchhaya CHHOUK	A deputy director, Teacher Training Department, Ministry of Education, Youth and Sport
5. Dr. Kimchheang HONG	A director, Kampong Speu Institute of Technology

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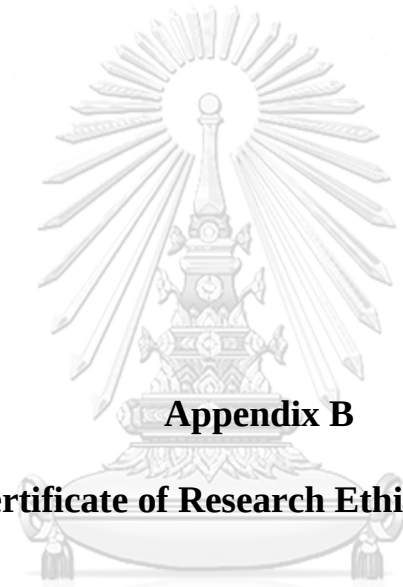
Name list of Inter-raters

Full name	Position and affiliation
1. Mr. Vuthchanreaksmey CHHUN	A deputy chief, Planning and Budgeting Office, National Assembly
2. Ms. Sovannden MEOUNG	A director, Tourism Research and Policy Department, Ministry of Tourism



Appendix B

Certificate of Research Ethics Review

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Certificate of Research Approval

Office of the Research Ethics Review Committee for Research Involving Human Subjects:
The Second Allied Academic Group in Social Sciences, Humanities and Fine and Applied Arts
Chamchuri 1 Building, Room 114, Phayathai Road, Wang Mai Sub-district,
Pathum Wan District, Bangkok 10330
Telephone number 0 2218 3210-11 E-mail curec2.ch1@chula.ac.th

COA No. 041/2564

Certificate of Research Approval

Research Project Number 010/64 DEVELOPMENT OF A CURRICULUM BASED ON CONTENT AND LANGUAGE INTEGRATED LEARNING AND COMPETENCY-BASED EDUCATION FOR ENHANCING BUSINESS ENGLISH WRITING ABILITY OF UNDERGRADUATE STUDENTS

Principal Researcher Meassnguon Saint

Office Faculty of Education, Chulalongkorn University

The Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group in Social Sciences, Humanities and Fine and Applied Arts at Chulalongkorn University, based on Declaration of Helsinki, the Belmont report, CIOMS guidelines and the Principle of the international conference on harmonization – Good clinical practice (ICH-GCP) has approved the execution of the aforementioned research project.

Signature Theraphan Luangthongkum (Emeritus Prof. Theraphan Luangthongkum, PhD.)
Chairman

Signature (Asst. Prof. Nunghatai Rangponsumrit, PhD.)
Secretary

Research Project Review Categories: Expedited Review

Date of approval: 1 March 2021

Expiry date: 28 February 2022

Documents approved by the Committee

1. The research proposal
2. The researcher CV
3. The information sheets for research participants
4. The informed consent forms
5. The ability measurement test

Office of the Research Ethics Review Committee for Research Involving Human Subjects in the Second Allied Academic Group in Social Sciences, Humanities and Fine and Applied Arts

Protocol No. 010/64
Date of Approval 1 MAR 2021
Approval Expiry Date 28 FEB 2022

Conditions

1. *The researcher has acknowledged that it is unethical if he/she collects information for the research before the application for an ethics review has been approved by the Research Ethics Review Committee.*
2. *If the certificate of the research project expires, the research execution must come to a halt. If the researcher wishes to reapply for approval, he/she has to submit an application for a new certificate at least one month in advance, together with a research progress report.*
3. *The researcher must conduct the research strictly in accordance with what is specified in the research project.*
4. *The researcher must **only** use documents that provide information for the research sampling population participants, their letters of consent and the letters inviting them to take part in the research (if any) **that have been endorsed with the seal of the Committee.***
5. *If any seriously untoward incident happens to the place where the research information, which has requested the approval of the Committee, is kept, the researcher must report this to the Committee within five working days.*
6. *If there is any change in the research procedure, the researcher must submit the change for review by the Committee before he/she can continue with his/her research.*
7. *For a research project of less than one year the researcher must submit a report of research termination (AF 03-13) and an abstract of the research outcome within thirty days of the research being completed. For a research project which is a thesis, the researcher must submit an abstract of the research outcome within thirty days of the research being completed. This is to be used as evidence of the termination of the project.*
8. *A research project which has passed the Exemption Review, must observe only the conditions in 1, 6 and 7.*

Appendix C

A Curriculum Manual

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Business English Writing Course Curriculum Manual

Curriculum Development Based on Content and Language Integrated Learning and Competency-based Education

จุฬาลงกรณ์มหาวิทยาลัย
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A Manual of the Business English Writing Course

The manual is designed and developed to accompany interested instructors who wish to effectively implement the Business English Writing Course based on the integration of Content and Language Integrated Learning and Competency-based Education for enhancing business English writing ability of undergraduate students. Therefore, to be an effective implementer, it is advisable for teachers to thoroughly read the detailed information of the curriculum manual as well as other necessary and relevant documents, like curriculum itself and a sample of a lesson plan.

Background information of the manual for the Business English Writing Course

The course is first developed from the study of relevant documents, such as the learning outcomes of higher education institutions determined by Ministry of Education, Youth and Sport (MoEYS., 2015) and the National Qualifications Framework for Higher Education in Thailand (NQF-HEd, 2008). The learning outcomes (MoEYS., 2015) which must be achieved by the students upon the completion of bachelor's degree are:

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1. Knowledge
2. Cognitive skills
3. Interpersonal skills and responsibility
4. Communication, information technology and numerical skills
5. Psychomotor skills (for technical and vocational training)

Three desirable learning characteristics or capacities on the top of the above mention, according to the reform (Hang, 2019; Mak, 2018) are: 1) Career and entrepreneurship, 2) Quality and/or global citizenship, and 3) Lifelong learning

The manual comprises curriculum vision, curriculum principles, curriculum objectives, curriculum structures, curriculum framework, curriculum units, curriculum learning experiences, and evaluation.

Curriculum vision

It is aimed at producing well-rounded individuals who are ready for developing their own fullest potentiality, for their own pursuit of future study and career, and for successfully applying complex and challenging knowledge, understanding, and ability into real life and real social situations.

Curriculum Principles

To develop the curriculum principles, two approaches, content and language integrated learning and competency-based education, have been studied and synthesized and merged as six principles (See figure on next page) as follows:

1. The explicit competencies and job-task criteria based on culturally authentic contents or working situations are used as direction for students to successfully function in real life after the course completion.

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2. The identified competencies, job-task criteria, and selected contents used as a framework of curriculum structure specifications enable students to construct content knowledge and/or cognitive development and to demonstrate capabilities.

3. The use of identified competencies, criteria and selected contents as a framework to aligning all the curriculum components and guidelines, such as to engage students with language usage and cognitive processing to analyze the contents and language-embedded culture lead to student's demonstration of competencies.

4. Scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the

development of content knowledge and skills, which ensure the attained competencies.

5. Learning experiences are supportive of students' real-world practices and development of inter-cultural understanding, knowledge, and awareness/tolerance between self and otherness.

6. Various methods of ongoing assessments and clear performance criteria of the competencies are in place to assure student's desired learning objectives.

Therefore, curriculum based on CLIL and CBE refers to a curriculum whose purpose is to enhance business English writing ability of undergraduate students, whose competencies and job-task criteria are developed from authentic and cultural contents and working situations, and whose curriculum structures engages students in language and business English writing learning, communication, numerous practices of real-world tasks, and development of cognition and intercultural awareness through different methods of on-going assessment.

