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ในมหาวิทยาลัยแห่งหนึ่งในประเทศไทย

TRANSITIONAL LEARNING EXPERIENCES OF THAI UNDERGRADUATE
STUDENTS IN AN INTERNATIONAL PROGRAM IN BUSINESS ADMINISTRATION
AT A UNIVERSITY IN THAILAND



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หัวข้อวิทยานิพนธ์	ประสบการณ์การเรียนรู้ช่วงเปลี่ยนผ่านของนักศึกษาไทยระดับปริญญาตรีที่ศึกษาอยู่ในหลักสูตรนานาชาติ สาขาวิชาบริหารธุรกิจ ในมหาวิทยาลัยแห่งหนึ่งในประเทศไทย
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บทคัดย่อ

เนื่องจากแนวโน้มในการจัดการศึกษาในระดับอุดมศึกษาให้มีความเป็นสากล มหาวิทยาลัยหลายแห่งในประเทศไทยจึงเปิดสอนหลักสูตรนานาชาติที่ใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอน หลักสูตรเหล่านี้มุ่งเน้นให้มหาวิทยาลัยของตนสามารถแข่งขันกับมหาวิทยาลัยอื่นๆ ได้ อีกทั้งจะช่วยให้มหาวิทยาลัยเป็นที่รู้จักในต่างประเทศมากยิ่งขึ้น อย่างไรก็ตาม ดูเหมือนว่ายังขาดงานวิจัยเกี่ยวกับความท้าทายของนักศึกษาไทยในการเรียนในหลักสูตรนานาชาติ โดยเฉพาะการใช้กลยุทธ์การปรับตัวเพื่อรับมือกับความท้าทายที่ประสบ รวมถึงมุมมองของนักศึกษาที่มีต่อการให้ความช่วยเหลือด้านภาษาอังกฤษที่นักศึกษาคาดหวังจากหลักสูตร งานวิจัยนี้จึงกรอบแนวคิดเรื่องการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนวัตถุประสงค์ในการวิจัยคือเพื่อศึกษาประสบการณ์การเรียนรู้ช่วงเปลี่ยนผ่านของนักศึกษาไทยระดับปริญญาตรีที่ศึกษาอยู่ในหลักสูตรนานาชาติ สาขาวิชาบริหารธุรกิจ ในมหาวิทยาลัยของรัฐแห่งหนึ่งในประเทศไทย งานวิจัยนี้ใช้การออกแบบการวิจัยแบบผสมผสาน เครื่องมือวิจัยประกอบด้วยแบบสอบถามและการสัมภาษณ์แบบกึ่งโครงสร้าง ซึ่งมีนักศึกษาชั้นปีที่ ๒ ตอบแบบสอบถามออนไลน์จำนวน ๖๒ คน และมีการสัมภาษณ์แบบกึ่งโครงสร้างผ่านแพลตฟอร์มออนไลน์กับนักศึกษาจำนวน ๖ คน อาจารย์ที่สอนในหลักสูตร ๔ ท่าน และเจ้าหน้าที่สนับสนุนงานวิชาการ ๑ ท่าน ข้อมูลจากแบบสอบถามได้รับการวิเคราะห์โดยใช้สถิติเชิงพรรณนา ส่วนข้อมูลจากการสัมภาษณ์ได้รับการวิเคราะห์โดยใช้การวิเคราะห์เนื้อหา ผลการศึกษาพบว่านักศึกษาเผชิญกับความท้าทายในระดับที่แตกต่างกันออกไปในขณะที่ศึกษาอยู่ชั้นปีที่ ๑ โดยระดับความท้าทายที่สูงที่สุดสามลำดับแรกได้แก่ การทำข้อสอบในห้องเรียนที่มีการกำหนดเวลาในการทำข้อสอบ การมีส่วนร่วมในการอภิปรายในชั้นเรียน และการนำเสนอแบบปากเปล่าหน้าชั้นเรียน ผลการวิจัยยังพบอีกว่านักศึกษาใช้กลยุทธ์การปรับตัวที่หลากหลายเพื่อรับมือกับความท้าทายที่ประสบ เช่น รวมกลุ่มกับเพื่อนร่วมชั้นเพื่อช่วยเหลือด้านการเรียนซึ่งกันและกัน พยายามทำให้ตนเอง