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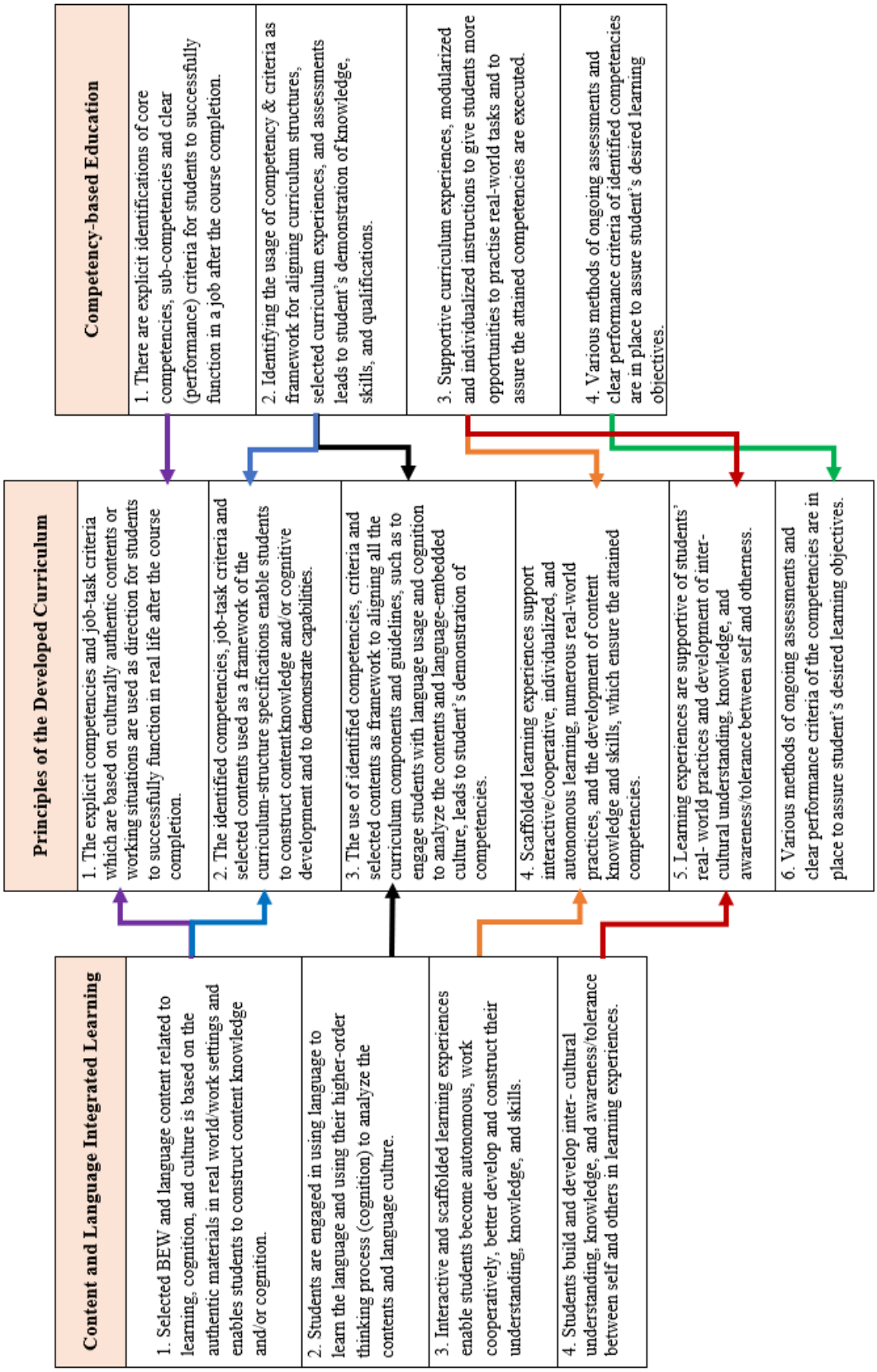

The principles of the developed curriculum based on the integration of CLIL and CBE

Curriculum competencies and sub-competencies

Upon the completion of the Business English Writing Course, students will be able to:

1. Construct appropriate business documents for local and international business readers. (Culture)

1.1. Differentiating contexts and cultures of the business readers.

1.2. Tailoring messages to contexts and cultures of the business readers.

1.3. Producing business documents, following the different formats and margins of the workplace/context or cultures.

2. Create concise, well-organized and logical contents in response to the different types of business documents. (Organization)

2.1. Developing straightforward and explicit contents.

2.2. Producing interconnecting paragraphs with the logical flow of information.

2.3. Orderly organizing information / thoughts in work-related documents.

3. Competently conveying the intended messages with accurate and appropriate written styles, based on their professions. (Structural styles)

3.1. Producing business documents with correct styles.

3.2. Writing grammatically correct sentences so that the intended meaning can get across to the business readers.

3.3. Selecting and using appropriate business technical terms and expressions based on professions.

Course description

The Business English Writing Course covers authentic contents (BEW and

English language), cognitive development, and international and local cultures in the world of work and requires students to actively engage in using a language to learn through communication, in using cognition to analyze contents and embedded-language culture, in practicing interactive and cooperative authentic tasks so that students' repeated opportunities to use language will enable them to successfully perform as a business English writer. It is also designed for students whose English is at intermediate level (B1) and who are doing their bachelor's degree in the faculty of Business Administration, Finance and Banking, and the like.

Curriculum structures and time allotment

The Business English Writing Course curriculum prescribes the framework for the learning experiences as follows:

Competencies	Contents / Unit of Competency	Time allotment
Competency 1 & Competency 3	**Unit 1: Getting started: Writing, Cultural Contexts, and Careers**	3h (Week 1)
	1.1. Workplace writing and business genres 1.2. Ethical written guidelines for international readers 1.3. Styles and tones in business English written documents	3h (Week 2)
	1.4. Business writing language structures 1.4.1. Common tenses in business written documents. ***Activity Section: Writing Practice***	3h (Week 3)

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Competencies	Contents / Unit of Competency	Time allotment
Competency 1 - 3	**Unit 2: Business prospects** 2.1. Letter layout, business letters/emails, opening, closing a message, subject heading, asking for, replying/responding to inquiry, and sending information. 2.2. Attachments, parts of a message, beginning and ending a message, email convention. 2.3 Writing process at work. 2.3.1. Planning 2.3.2. Read before you write 2.3.3. Drafting 2.3.4. Checking your work 2.4. Business writing language structures 2.4.1. Common tenses and sentence types in business written documents ***Activity Section: Writing Practice***	3h (Week 4) 3h (Week 5) 3h (Week 6) 3h (Week 7)
Competency 1 – 3	**Unit 3: Maintaining contacts** 3.1. Referring, giving good/bad news, inviting, accepting, and declining. 3.2. How to write effective emails. 3.3. World English and Cultures (International readers). 3.4. Useful business vocabulary and expressions. 3.5. Business writing language structures 3.5.1. Sentences, paragraphs, and transitions commonly used in business documents. ***Activity Section: Writing Practice***	3h (Week 8) 3h (Week 9) 3h (Week 10)

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Competencies	Contents / Unit of Competency	Time allotment
Competency 1 – 3	**Unit 4: Getting things done** 4.1. Requesting actions, apologizing, replying to complaints, giving reasons, advising customers, *memo* writing. 4.2. Useful business vocabulary and expressions. 4.3. Business writing language structures 4.3.1. Logical flows in business documents: (Interconnecting paragraphs with transitions) ***Activity Section: Writing Practice***	3h (Week 11) 3h (Week 12) 3h (Week 13)
Competency 1 – 3	**Unit 5. Consolidation** 5.1. Letter/email and memo layout guides. 5.2. Summary of useful business vocabulary and expressions and main points. 5.3. Business writing language structures 5.3.1. Logical flows in business documents: (Interconnecting paragraphs with transitions) ***Activity Section: Writing Practice***	3h (Week 14) 3h (Week 15)
	Final exam	1h 20mn

Curriculum units

There will be five main units of competency in Business English Writing Course curriculum:

1. **Unit 1: Getting started: Writing, Cultures, and Careers** (this unit lasts 9 hours within 3 weeks).
2. **Unit 2: Business prospects** (this unit lasts 9 hours within 3 weeks).
3. **Unit 3: Maintaining contacts** (this unit lasts 9 hours within 3 weeks).

4. **Unit 4: Getting things done** (this unit lasts 9 hours within 3 weeks).

5. **Unit 5. Consolidation** (this unit lasts 6 hours within 2 weeks).

Organizing curriculum learning experiences:

The methods of the organization for the curriculum will be aligned with the principles of the developed course curriculum, which means that in all sessions students will be engaged in learning experiences of integration of CLIL and CBE. The methods can be as follows:

1. Scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the development of content knowledge and skills, which ensure the attained competencies. For instance, with genre-written approach and from guided practice to independent practice, students will be first engaged in their prior knowledge in their fields through "questions and answers" activities or in reading and/or responding to authentic emails or memos, for example, an email written by two nationalities on the same issue(s). Moreover, they can often practise writing or corresponding to business documents on their own or in pairs or in group according to their individual preferences/needs or to their learning speed. Additionally, their knowledge and vocabulary/expressions in their fields are encouraged to integrate into their writing practice so that their learning is meaningful.

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2. Learning experiences are supportive of students' real-world practices and development of inter-cultural understanding, knowledge, and awareness/tolerance between self and otherness.

Based on the above principles, interested teachers can use different techniques to make students take care of their own learning pace, use language to learn the

language through communicative tasks, use cognition to develop content knowledge and embedded-language culture, have more opportunities to do BEW real-world tasks, develop inter-cultural awareness, which assure students' achievement of the curriculum learning objectives.

Roles of teachers

Responsible teachers should:

1. Study the curriculum learning competencies.
2. Study and thoroughly understand the curriculum principles.
3. Study and analyze individual learners and set plans to organize learning experiences based on obtained data.
4. Organize learning experiences based on the curriculum principles and structures.
5. Set the targets to be achieved by the learners.
6. Use authentic learning materials and a manual to accompany the instruction.
7. Formatively assess students' progress by engaging students in practicing exercises.
8. Use the results of the assessment to verify whether students have achieved the curriculum learning competencies or not.

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Roles of students

Students who are suitable for this Business English Writing Course are students from Faculty of Business Administration, Business and Economics, Finance and Banking, and Accounting and have moderate English proficiency equivalent to

B1 level of Common European Framework of References for Languages (Council of Europe, 2018). Their roles include:

1. Studying the curriculum learning competencies.
2. Studying and fully understand the curriculum principles.
3. Studying and analyzing individual learners and set plans to organize learning experiences based on learners' needs/interests and learning pace.
4. Organizing learning experiences based on the curriculum principles and structures.
5. Setting the targets to be achieved by the learners.
6. Using authentic learning materials and a manual to accompany the instruction.
7. Formatively assessing students' progress by engaging students in practicing a lot of exercises.
8. Using the results of the assessment to verify whether students have achieved the curriculum learning competencies or not.

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Assessment guidelines

With many repeated practices of real-world tasks, students' learning outcomes are measured and evaluated using various methods of on-going assessment as follows:

Assessment of BEW knowledge:

1. Get students to do peer-assessment through discussion and comments on each other's work.

2. Provide instant feedback and suggestions on students' work and response to inquiry posed by the teacher.

3. Assess students' knowledge of BEW ability from exercises, such as

answering questions, multiple-choice questions, gap-filling, and sentence writing.

Assessment of BEW ability:

4. Assess students' writing ability from their assigned tasks / business English documents within the course.

5. Assess the learning achievement of undergraduate students by using the criteria developed from and aligned with curriculum competencies/objectives. Students must gain 52/80 in order to pass the final exam.

6. Assess BEW ability of undergraduate students by using BEW ability tests based on the components of BEW ability after the course completion.

Having gained results from various assessment methods offered the teacher to appropriately organize learning experiences to suit students' learning needs and learning pace so that learning objective/curriculum competencies are assured.

Guidelines for Curriculum Implementation and Management

Interested and concerned instructors are advised to do the following things in order to effectively deliver the Business English Writing Course for enhancing business English writing ability of undergraduate students as follows:

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1. Teachers must have clear understanding of the developed curriculum based on Content and Language Integrated Learning and Competency-based Education for enhancing business English writing ability of undergraduate students.

2. Students must have moderate English proficiency equivalent to B1 or Intermediate level of Common European Framework Language References.

3. Students must be oriented to the curriculum competencies and comprehend them.

4. Teachers must explain to students the curriculum competencies (based on cultural contexts and/or business settings).

5. Though the time allotment in the curriculum structures should be followed, the teacher should devote their time for individual learners who need the scaffolding and extra supports (Not focus on Time or Credit earned).

6. Teachers must use curriculum principles to organize their curriculum learning experiences. However, teaching techniques and strategies can vary according to their expertise.

7. Teachers must use business writing exercises to assess business English writing ability during the course. It is recommended that teachers can steadily assess students' exercises and modify the exercises to suit contexts and cultures of the learners. (*If not need qualitative data, can use the rubrics*).

8. After the implementation of the curriculum, teachers must administer the final exam (Business English Writing Ability test), which has two items and lasts 80 minutes, to assess whether students can achieve the curriculum learning objectives.

9. If teachers would like to administer other assessments, if any, not stated in the curriculum learning objectives, there should be an agreement between the teachers and learners.

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Appendix D

Business English Writing Ability Test

Business English Writing Ability Test (Pre-test)

Direction: *There are TWO SECTIONS in this test, writing a business email and a business memo.*

Read the instructions very carefully and include all the points stated and required in the questions.

You are allowed to use the correction pen/fluid.

Section I Writing an email (40 points) (35 minutes)

Instruction: Read a part of an email from Ms. Sok Sophea to a manager of *The* Leader Leather Co.L.td. and notes to help you. On behalf of your manager, create an appropriate response to the enquiry email. Write an email to Sophia (sok.sophea@angkor.retailor.com.kh) between 150 and 180 words on the NEXT PAGE.

We are interested in importing leather handbags. Could you please send details of the colors and sizes you manufacture, and a current price list or quote? We would require a first delivery of 50 to sample before the end of this month, and later we would need to import 500 every three months.

Could you do this? Any discount for large orders?

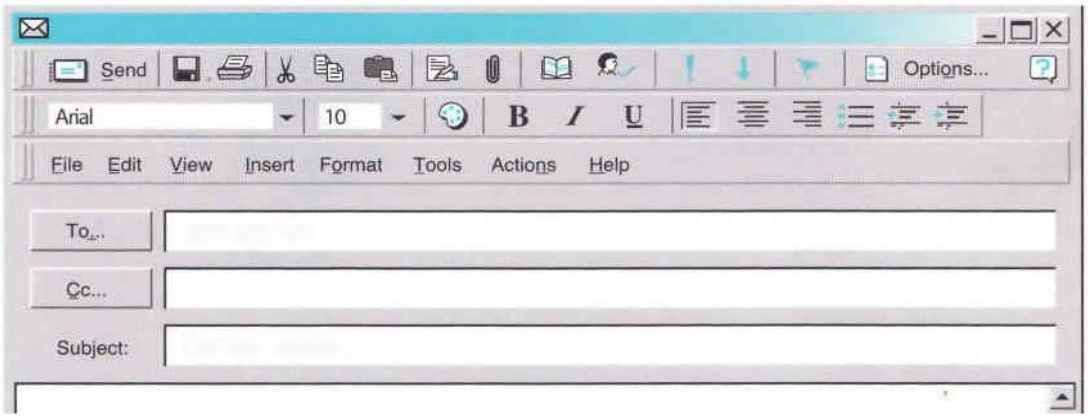
We would be pleased to get any updated news from your company.

Note

- Colors: all
- Qualities and sizes: genuine leather, S, M, L, XL, XXL
- Bought over 200: get 10% off
- Supply to an outlet/month: 200 or 250 amounts
- Shipping option: Air freight and by land (different prices)

*Local plant handmade bags (coming soon)

Use the following format for your email.



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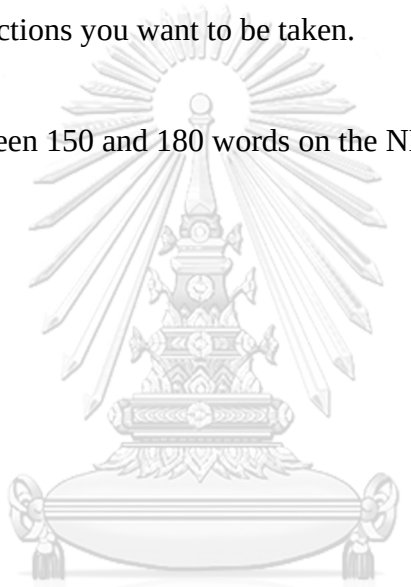
<u>Section II Writing a memo</u> (40 points) (35 minutes)

Instruction: Your workplace offers a breakroom lounge. Recently, there were leftover, and it was dirty. Your manager asked you to write a memo to inform all of your fellow employees to help solve this problem.

In your memo, you are required to include the following information:

1. State the purpose.
2. State the reasons of writing this memo (e.g., behaviors you notice).
3. State what actions you want to be taken.

Write your memo between 150 and 180 words on the NEXT PAGE and include a memo heading.



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Memo

This is the end of the test!

Business English Writing Ability Test (Post-Test)

Direction: *There are TWO SECTIONS in this test, writing a business email and a business memo.*

Read the instructions very carefully and include all the points stated and required in the questions.

You are allowed to use the correction pen/fluid.

Section I Writing an email (40 points) (35 minutes)

Instruction: Read a part of an email from Mr. Roth Dara to a manager of *Num Sruoy Lyly, a Sweet and Confectionery Co. Ltd.*, and notes to help you. On behalf of your manager, create an appropriate response to the enquiry email. Write an email to Mr. Dara (roth.dara@giftshop.retailor.com.kh) between 150 and 180 words on the NEXT PAGE.

I have just opened the gift shop on Russian-Federation Boulevard near Chaom Chav roundabout. I would like to sell traditional candies. Could you tell me if you supply mints and old-fashioned chocolates? I wonder whether you put the labels on the bottles and jars in your factory or not. What size bottles and jars do you offer?

How often do you deliver in our area, can you tell me? Do you offer any discount for regular orders?

Finally, I would be pleased to get a full price list/quote and details of other services if you have any.

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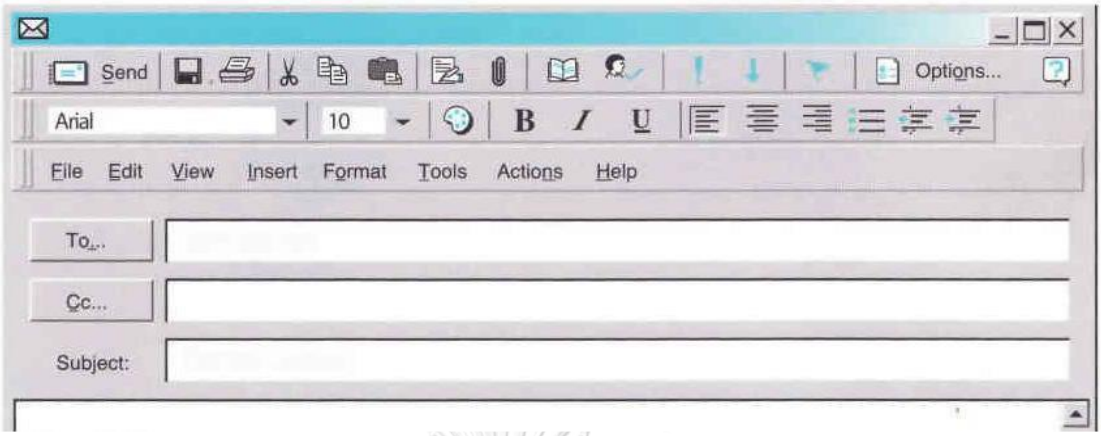
Notes

- Supply: all mints; chocolates
- Size bottles + plastic packets: 100g – 500g (small – medium – large – extra-large)
- Logo on bottles ☑
- Delivery to outlets (different prices – far or near)
- 10% off (monthly bought 50+ kilos)

*Non-sugar + palm-sugar candies (coming soon)

Use the following format for your email



Section II Writing a memo (40 points) (35 minutes)

Instruction: Your company, located near Aeon Complex Center, provides its employees with a free parking lot. Recently, the plot was partially damaged and messy. Your manager asked you to write a memo to all your fellow employees to avoid and solve the matter.

In your memo, you are required to include the following information:

1. State the purpose.
2. State the reasons of writing this memo (e.g. behaviors you notice).
3. State what actions you want to be taken.

Write your memo between 150 and 180 words on the NEXT PAGE and include a memo heading.

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Memo

This is the end of the test.