ได้มีโอกาสใช้ภาษาอังกฤษนอกห้องเรียนเพิ่มมากขึ้น และสลับจากการใช้ภาษาอังกฤษไปใช้ภาษาไทยเมื่อมีโอกาสทำได้และเมื่อได้รับอนุญาตให้ใช้ภาษาไทยในการสื่อสารกับอาจารย์และเพื่อนร่วมชั้นในกรณีที่มีปัญหาในการสื่อสารเป็นภาษาอังกฤษนอกจากนี้นักศึกษายังมองว่าการให้ความช่วยเหลือด้านภาษาอังกฤษจากหลักสูตรมีประโยชน์ต่อการเรียนของนักศึกษาในปีแรกในหลายๆ ด้าน ข้อเสนอแนะจากงานวิจัยนี้คือ หลักสูตรควรให้ความช่วยเหลือด้านภาษาอังกฤษกับนักศึกษาทั้งในรูปแบบของการปรับพื้นฐานภาษาอังกฤษก่อนเริ่มเรียนในหลักสูตร และการเรียนเสริมภาษาอังกฤษควบคู่ไปกับการเรียนรายวิชาต่างๆ ของหลักสูตร ทั้งนี้เพื่อเป็นการช่วยนักศึกษาให้รับมือกับปัญหาในการใช้ภาษาอังกฤษในการเรียนในหลักสูตรได้



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Abstract

Due to the emerging trends of internationalization of higher education, many universities in Thailand have offered international programs where English is used as a medium of instruction. These programs are meant to improve the universities' competitiveness and subsequently to become more internationally visible. However, there seem to be scant research studies exploring Thai students' perceived challenges in studying in those programs, particularly their use of adjustment strategies to cope with the challenges, as well as their views of expected English language support from the programs. Framed within the concept of English Medium Instruction (EMI), this study aims at investigating transitional learning experiences of Thai undergraduate students in an international program in business administration in one public university in Thailand. The study adopted a mixed-methods research design. The research instruments included a questionnaire and a semi-structured interview. The questionnaire was administered online and completed by 62 students who were in their second year of studies. Six of the students who had completed the questionnaire, four lecturers and an academic support staff member were invited to participate in semi-structured interviews via online platforms. The questionnaire data were analyzed using descriptive statistics whereas the interview data were analyzed using content analysis. The findings of this study revealed that the students encountered varying degrees of challenges while studying in their first year. The top three challenges were handling timed exams in class, participating in whole-class

discussions, and giving an oral presentation in front of the class. To deal with the challenges, they employed various adjustment strategies, such as forming a study group with classmates to help each other, trying to have more exposure to English outside the classroom, and switching to Thai, where possible and admitted, in communicating with the lecturers or classmates when having problems in communicating in English. Besides, the students considered the provision of English language support from the program beneficial to their first year of studies in several aspects. This study suggests that the program should provide the students with both pre-sessional and in-sessional English language support in order to help them confront difficulties in using academic English in their studies.



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CHAPTER 1

INTRODUCTION

This chapter provides an overview of this study. The chapter first introduces the contextualized background of the study. This is followed by the discussions of the research purposes, scope, and significance of the study. This chapter also offers operational definitions of terms used in subsequent chapters.

1.1 Background of the Study

An increasing number of universities in non-Anglophone countries opt for English as a medium of instruction. Particularly over the last two decades, there has been widespread use of English Medium Instruction (EMI) in higher education globally (Curle et al., 2021). English Medium Instruction (EMI) can be defined as teaching non-language subjects by using English normally in a country where its majority of people do not speak English as their first language (Macaro et al., 2018).