Appendix E

Written Rubric Scoring

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Written Rubric Scoring

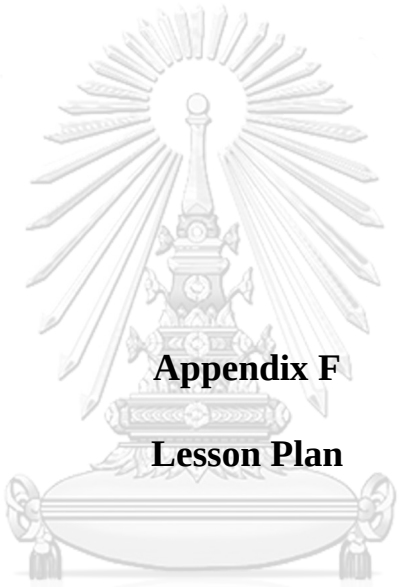
A Written Rubric Scoring is used to help grade *Business English Writing Ability* test of undergraduate students. Analytically, the rubric covers the components of BEW ability, such as the ability to use 1) purposeful contents, formats, and cultural contexts, 2) organization, 3) grammatical range, 4) vocabulary and expressions.

Criteria of descriptors (analytic four levels)

Components	4 (Good)	3 (Satisfactory)	2 (Need improvement)	1 (Unsatisfactory)
Purposeful contents, formats, and cultural contexts (20 Points)	- The target, either local or foreign, business reader is fully informed.	-The target, either local or foreign business reader is, on the whole, informed.	-The target local or foreign business reader is minimally informed.	-The target, either local or foreign, business reader is not informed at all.
	-The purpose of the business written work is locally or internationally culturally considered and clearly stated.	-The purpose of business written work is mostly culturally considered and clearly stated.	-The purpose of business written work is somewhat unclear and minimally culturally considered.	-The purpose of business written work is unclear and without local/ cultural consideration.
	-Tone of the business documents is generally, culturally appropriate and formal for target business readers.	-Tone of the business documents is mostly appropriate and formal for target business readers.	-Tone of the business documents is minimally formal or appropriate for target business readers.	-Tone of the business documents is too informal or inappropriate for target business readers.
	-The convention of business documents to hold a target	-The convention of business documents to hold a target	-The convention of business documents to hold	-The convention of business documents to

Components	4 (Good)	3 (Satisfactory)	2 (Need improvement)	1 (Unsatisfactory)
	business reader's attention is accurately used: heading, greeting, introduction, body, conclusion, closing, enclosure, and/or copy (correct and acceptable blend of local culture written style).	business reader's attention is mostly correctly used: heading, greeting, introduction, body, conclusion, closing, enclosure, and/or copy (with the mostly correct blend of local culture written style).	a target business reader's attention is minimally correctly used: heading, greeting, introduction, body, conclusion, closing, enclosure, and/or copy (with a minimally correct blend of local culture written style).	hold a target business reader's attention is incorrectly produced: heading, greeting, introduction, body, conclusion, closing, enclosure, and/or copy (without a correct blend of either local culture written style).
	-There is a correct use of format/margin or line spacing, following the workplace or context/culture.	-There are a few (2–3) errors in format or spacing.	-There are some (4–6) errors of format or line spacing.	-There are many (> 6) errors in format or spacing used.
Organization (12 points)	-All business information is concise, straightforward, and relevant to an assigned task.	-All business information is mostly concise, straightforward, and relevant to an assigned task.	- All business information is minimally concise and relevant to an assigned task.	- All business information is unclear and irrelevant to an assigned task.
	- Information in business	- Information in business	-Information in business	-Information in business

Components	4 (Good)	3 (Satisfactory)	2 (Need improvement)	1 (Unsatisfactory)
	documents flows smoothly and logically, with a variety of transitions, commonly used/found in business documents.	documents mostly flows smoothly and logically, with a limited number of transitions.	documents somewhat flows smoothly and logically, with totally basic, high-frequency linking words.	documents does not flow logically and without any transitions.
	-Needed information / thought is orderly, well-arranged based on its importance / relevance.	- Needed information / thought is mostly arranged based on its importance / relevance.	-Needed information / thought is almost not arranged based on its importance / relevance.	-Needed information / thought is not arranged at all based on its importance / relevance.
Grammatical range (4 points)	-There are no grammar errors in using subject/verb forms, tenses, infinitive or gerund forms, (un)countable nouns, articles, punctuations, and the like in business documents.	-There are a few (2–3) grammar errors in business documents.	-There are some (4–6) grammar errors in business documents.	-There are numerous (more than 6) grammar errors in business documents.
Vocabulary and expressions (4 Points)	-There is an excellent usage of a wide range of up-to-date business vocabulary and expressions based on professions, with excellent control of word form and one or no mistakes.	-There is a good usage of everyday business vocabulary and expressions based on professions, with good control of word form and a few (2 – 4) mistakes.	-There is a fair use of vocabulary with limited range of business expression based on profession, with average control of word form and considerable (5–6) mistakes.	-There is a poor usage of vocabulary and business expression based on professions, with poor control of word form and frequently dominant (>6) mistakes.



Appendix F

Lesson Plan

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A Sample of Lesson Plan

The following sample of lesson plan is adapted from three different sources:

1. Instructional design model (Khemmani, 2015);
2. Lesson plan (Harmer, 2015);
3. Lesson plan (Ministry of Education, Youth and Sport, 2015)

Unit 2: Business Prospects

Students' level: Year 2, Semester 2

Duration: 110 minutes

Materials: Two sample business emails, computers/laptops, mobile phones, and exercises/handouts (Learning platform: Google meet/Zoom, Google classroom, Telegram).

Objectives: Competency 1, 2, and 3, upon the completion of this session, students will be able to:

- Identify the correct format, layout, and margins for business documents.
- Use appropriate styles and culture to write a subject line for business readers.
- Use business vocabulary and expressions for openings and closings in the business letters/emails.
- Draft/write an email.

Lesson content/ unit of competency:

1. Business letters/emails, layouts, opening and closing messages, and subject line or heading.

2. Styles, tones, and expressions in business written documents.

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Approach of learning experiences based on CLIL and CBE*

1. Scaffolded learning experiences support interactive/cooperative, individualized, and autonomous learning, numerous real-world practices, and the development of content knowledge and skills, which ensure the attained competencies.

2. Learning experiences are supportive of students' real-world practices and development of inter-cultural understanding, knowledge, and awareness/tolerance between self and otherness.

Learning procedure:

Step	Teacher's role	Students' roles	Learning Materials	Duration minutes	Assessment
1. Introduction 1.1. Warm-Up activity	1.1.1. T** reviews and begins the lesson by asking a question related the types of business English documents. *-What aspects do you notice in business documents?* *-How do you start writing your business documents?*	1.1.1. Ss*** are given a few minutes to think. 1.1.2. A few students will be selected to or voluntarily answer the questions as the whole class.	Zoom platform Laptops and telephones	5 minutes	SS' answers
1.2. Leading-in	1.2. T engages the warm-up activity to today's lesson by asking students: *What will our lesson be today?* Then, T. informs Ss.	One (or two) student (s) answers the question.	Zoom platform Laptops and telephones	2	

Step	Teacher's role	Students' roles	Learning Materials	Duration minutes	Assessment
2. Analyzing and **evaluating emails Pre-writing**	a. T asks SS to read the sample emails and to identify subject lines, openings, and closings. b. T assigns Ss to do more exercises in the breakout rooms. c. T assigns SS to work in pairs/ groups of three in the breakout rooms, scaffolds and monitors the Ss. 2.4. T elicits the answer, gets other Ss to check along, gives feedback, and corrects as the whole class.	2.1. Ss read emails and do the tasks. 2.2. Ss do the exercises and fill in the answers in the given tasks. 2.3. Ss interactively discuss and compare answers in the breakout rooms. 2.4. A few SS give the answers and compare with the whole class.	a whiteboard (Zoom platform), handouts, exercises, sample business letters/emails	15-20 minutes	Exercises

Step	Teacher's role	Students' roles	Learning Materials	Duration minutes	Assessment
3. Lecturing	3.1. T uses lead-in exercises/contents to orientate SS and explains to students about the importance of and how to write subject line, openings, closings, organization, and layout of business letters / emails. 3.2. Then, T assigns them to practice more on subject lines, openings, and closings. 3.3. T monitors and scaffolds while SS are doing exercises.	3.1. Ss are given sometimes to listen to lectures and ask questions. 3.2. Then, they practice doing more exercises related to subject line, openings, closings, and organization of business letters and emails. 3.3. Ss use the sample emails to help them do assigned tasks, such as matching, gap-fillings, writing subject lines, openings, and closings, and re-organize the information in business emails. 3.4. Ss exchange papers, read their friend's answers and communicate	Sample business emails. Lessons / contents of unit 2 A blank piece of paper (A4), a pen or pencil or word documents.	40 minutes 15-20 minutes	1. questions & answers 2. Exercises

Step	Teacher's role	Students' roles	Learning Materials	Duration minutes	Assessment
	3.4. T asks Ss to work in pairs or groups of three and give each other feedback in breakout rooms. 3.5. T chooses or asks a S to read his/her answers, asks if it is good or bad and why?, and gives feedback accordingly. T is ready to proceed to next step or to answer questions if any.	with one another and give comments for improvement (if any). 3.5.1. A S reads his/her answer aloud. 3.5.2. The class listen to him/her, respond to T's questions whether it is good or not, why? Ss may not know. Thus, listen to T's feedback. 3.5.3. Ss are allowed to ask any question for clarifications (if doubt exists).			

Step	Teacher's role	Students' roles	Learning Materials	Duration minutes	Assessment
4. More practices 4.A. Doing exercises	4.1.1. T assigns students to practice more exercises "Informal vs. Formal Vocabulary and Useful phrases in emails or letters". 4.1.2. T elicits and correct answer the whole class. 4.2.1. T assigns a group work of three or pair work to do exercises number 2 and 3. 4.2.2. T scaffolds and monitors students in each separate room consecutively.	4.1. Ss identify sentences used in business documents whether they are formal or informal. 4.2. Ss works in group of three or in pairs in the breakout rooms.	Handouts / exercises	10 minutes 15-20 minutes 40-45 minutes	Ss' answers to exercises Draft / writing
4.B. Independent practice	4.3. T elicits the answers and correct them as the whole class. 4.4. T assigns Ss to write/draft the email independently	4.3. Ss give the answers as the whole class. 4.4. Ss write an email independently and then submit via telegram or google classroom.			

Step	Teacher's role	Students' roles	Learning Materials	Duration minutes	Assessment
5. Closing 5.A. Wrapping-up activity	5.1.1. T asks Ss what they have learnt today. 5.1.2. T elicits Ss' responses, concludes the lessons, and assesses whether the learning objectives have been achieved or not based on their today achievement.	5.1. Ss share their answers among the whole class and listen to their T's wrap-up and conclusion.		5-10 minutes	Ss' works and answers
5.B. Assigning homework	5.2. T assigns Ss to improve their draft and submit it in the next session.	5.2. Ss are informed about homework and will submit it in the next session.			

*** CLIL**= Content and language integrated learning; **CBE**= Competency-based education **T= **T= Teacher**; *****S= Student**

Overall comments & Reflection (for future instruction):

Unit 2: Business Prospects

Leading in:

1. What type of writing genre do you see? How often do you use this type of writing genre?
2. Complete the email with the following phrases:

   ritakeo@hr.jurinahotel.com.kh making a room reservation

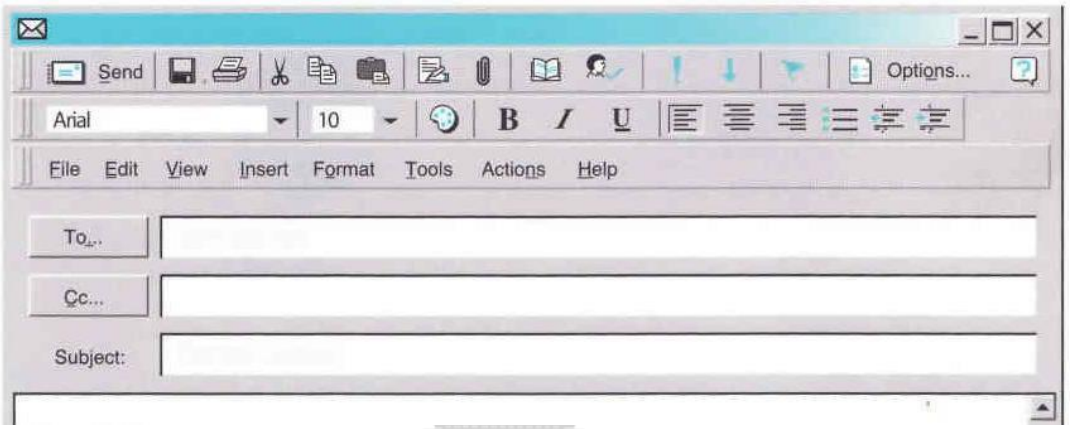

Figure 1: *Email heading* (Asley, 2018, p. 44)

3. Sending emails: read the following email addresses and answer which address you use if

you want to…

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a. … organize a conference at the Sokha Beach Hotel in Sihanouk Ville province
   1. vacancies@sokhabeachhotelsihanoukville.com.kh
   2. conference@ sokhabeachhotelsihanoukville.com.kh
   3. hr@sokhabeachhotelsihanoukville.com.kh

b. … reserve a room at the SokhaBeach Hotel
   1. restaurant@sokhabeachhotelsihanoukville.com.kh
   2. bookings@sokhabeachhotelsihanoukville.com.kh
   3. IT@sokhabeachhotelsihanoukville.com.kh

c. … apply for a job at the Sokha Beach Hotel

1. IT@sokhabeachhotelsihanoukville.com.kh
2. conference@sokhabeachhotelsihanoukville.com.kh
3. vacancies@sokhabeachhotelsihanoukville.com.kh

d. … reserve a table for twelve people to have lunch at the Sokha Beach Hotel

1. managers@sokhabeachhotelsihanoukville.com.kh
2. restaurant@sokhabeachhotelsihanoukville.com.kh
3. gym@sokhabeachhotelsihanoukville.com.kh

Unit focus:

1. Starting and finishing emails: a lot of social emails are informal.

Here are some examples of formal and informal messages:

Formal	**Informal**
An email to a customer	A birthday greeting to a colleague
A job application	An email to a colleague who is also a good friend
An email to your manager	A social invitation to a friend at your workplace
A complaint to a shop	An email with a link to a funny YouTube clip
An email from one company to another company	A message to a friend on a social networking site

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Starting an email: we normally write a comma after the opening phrase/**salutation/greeting**.

We start a new line after the name of the person we're writing to.

Finishing an email: we normally write a comma after the closing

phrase/**complimentary close**. We start a new line to write our name at the end.

2. Read the two emails and see how the two are similar and different.

Formal	**Informal**
Dear Mr. Piper, I am writing to thank you for all your help. I look forward to seeing you next week. With best wishes, John Smith	Hi Tim, Many thanks for your help. See you next week. Cheers, John

*****Useful phrases*** for starting or ending a formal email/letter or an informal one:

	Formal	**Informal**
Starting phrases / salutation / greeting	Dear Mr Piper, Dear Sir or Madam,	Hi Tim, Hi there Tim, Morning/Afternoon/Evening Tim, Hello again Tim,

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Ending phrases / complementary close	Yours sincerely, Yours faithfully, Yours truly, Yours respectfully,	Rgds, Cheers, Bye for now, See you

Table 1: The difference between formal and informal greeting and ending (British Council, 2018)

Practices: extra handouts

2.1. Writing a clear subject line

Write the subject lines clearly to let the recipient know what the message is about. What you write in the subject lines should reflect the content of the e-mail.

Example:

1. **Subject**: Seminar (**Not Clear**)
   Subject: Security Management Seminar held by Siemens (Clear)
2. **Subject**: Photocopy Machine (**Not Clear**)
   Subject: Authorization for Photocopy Machine Purchase (Clear)
3. **Subject:** Budget (**Not Clear**)
   Subject: Quarterly Budget Review (**Clear**)
4. **Subject:** Complaints (**Not Clear**)
   Subject: Complaints about Cigarette Smoking in the Cafeteria (**Clear**)

2.2. Using "CC"

Carbon copy or copy courtesy (CC) is used if your email needs to be distributed more than just the main recipient; use the "cc:" button for those individuals who need the information, but who would not be required to reply to your e-mail or take any action.

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Example:

Figure 2: An example of an email heading (Modified from Kolin, 2013, p. 132)

2.3. Using Signature or Signature Block

Type your name and your job title if relevant below your handwritten signature. It is, to some extent, a matter of choice whether you sign with your full given name or with your initial (e.g. *Roth Reatrey* or *R. Reatrey*) and whether you may include your title courtesy in your signature block. Remember: your correspondent may not be able to identify your sex and may give the wrong title when he or she replies.

Example:

1.

Regards,

Tevy Pen
Director, Marketing New Tech
Tel: (+855) 11 567890
http://www.newtech.com

2.

Truly yours,

Sovalida Sek
Marketing Manager
Tel: (+855) 11 567890

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Common email structure: read and answer the follow-up questions.

Reply	Save	Forward	Print	Delete
To:	<sothearaeang@gmail.com>; <tola.seang@gmail.com> <phanna.sen@outlook.com>; <dararoth@hotmail.com>			
CC:	< sms.snguon@gmail.com >			
From:	< sothearysinmarketing@outlook.com >			
Date:	19 October 20xx			
Subject:	Collaboration on annual report			

Hello Team: To follow up on our conversation yesterday regarding working together on this year's annual report, I am glad our schedules are flexible. I have checked our calendars and we are all available next Tuesday on the 26th at 10:30 a.m. Let's meet in Conference Room 410.	Start with context for and confirmation of meeting
Do not forget we have to draft a two- to three-page overview first that explains Royal Printing's strategic goals and objectives for Fiscal Year 2019. Not an easy assignment, but we can do it, gang.	Provides clear explanations and instructions
It would be a big help if Sotheara would bring copies of the reports for the last three years. Would Tola please call Ms. Dany in Engineering Department for a copy of the speech she gave last month to the Cambodiana Hotel? If memory serves me correctly, she did a first-rate job summarizing Royal Printing's accomplishments for 2017.	Clearly lists responsibilities

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Thanks for all your splendid work, team. See you on Tuesday. Theary Sarin General Manager Tel: (+855) 12 768 275	Ends by building morale Signature block

Figure 3: *Email format* (modification from Kolin, 2010, p. 133)

1. What is the email about?
2. How many main paragraphs are there in the email?
3. What do you think is the common email format? What are they?