Internationalization and globalization are the two main factors leading to the growth of EMI in higher education in non-English speaking countries (Le, 2016). It was also argued by Curle et al. (2021) that the implementation of EMI in contexts where English is utilized in teaching and learning activities has been influenced by a desire to internationalize the university as well as globalization. English has become synonymous with the internationalization of higher education (Galloway et al., 2017, as cited in Rose & Galloway, 2019). Therefore, an exponentially growing global trend towards teaching content through English continues to exist while the emergence of EMI is regarded as a vital educational phenomenon (Rose, 2019).

Over the past decade has seen the momentum of EMI in higher education in East and Southeast Asia. Kirkpatrick (2014) argued that there is a constant growth in the number of East and Southeast Asian universities offering EMI courses to students since they endeavor to internationalize and magnetize foreign students and more incomes. The increases in undergraduate and postgraduate courses taught in English can be seen in

many leading universities in ASEAN nations in recent years (Rose, 2019). In addition, Rose (2019) mentioned that “the establishment of EMI programs often goes hand-in-hand with what is sometimes referred to as part of the ‘internationalization at home’ trend.” Kirkpatrick (2011) asserted that EMI and internationalization are intertwined (as cited in Rose, 2019). There are several reasons why EMI is extensively used in designing and offering courses in non-Anglophone universities. The major reasons are that universities want to compete in the market of global higher education, to develop teaching and learning quality, and to increase students’ enrollment which can bring about higher revenues.

As noted, there is the growing use of EMI in higher education, and the increasing reference to EMI can be found in national education policies of several countries around the globe (Curle et al., 2021). For many governments in Asian countries, EMI has also been given importance in their educational policy actions. Apart from the concern for internationalization, their educational policies have been proposed to enhance their education quality in the world of globalization, to refine foreign language skills of students, to get students ready for postgraduate education, and to promote students’ ability to work in the international environment with bilingual and multilingual skills (Dearden 2014, as cited in Zumor, 2019).

In Thailand, it is likely that the current number of EMI programs has been increasing constantly in recent years. The assumption behind that could be because Thailand has aspired to be an international hub for education in the region and attempted to increase the number of international students in the country (Rhein, 2018). Besides, it is well-known that Thailand has been one of the country members of many international organizations, including the Association of South-East Asian Nations (ASEAN), the ASEAN Economic Community (AEC), the Asia-Pacific Economic Cooperation (APEC), and the World Trade Organization (WTO). Being one of the members of those international organizations has resulted in the need of competency in English language of the labor force in every part of the regions at present and in the future (Walkinshaw et al., 2017). Consequently, it is not surprising that there is continued growth in the number of Thai universities offering EMI programs.

Previous studies have addressed the use of EMI in higher education and its impacts on the students in foreign countries around the globe, such as Hong Kong (Evans & Morrison, 2011), England (Wang, 2018), Turkey (Yıldız et al., 2017), China (Hu, 2019; Hu & Lei 2013; Yang et al., 2019), the United Arab Emirates (Solloway, 2016), and Taiwan (Puspitasari, 2020). Researchers reported several challenges for students whose first language is not English to study in the EMI environment. For example, they appear to encounter numerous difficulties in using four English skills in learning as they may lack sufficient knowledge of English vocabulary (Solloway, 2016), confidence in speaking English (Vu & Burns, 2014), and a good level of listening competence (Macaro et al., 2018).

A number of Thai students learning in the EMI environment seem to face certain adverse impacts from the implementation of English as a medium of instruction. According to some research findings, teachers' use of English as a medium of instruction in content subjects has led to some undesirable impacts on students' academic performance (Dumlao, 2020; Hengsadeeikul et al., 2014; Tanielian, 2014). For instance, students struggled to write and speak English in accordance with academic conventions. Thus, these problems could result in Thai students' anxiety of English language classroom.