Practice:

Complete the heading and put the following phrases or sentences in the correct order of an email:

Reply	Save	Forward	Print	Delete
To:	_____			
From:	_____			
Date:	_____			
Subject:	_____			

a. I can call you then if it is convenient.

b. Seng Rithy

c. Are you free to talk about it on the phone tomorrow at about 3.30?

d. Head Teacher – Western International School

e. Could you please let me know?

f. Dear Mr. Chan,

g. I look forward to hearing from you soon.

h. With best wishes,

I. Thank you for your last email. Modified from British Council (2018)

1 2 3 4 5 6 7 8 9

The common format of email is as follow:

Reply	Save	Forward	Print	Delete
To:				
From:				
Date:				
Subject:				

Introduction

State ideas or concerns

Body Paragraphs

Explain reasons of your ideas or concerns

Conclusion

Summarize key points of ideas or concerns and provide possible solutions

Closing complimentary

Signature block

Figure 4: an email format (Asley, 2018; Oppong, 2016)

Exercises

Practise Exercises (Email Writing)

Read the email to a hotel and answer the following questions

From	kirychan@chipmong.com.kh
To	serviceteam@phnompenh.hotel.com.kh
CC/BCC	
Subject	**Bad Room Booking ☹ Experience**

Hi Mr. Ratana Sok!

I want to tell you that my family and I have a bad experience, sh**, staying at your place for two nights when I had a family trip last month. We arrived late due to the delay of the flight, so almost morning we checked-in.

Why did your receptionist with her ugly hair style hit the desk and look at us as a beggar? She refused to let us in and asked us to wait almost until dawn. We were so tired, and I think you should know this.

As hell of all, after the wait, we could not use the water. There was no water at night. What kind of hotel is this?

I now want you to do something for us, and I would not put up with such incident. Please contact me ‘cos I can tell you all information.

I am waiting for your reply or call. Bye!

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Best wishes,

Kiry Chan,
Quality Control Manger
Chipmong Company

Adapted from Writing an Email (New Headway Upper-intermediate, Soars and Soars, 2011)

Read the email to a hotel and answer the following questions

From	kirychan@chipmong.com.kh
To	serviceteam@phnompenh.hotel.com.kh
CC/BCC	
Subject	**Room Reservation Complaint**

Dear Mr. Ratana Sok, a service officer:

I am writing to you now to explain my bad experience my family and I had at your hotel during my business trip on May 23rd and 24th, 2020, around midnight while I first arrived at the reception desk and I was trying to get to bed as soon as I could.

It is appalling to witness a reception clerk whose name I do not remember of such a respected hotel to behave such a manner; she slammed the desk and stared at us as if we begged her for the room which we had already **made an** online **reservation** through Agoda. We were both shocked and disappointed to have been treated in this way and believe you should be made aware of your front desk employee's actions.

To make the matter worse, we were asked to wait almost an hour to get the room ready. What is more, the water was cut the night we were staying there. I wonder whether it was normal for an admiring hotel like yours.

I trust that this is not the way Phnom Penh Hotel does business and that you will mention my concern with your receptionist and other concerned colleagues about the incident. I am open to discussing the matter further and hope that you will respond with a solution to prevent the incident taking place again.

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I **look forward to** hearing from you.

Sincerely,

Kiry Chan,
Quality Control Manger
Chipmong Company

Adapted from Writing an Email (New Headway Upperintermediate, Soars and Soars, 2011)

Pre-writing task

1. What are the two letters about?

_____

_____
_____

2. What happened to the writer?

_____
_____
_____
_____
_____
_____

3. Which email is formal and which is informal? How do you know?

_____
_____
_____
_____
_____
_____

4. Find business vocabulary and expressions which have similar meanings from the two emails! What do the words in **bold** mean?

_____
_____
_____
_____
_____
_____
_____
_____

5. Compare and discuss your answers with your partners!

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Writing task

6. Use the sample of formal email to write your complaint email of your experience. It can be a hotel, restaurant service, a flight delay or cancellation, or products/goods you bought. Try to include business vocabulary and expressions from the handouts in your email of complaint.

Source: https://ilievska583.files.wordpress.com/2011/04/phrasesvocabulary-spreadsheet.pdf

Exercises

(Week 4 – 5)

1. You may read the sample emails again. Match each item (1 -7) with its correct meaning.

1	To:	**a**	A document or other file you want to send with the email
2	From:	**b**	The name and email address of the person you are writing to
3	Subject:	**c**	The name and email address of someone you want to send a 'blind copy' to (i.e. the other people who receive the message can't see that this person has also received a copy)
4	Cc:		
5	Bcc:	**d**	Your full name, address and other details that are automatically put at the end of your email
		e	The topic you are writing about
6	Attached:	**f**	Your name and email address
7	Signature	**g**	The name and email address of someone you want to send a copy to

2. Choose the correct complimentary close from the list for each of the openings (a – h).

    1. Best wishes
    2. Yours faithfully
    3. Yours sincerely

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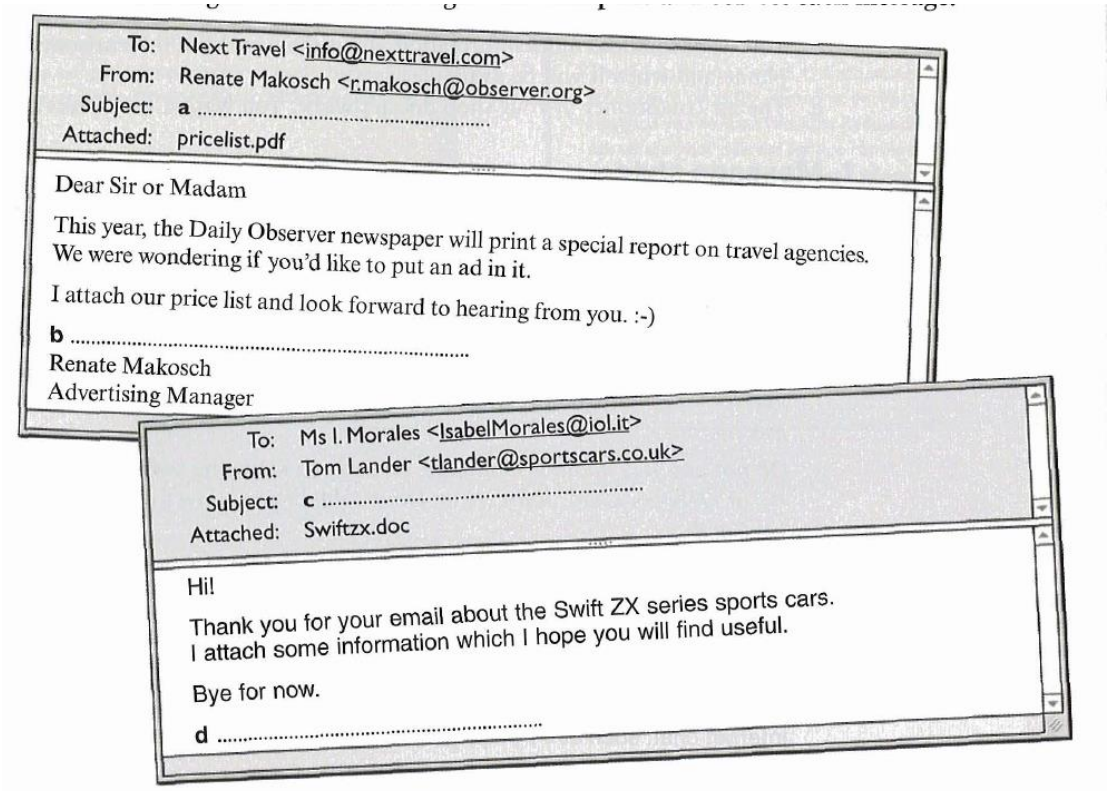
Openings

a. Dear Mrs Wilson
b. Dear Madam
c. Dear Ms Hang
d. Dear Ratanak
e. Dear Mr Akusi
f. Dear Nak Oknha Mong Rithy
g. Dear David
h. Dear Sir or Madam

(Adapted from Company to Company, 2015)

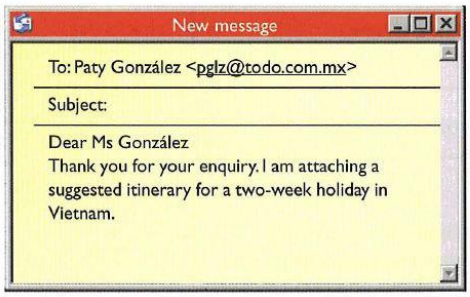
3. There are two things missing and two style problems in each of these messages. Complete and correct the messages.



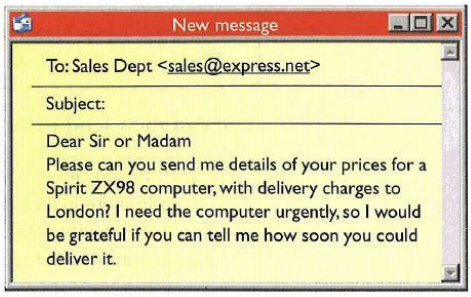
4. What is wrong with this email? Write it out correctly.

What subject headings can you put for these messages (a–d)?

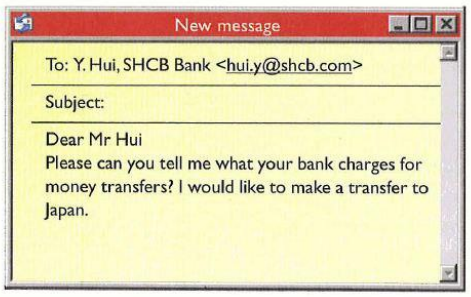
a



b



c



d

These messages sound impolite in English. Make them more polite.

a Dear Mr Brown
Your company delivered the goods very late. This is very bad service.
Please deliver on time in future.

b Dear Sharon
Let's meet next Monday at 1 p.m. We can meet at The Mousetrap restaurant.
I have to leave at 2 p.m., so come on time.

c Dear Ms Mustapha
I received your letter. I have sent the goods. You will get them on Tuesday.

d Mr Smith
Send me your price list. I need it now, so send it immediately.

e What's your price for a Delphi ZX45 modem?