Furthermore, the results of some studies on EMI informed that students in EMI programs need to seek certain strategies to deal with problems which they confront when studying in the course. For example, they have to prepare themselves before class by studying notes and subject content from previous class, ask their classmates, and ask their lecturers in their first language after the lecture (Le, 2016; Yang et al., 2019). These adaptation strategies used by students experiencing challenges of studying in the EMI environments can be explained by the concept of "Community of Practice (CoP)" (Lave & Wenger, 1991). That is, in an EMI program as a community of practice, there are interaction and engagement in learning activities between students with linguistic challenges (newcomers) and other community members, including the lecturers (old timers), as well as students with high level of English proficiency. Additionally, the theory of scaffolding within the Zone of Proximal Development (ZPD) by Vygotsky's (1978) can be explicated using the ways in which teachers, as more experienced users of English, help their students, who are less experienced users of English, to overcome language

barriers embedded in the CoP. Likewise, students with higher English proficiency can help others with lower English proficiency when they study together in the EMI program, which can be referred to as their CoP.

Before this current study was undertaken, there had been much research raising the issues surrounding the adoption of EMI in higher education in many non-English speaking countries, including Thailand. These studies addressed the students' challenges in studying in EMI programs. However, there was a lack in a study focusing on the transitional learning experiences of first-year undergraduate students in an international program, especially those studying in a newly established program in a university where the majority of programs were not delivered in English. In particular, there was scarce research in the field of EMI research focusing on Thai students' perceived challenges, particularly on their adaptation strategies to the EMI environment, and their views for the language support from the program. Therefore, this study aimed to explore challenges of Thai undergraduate students studying in the Bachelor's degree in Business Administration (international program) at the Business School in a Thai university, their adjustment to the English Medium Instruction (EMI) environment, and their views for English language support from the program.

The rationale for choosing to conduct this research with students in only one international program of one school in the selected university was as follows. To begin with, at the time when this study was undertaken, the school under investigation offered two international programs. The first one, established in 2017, was the Bachelor of Business Administration. Most of the students in this program were Thai. The other program, with its inception in 2020, was the Bachelor of Business Administration in Global Entrepreneurship. However, most of the students in the program were Chinese. Since the present study focused its investigation only on Thai students, the Bachelor of Business Administration, as a newly established international program, was selected to be the research setting of the study. This study confined itself to one academic program in order to delve into in-depth information and insightfully understand the situated context as well as the issues under investigation. The findings of this study could therefore be beneficial

to this Business School because profound and situated pedagogical implications could be offered to the program under study.

1.2 Purposes of the Study

This research aimed at exploring transitional learning experiences of Thai undergraduate students in the Bachelor's degree in Business Administration (international program) at the Business School in a public university in Thailand. The objectives of this study were as follows:

1. to examine students' perceived challenges in using English in academic studies,
2. to explore their adjustment strategies used to study in the EMI environment, and
3. to study the students' views for English language support from the program.

The above research purposes led to the following research questions:

1. What challenges do the students encounter in using English in academic studies?
2. How do the students adjust themselves to study in the EMI environment?
3. How do the students view the English language support offered by the program?

1.3 Scope of the Study

The aim of the study was to investigate the students' transitional learning experiences of their first year of study in the Business Administration program (international program), placing critical emphasis on perceived challenges in studying in the program, adjustment strategies used to study in such an environment, and views for English language support from the program. A questionnaire and a semi-structured interview were used as research instruments. A questionnaire was administered online to 62 students who did not participate in the preliminary study and the questionnaire tryout. The researcher invited six selected students from the questionnaire survey of the main study, four lecturers in the program, and one academic support staff member of the international

program to participate in semi-structured interview sessions. It is important to note that the researcher did not observe any lectures or class activities during this study, nor did he examine written artifacts produced by the students.

1.4 Significance of the Study

This study could contribute to a profound understanding of EMI in the Thai context. The research findings would uncover the perceived challenges and the adjustment strategies of Thai undergraduate students studying in the international program in business administration of the Business School. The results would also reveal how the students perceived the importance of English language support, and why they needed such support from the program. For pedagogical implications in particular, useful feedback pertaining to the results of the study would serve as a stepping stone to provide the leaders and members of the program with useful insightful understandings of the transitional learning experiences of the students in the EMI environment as their new community of practice. For those responsible for designing a program curriculum, the findings could be used as guidelines in considering the provision of appropriate English language support and generic academic skill training for students in the EMI program. The results of this research could also be useful for those involved in running a newly established international program, and in planning, developing, delivering, and evaluating pre-sessional and in-sessional English language support for the students.

1.5 Definition of Terms

1. English Medium Instruction (EMI) refers to using English to teach non-language subjects, which is normally implemented in a country where its majority of people do not speak English as their first language. The EMI is used by the international program where this research will be conducted.

2. International program refers to the academic program which uses English as a medium of instruction. In the current research context, it refers to the Bachelor's degree

in Business Administration (international program) at the Business School in a public university under investigation

3. Undergraduate students refer to Thai second-year undergraduate students studying in the Bachelor's degree in Business Administration (international program) where this study will take place.

4. Lecturers refer to the Chair of the Program and three lecturers teaching students in the international program under investigation.

5. Academic support staff member refers to an administrative staff member responsible for supporting students, lecturers, and administrators of the international program under investigation.

6. Challenges refer to difficulties in performing a task requiring students' competence and skills. The challenges are encountered and perceived by the undergraduate students of the international program under investigation.

7. Adjustment strategies refer to the action or process of changing learning behaviors of students in order to learn better in certain environments. These strategies are adopted by the undergraduate students in the international program under study.

8. Support refers to the assistance that the program, the school, or the university under investigation provides for their students in the EMI program, particularly for those with certain linguistic challenges.

9. Transitional learning experiences refer to changes in the learning process that students in the international program under investigation experience while they are in their first year of the program. These experiences include students' linguistic challenges and adjustment strategies, as well as their views for English language support provided by the program.

1.6 Chapter Summary

This chapter has discussed the essential components of the present study. It begins with the background of the study regarding the use of EMI in higher education in countries all around the world, and the increased number of EMI programs in East and Southeast

Asia as well as in Thailand. This chapter has clearly pointed out a research gap in research on EMI and a rationale explaining why the present study is worth investigating. The next chapter is the review of literature of this study which will discuss the background of EMI and its challenges for students, adjustment strategies used by students to study in the EMI Environment, and the English language support for students in EMI programs.



CHAPTER 2

LITERATURE REVIEW

This chapter first discusses the theoretical underpinnings of this study. It presents an overview of English Medium Instruction (EMI) and its challenges for students, students' adjustment to the EMI environment, English language support for students in EMI programs, and teaching and learning challenges during the Covid-19 pandemic. The chapter also discusses empirical studies, placing emphasis on critical issues surrounding EMI implementation in different educational milieus and subsequent challenges encountered by different stakeholders.

2.1 English Medium Instruction (EMI) and Its Challenges for Students

There is a considerable amount of research on English Medium Instruction (EMI), especially in higher education. European higher education was the origin of EMI and its growth in non-English speaking countries' higher education was from two main factors including internationalization and globalization (Le, 2016). EMI is being used in many universities in Europe and Asia since this is one of their educational strategies to develop teaching and learning quality, to compete in the market of global higher education, and to increase students' enrollment and the revenues of those universities. EMI was involved in educational policy of many governments in Asian countries and more than half of the mobility of international students in the world were Asian students (Zumor, 2019). The trend of adopting EMI in higher education in East and Southeast Asia had been increasing in recent years. As it was noted by Kirkpatrick (2014):

The number of universities throughout East and Southeast Asia that are offering courses in EMI is constantly growing and one would expect these numbers to continue to grow, as universities in the regions seek to internationalize – and thus offer more EMI courses – and attract more international students – and thus more fees. (p. 13)

As noted, EMI in higher education has constantly been increasing at the moment. Particularly, in East and Southeast Asia including Thailand, their educational policy seems to be somehow concerned by EMI. It is believed that EMI would enable their students to learn and live in the globalized and internationalized world with better skills of English.