Informal Vs. Formal Vocabulary and Useful Phrases in Emails/Letters

Pre-writing task

1. Read the lines 1 – 10 from some emails/letters. Which are formal, which are informal? Which are beginnings? Which are endings?

   1.1. Great to hear from you again.

   1.2. I am writing in response to your advertisement in today's Guardian for an IT consultant.

   1.3. Give my regards to Raksmey and all the family.

   1.4. I'm sorry I haven't been in touch for so long but you know how it is.

   1.5. Thank you for your invoice of April 16th. Please find enclosed a cheque for the full amount.

   1.6. Write or, better still, email me soon.

   1.7. We trust this arrangement meets with your satisfaction.

   1.8. Just a note to say thank you so much for having me to stay last weekend.

   1.9. Take care. I can't wait to see you next week.

   1.10. I look forward to hearing from you at your earliest convenience.

2. Read the beginnings of the emails/letters. Match them with the next lines of the body and the endings of the emails/letters

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Beginnings	Next lines	Endings
1 Dear Jane, thanks for your email. It's great to hear from you after so long.	a We had no idea John was such a good cook!	e Let me know asap. All the best, Danny
2 Dear Mr Smith, We have received your order and payment for the Children's Encyclopaedia CD-ROM.	b It's good to catch up on all your news. I've been pretty busy lately too. I've just started a new job.	f We apologize for the inconvenience. Your order will be processed as soon as we receive the additional amount. Yours sincerely, Pigeon Publishing
3 Hi Pete, Any chance you're free next Saturday evening?	c Unfortunately your cheque for £90 did not include postage of £7.50.	g Let's meet soon. Give my love to Alan and the boys. Yours, Julie
4 Dear John and Liz, Thank you so much for a great evening and meal.	d Chris and Nick are coming over and we wondered if you'd like to join us.	h Thanks again. We hope to see you both soon. Love Vicky and Jamie

3. Which email/letter in number 2 above is

   3.1. an invitation

   3.2. exchanging news

3.3. a formal request

3.4. saying thank you

4. You have a friend reunion gathering. Write an email of invitation between 130 and 180 words, by including the following information:

   4.1. Giving news about your personal life and work

   4.2. Asking about your friends' news

   4.3. Telling location and the date of the event

   4.4. Briefing the activities in the event

   4.5. Asking for the contribution (example: financial supports, volunteers, and aiding agents)

5. You work for Honda Motors Ltd. Last week a customer, called Dara Pisey, telephoned you and asked you to send him details of CRV 2020 and CRV 2021 cars by email. He has just telephoned you to say that he could not open the files you sent. He also wants to know when the two cars will be available and what financing arrangements you offer.

Write an email about 100 words to Mr. Dara Pisey with the files he needs. First, make a plan for your message. Look at the notes to help you write.

Notes:

- Available (six months from now)
- Special offer now: interest-free for one year, then 5% a year.

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Useful vocabulary and expressions

Referring to a previous communication

- ***With reference to your*** [memo / e-mail] ***dated*** [ ]***regarding***. . .
- ***I/We refer to your*** [memo / e-mail] ***dated*** [ ] ***regarding***. . .
- ***Further to*** our [telephone conversation /discussions],this is to inform you that . . .
- ***With reference to*** your [memo / e-mail] ***dated***[ ], we are glad to inform you that . . .

Referring to a negative issue

- It has come to my [attention/notice] that . . .
- It has been [observed/noticed] that . . .
- I /We have [noticed/observed] that . . .

Request

- It would be appreciated if you could . . .
- Please . . .
- You are (kindly) requested to . . .
- I would appreciate . . .

Enclosing documents

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- Please find attached . . .
- Attached you will find . . .
- Enclosed . . .
- [We/I] enclose/attach . . .

Apologies

- We are sorry to inform you that . . .
- Due to circumstances beyond our control we are sorry to inform you that . . .
- Please accept my apologies for the . . .
- We apologize for . . .
- We are sorry for any inconvenience.

Recommendation

- **It is [recommended/suggested/proposed] that** specifications should be changed.
- **I would like to [recommend/suggest/propose] that** we should change the specification.
- **I would like to [recommend/suggest/propose]** changing the specifications.

Closing

- Your co-operation in this matter would be greatly appreciated.
- Your [co-operation/support] would be appreciated.
- Your support would be greatly appreciated.
- Your reply by . . . would be appreciated.
- Please [contact/call] me if [you have any questions/you require any information]
- [I/We] would appreciate your [comments/reply/feedback] on this matter by . . .
- Your adherence to the above is appreciated.
- I look forward to receiving your approval on this matter.

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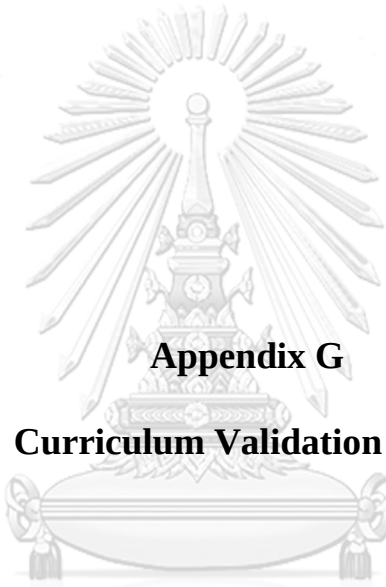

Appendix G

Curriculum Validation Form

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Curriculum Quality Validation Form

Items of Objective Congruence

Form for Expert Opinions on the Business English Writing Course Curriculum based on Content and Language Integrated Learning and Competency-based Education for Enhancing Business English Writing Ability of Undergraduate Students

Research Title	Development of a Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students
Researcher	Meassnguon Saint Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University
Advisor	Assist. Prof. Dr. Ruedeerath Chusanachoti
Co-advisor	Assist. Prof. Dr. Wichai Saweknga m

Note: The curriculum quality validation form is an instrument for experts for reviewing and validating the appropriateness of the development and the congruence of curriculum. The results of this evaluation will be used to improve the curriculum before implementing it in an experiment.

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Your kind consideration and suggestions are highly appreciated for the researcher.
The form consists of two parts which are

Part 1. Expert's information

Part 2. The appropriateness of the course curriculum development

Please indicate how you respond to each of the following statements by ticking (√) in the box to indicate what you think and give your comments or suggestions for the improvement.

1 Appropriate (+1)

2 Not sure (0)

3 Not appropriate (-1)

Part 1. Expert's information

Full name: ……

Position: …….

Affiliation: …….

Part 2. The appropriateness of the Development of a Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students.

Item/ Element of curriculum	**Expert's opinion**			**Comments or suggestions**
	+1	**0**	**-1**	
1. Vision				
1.1. The vision is appropriate for the course curriculum.				
2. Curriculum principles				
2.1. The chosen approaches used to construct the curriculum principles are appropriate for the research/curriculum problem in Cambodia.				
2.2. The constructed curriculum principles are appropriately understandable.				

Item/ Element of curriculum	Expert's opinion			Comments or suggestions
	+1	0	-1	
2.3. The curriculum principles are appropriately used to develop curriculum framework.				
2.4. The curriculum principles/principles for organizing learning experiences are appropriate for curriculum implementation.				
3. Curriculum competencies and sub-competencies* (already validated with IOC score > 0.5)				
4. Course curriculum description				
The brief description appropriately gives an overview of the course.				
5. Curriculum structures/units				
5.1. The curriculum structures and curriculum competencies and sub-competencies are appropriately congruent.				
5.2. The curriculum structures are appropriately, orderly organized.				
5.3. The time allotment for curriculum units in the curriculum structures is appropriate.				

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Item/ Element of curriculum	Expert's opinion			Comments or suggestions
	+1	0	-1	
5.4. The curriculum units are appropriate for undergraduate students in B1 (CEFR) English level in Cambodian context.				
6. Curriculum learning experiences				
6.1. The principles/prescriptions for organizing curriculum learning experiences are appropriate.				
6.2. Based on the curriculum learning experiences, students can have chances to appropriately practise their business English writing ability.				
6.3. The curriculum learning experiences are appropriate for undergraduate students in B1 (CEFR) English level in Cambodian context.				
7. A curriculum manual (It is in another set.*)				
8. Assessing learners: (The quality of BEW Ability test and Rubric have already been validated with the IOC score > 0.5).				
8.1. The assessment methods can be appropriately applicable.				

Additional comments or suggestions

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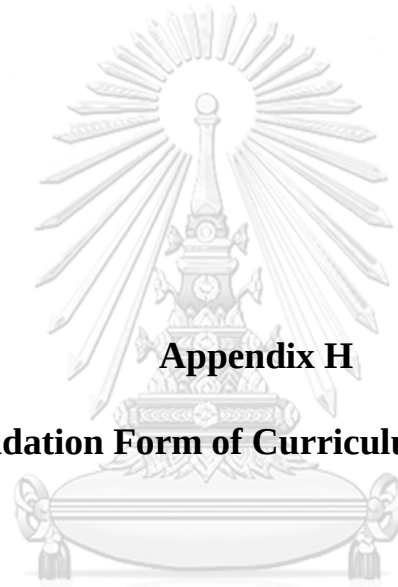

Appendix H

Validation Form of Curriculum Manual

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Items of Objective Congruence
Curriculum Manual

Form for Expert Opinions on the Business English Writing Course Curriculum based on Content and Language Integrated Learning and Competency-based Education for Enhancing Business English Writing Ability of Undergraduate Students

Research Title	Development of a Course Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students
Researcher	Meassnguon Saint Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University
Advisor	Assist. Prof. Dr. Ruedeerath Chusanachoti
Co-advisor	Assist. Prof. Dr. Wichai Saweknga m

Note: The curriculum manual quality validation form is an instrument for experts for reviewing and validating the appropriateness of the development and the congruence of curriculum manual. The results of this evaluation will be used to improve the curriculum manual before implementing it in an experiment.