Although EMI has been widely raised in higher education in many countries due to some of its advantages, it is inevitable for a number of students learning in the EMI environment to encounter certain challenges from this means of instruction. Students may not learn effectively as they learn from the language which they do not have a high proficiency in and is not their first language. UNESCO stated this issue in their policy of language education since 1953 that students learned best when they learned in their first language (Kirkpatrick, 2014). Kirkpatrick's (2014) study also found the following:

The disadvantages that students may face when learning through a language that is not their first are exacerbated by two further common policies, the first being an insistence on the use of English only and the second being an insistence that the type of English to be accepted is based on a native speaker model. (p. 7-8)

Since English is only the language which is supposed to be used in EMI classes but most of learners do not speak English as their first language, they might not be very confident in speaking English and this can lead to ineffective class participation. According to Flowerdew et al. (1998, as cited in Solloway, 2016), "this fear of loss of 'face' may be a possible reason for students' failure to participate in lessons and lectures" (p. 39). This is also argued in some research on EMI in higher education in Hong Kong, a Cantonese-speaking region. It was found that students were unwilling to participate in class lectures and asked questions because they thought that they did not have enough proficiency in English; consequently, they did not want to contribute to class activities (Solloway, 2016).

Furthermore, many students learning in EMI programs may face challenges in four skills of using English. Le's (2016) study found that in academic reading, students might struggle to understand concepts and new terminologies in textbooks. For academic writing,

its conventions required students to have linguistic accuracy with appropriate vocabularies. In speaking, some students might lack confidence and competence while speaking English. They might also have limited listening skills because of insufficiency of their vocabulary knowledge, which affected their comprehension of lectures. Particularly for reading aspect, EMI learners might experience the workload and their time might be spent on looking up for vocabularies to prepare themselves for the class lectures and examinations. These can be supported by a study by Wang (2018), it was found that weak language skills resulted in many language-related difficulties, including writing papers, understanding lectures, and expressing clear ideas in classes. It may be possible that if students have a chance to discuss the subject matter with friends in class in their first language, the atmosphere in class participation can be better as they do not have to worry about speaking mistake, and this can improve their interpersonal skills at the same time. However, Vu and Burns (2014) pointed out that “even when students’ interpersonal communication is effective, they may struggle with EMI” (p. 6).

These challenges of EMI for students also occur in Thai educational context. This fact is argued in the research on motivational orientation and preference for English-medium programs in Thailand by Hengsadeeikul et al. (2014), finding that in Thailand, there was a negative association between the instrumental motivation and fear of social comparison, negative evaluation, and the anxiety about speaking, which suggested that students who were adequately motivated were only those confident in speaking English (as cited in Macaro et al., 2018). It seems to be unavoidable that Thai students in EMI environment will encounter those fear and anxiety since English is not their first language. According to Hengsadeeikul et al. (2014, p.36):

The learning situation factor involves student motives with respect to the learning environment. Motivation, as a construct, includes the affective domain (e.g., Koballa & Glynn, 2007): Feelings of fear and apprehension toward the second language learning situation can contribute to tension and frustration, or what is called “foreign language classroom anxiety.”

Simply put, EMI might be beneficial to students in some aspects. At the same time, there are several disadvantages of the use of EMI to teach students whose first language is not English. This can result in ineffective teaching and learning as it is mentioned in course objectives or expected by the administrators of a university.

2.2 Students' Adjustment to the EMI Environment

Learning in the EMI environment when the first language of the majority of students is not used in class teaching can be challenging for many students. In particular, for those who do not have a good level of proficiency in English, they may confront problems of the study in various ways. As a consequence, some students in EMI programs have to find certain strategies to overcome their weaknesses in studying, and to adjust themselves to a different academic setting where English is essential for learning the subject contents of their courses. To illustrate, when EMI students face the difficulties with comprehension in a lecture, they tend to prepare themselves by studying the subject contents and notes from previous lecture before class, review the notes after the lecture, ask their friends, and ask their instructors after the lecture for more explanation of some unclear subject matter (Le, 2016). Similarly, Kim's (2011) study on international graduate students' difficulties: graduate classes as a community of practices also found that those international graduate students sought help from their classmates and teachers when they struggled with English in the classroom. According to Wang (2018), a positive development of students could be generally seen through the process of their academic adjustment. Her study on long-term transitional experiences of Chinese students in the UK higher education discovered that some Chinese students' effort together with their teachers' support could result in the gradual development of their critical thinking skills.