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Your kind consideration and suggestions are highly appreciated for the researcher.

The form consists of two parts which are

Part 1. Expert's information

Part 2. The appropriateness of the curriculum manual

Please indicate how you respond to each of the following statements by ticking (√) in the box to indicate what you think and give your comments or suggestions for the improvement.

1. Appropriate (+1)
2. Not sure (0)
3. Not appropriate (-1)

Part 1. Expert's information

Full name: …….

Position: … ……

Affiliation: … …….

Part 2. The appropriateness of the manual of the Developed Curriculum based on Content and Language Integrated Learning and Competency-based Education for Enhancing Business English Writing Ability of Undergraduate Students.

Item	Expert's opinion			Comments or suggestions
	+1	0	-1	
1. The detailed information of guidelines in the curriculum manual is appropriate.				
2. The curriculum competencies and sub-competencies and curriculum structures are appropriately congruent.				
3. The time allotment of the curriculum structures is appropriate.				
4. The prescription of organizing curriculum learning experiences is appropriately specified.				
5. The roles of teachers are appropriately specified.				
6. The roles of students are appropriately specified.				

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Item	Expert's opinion			Comments or suggestions
	+1	0	-1	
7. The language used in the manual is appropriately easy and understandable.				

Additional comments or suggestions

_____

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Appendix I

Validation Form of Business English Writing Ability Test

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Business English Writing Ability Test Form

Form for Expert Opinions on the validation of the design and development of the test will be used to evaluate the test of business English writing ability of undergraduate students

Research Title Development of a Course Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students

Researcher Meassnguon Saint
Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University

Advisor Assist. Prof. Dr. Ruedeerath Chusanachoti

Co-advisor Assist. Prof. Dr. Wichai Saweknggam

Note: The validation form is an instrument for experts for reviewing and validating the appropriateness and the congruence of tests with the dependent variable components. The results of this evaluation will be used to improve the test before administering it in an experiment.

Your kind consideration and suggestions are highly appreciated for the researcher.

The form consists of three parts as follows:

Part 1. Expert's information

Part 2. Definition of dependent variable (Business English Writing ability) and its components.

Part 3. The appropriateness of Business English Writing Ability Test

Please indicate how you respond to each of the following statements by ticking (√) in the box to indicate what you think and to give your comments or suggestions for the improvement.

1. Appropriate (+1)
2. Not sure (0)
3. Not appropriate (-1)

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Part 1. Expert's information

Full name: ……..

Position: ……..

Affiliation: ……

Part 2. *Brief definition of dependent variable (Business English Writing ability) and its components*.

Business English Writing Ability in this study refers to the capability of a person to construct a writing piece of business documentations by expressing an intended meaning at sentence/discourse level in order to communicate with people working in different business contexts and cultures. The writers must fulfill the following components of BEW ability, like the ability to use:

1. Purposeful contents, formats, and cultural context means that

1.1. Students can respond to what the readers' needs or include all the relevant information, and address what they want their business reader(s) to do.

1.2. Students can produce business documents with proper format acceptable in business context and culture, like business letter/email format, memo format, minute format, and the like.

1.3. Students can use proper degree of formality and appropriateness of styles/tones of writing required in different types of business documents.

2. *Organization* means that students can place information in the correct order and use transition signals to link sentences or discourse in a logical flow.

3. *Grammar* means that students can write grammatically correct sentences

4. ***Business vocabulary and expressions*** means that students include a variety of business English vocabulary and expressions and correct spellings based on their professions.

Part 3. The appropriateness of Business English Writing Ability Test

Items	Expert's opinions			Comments or suggestions
	+1	0	-1	
1. Overall, the test appropriately requires students to demonstrate the				

Items	Expert's opinions			Comments or suggestions
	+1	0	-1	
following components of Business English Writing ability (BEW) in their writing: 1.1. *Organization*				
2. Overall, the test appropriately requires students to demonstrate the following components of Business English Writing ability (BEW) in their writing: 2.1. Grammatical range				
3. Overall, the test appropriately requires students to demonstrate the following components of Business English Writing ability (BEW) in their writing: 3.1. Vocabulary and expressions				
2. Section I and section II of the test can be used to appropriately measure the ability of students in using *purposeful contents, formats, and cultural context* based on different types of business documents.				
3. The quantity of the test is appropriate.				
4. The time allotment provided is appropriate.				
5. The language used in the test is appropriate and comprehensible.				
6. The instructions in each section of the test are clear.				

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Items	Expert's opinions			Comments or suggestions
	+1	0	-1	
7. The test is appropriately, culturally/locally contextualized.				

Additional comments or suggestions

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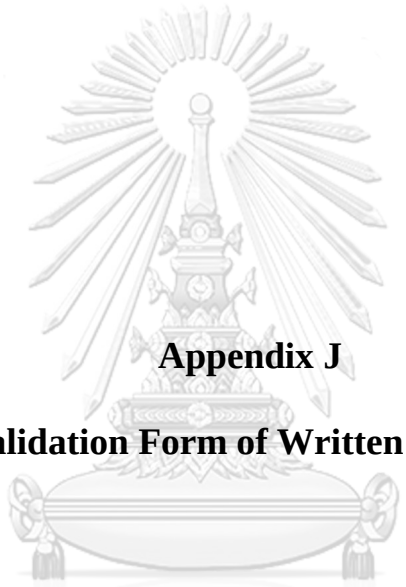

Appendix J

Validation Form of Written Rubrics

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Written Rubric Scoring Validation Form

Form for experts' opinions on the validation of the design and development of the analytical written rubric will be used along to help the scorers grade a *business English writing ability* test of undergraduate students

Research Title	Development of a Course Curriculum based on Content and Language Integrated Learning and Competency-Based Education for Enhancing Business English Writing Ability of Undergraduate Students
Researcher	Meassnguon Saint Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University
Advisor	Assist. Prof. Dr. Ruedeerath Chusanachoti
Co-advisor	Assist. Prof. Dr. Wichai Saweknga m

Note: The validation form is an instrument for experts for reviewing and validating the appropriateness of the development and the congruence of analytical written rubric scoring. The results of this evaluation will be used to improve the written rubric scoring before administering it in an experiment.

Your kind consideration and suggestions are highly appreciated for the researcher.

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The form consists of two parts which are

Part 1. Expert's information

Part 2. Definition of dependent variable (Business English Writing ability) and its components.

Part 3. The appropriateness of Analytical Written Rubric Scoring

Please indicate how you respond to each of the following statements by ticking (√) in the box to indicate what you think and to give your comments or suggestions for the improvement.

4. Appropriate (+1)
6. Not sure (0)

5. Not appropriate (-1)

Part 1. Expert's information

Full name: …….

Position: …….

Affiliation: ……

Part 2. *Brief definition of dependent variable (Business English Writing ability) and its components*.

Business English Writing Ability in this study refers to the capability of a person to construct a writing piece of business documentations by expressing an intended meaning at sentence/discourse level in order to communicate with people working in different business contexts and cultures. The writers must fulfill the following components of BEW ability, like the ability to use:

1. Purposeful contents, formats, and cultural context means that

1.4. Students can respond to what the readers' needs or include all the relevant information, and address what they want their business reader(s) to do.

1.5. Students can produce business documents with proper format acceptable in business context and culture, like business letter/email format, memo format, minute format, and the like.

1.6. Students can use proper degree of formality and appropriateness of styles/tones of writing required in different types of business documents.

2. *Organization* means that students can place information in the correct order and use transition signals to link sentences or discourse in a logical flow.

3. *Grammar* means that students can write grammatically correct sentences

4. ***Business vocabulary and expressions*** means that students include a variety of business English vocabulary and expressions and correct spellings based on their professions.

Part 3. The appropriateness of Analytical Written Rubric Scoring

Items	Expert's opinions			Comments or suggestions
	+1	0	-1	
1. The rubric criteria are appropriately consistent with each component of BEW ability.				

Items	Expert's opinions			Comments or suggestions
	+1	0	-1	
2. The criteria/rating scales (1, 2, 3, and 4) can be appropriately used to measure *BEW ability* test.				
3. The descriptors among rating scales (1, 2, 3, and 4) can be appropriately, clearly differentiated.				
4. The language in the rubric used to instruct the graders is appropriate and easy to understand.				
5. The cultural context has been appropriately included in the descriptors of rubric.				

Additional comments or suggestions

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VITA

NAME	Meassnguon SAINT
DATE OF BIRTH	21 March 1981
PLACE OF BIRTH	Toek Laak Commune, Toul Kok District, Phnom Penh
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HOME ADDRESS	#214B, St. 138Z, Toek Laak II commune, Toul Kok District, Phnom Penh
AWARD RECEIVED	Scholarship of PhD in Education (Curriculum and Instruction) awarded by Her Royal Highness Princess Maha Chakri Sirindhorn

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