Probably because of low proficiency of English, some EMI students prefer not to ask questions in class. However, they seem to ask questions at the end of the lecture since they can ask the lecturers and obtain answers in their first language. This strategy used by students may lead them to better understanding the course contents discussed in class. This can be supported by the results of the research on challenges and adaptation

of Chinese students and teachers in implementing an English-medium medical program by Yang et al. (2019). The study revealed that “not comfortable with in-class interaction in English, some students like to ask questions after class in Chinese, when the teachers responded in Chinese” (p. 5).

Apart from asking the lecturers after class, many EMI students with the problems of insufficient knowledge and skills of English rely upon their friends who have higher level of proficiency and skills in using English. The way the students experiencing problems of learning adjust themselves to the EMI environment with the help of those who are more proficient in English can be regarded as learning in a community where process of learning is in the form of interaction and participation of the community members. This is typically called the “Community of Practice (CoP)” (Lave & Wenger, 1991). To elaborate, when students with certain linguistic challenges (newcomers) study in an EMI program as their new community, they need to engage in several practices, and they are sometimes assisted by their lectures (old timers) and friends with more proficiency in English.

Fujieda (2018) discusses the concept of CoP in his research on academic discourse socialization of Japanese EFL undergraduate learners. His study found that the communities’ newcomers had engagement in participation at the beginning, and then they became a full-fledged member of a community by interacting with other members who were more knowledgeable. This process is known as Legitimate Peripheral Participation (LPP), as originally coined by Lave and Wenger (1991). In order to gain understanding and skills from learning in a community, they have to engage in activities with other community members (Lave & Wenger, 1991; Rogoff, 1995, as cited in Kim, 2011). According to Lave and Wenger (1991), when newcomers with no prior or little knowledge participate in activities in their community, they gain more knowledge and consequently become fuller participants instead of peripheral ones. Lave and Wenger (1991) also mention that “learning is not only a condition for membership but is itself an evolving form of membership” (as cited in Kim, 2011). In addition, the concept of identity as community membership was introduced by Wenger (1998, as cited in Kim, 2011). It is argued that the marker of competence forms and membership create the identity of the members in a community. When they learn a particular practice with other members, they

will be competent in the interaction with others, as expected by the members of a community, and they will also be able to share views on certain issues with each other in their community.

Moreover, this process of learning among EMI students leads them to language socialization into the community of academic discourse. According to Duff (2010), academic discourse is defined as “forms of oral and written language and communication — genres, registers, graphics, linguistic structures, interactional patterns — that are privileged, expected, cultivated, conventionalized, or ritualized, and, therefore, usually evaluated by instructors, institutions, editors, and others in educational and professional contexts” (p. 175). For language socialization, it is argued that learners obtain several kinds of information or knowledge of culture concerning identities, ideologies, practices existing in the local community, and linguistic and nonlinguistic matter while they obtain knowledge of language and the competence in participating communities of new discourse by the proper use of language (Duff, 2010). Besides, Wang’s (2018) study revealed that the socialization of students with others from different groups could lead to a great improvement of their linguistic competence.

Learning with friends who are more competent at using English in the EMI program can result in the learning development of students with a lower level of English proficiency or certain linguistic challenges. Students may be more willing to participate in class activities or do the course assignments better if their competence is not limited by the weakness of using English. Since some students in EMI programs encounter a hindrance of the English language to their learning, they may not be able to perform very well in class that they can usually do. This can be argued by the concept of the Zone of Proximal Development (ZPD) by Vygotsky (1978, as cited in Khaliliaqdam, 2014), which is defined as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 892).

It could be concluded that due to many challenges of EMI on students who do not speak English as their first language, these students need to bring several strategies to adapt themselves in learning in this environment. In so doing, they can understand the

subject matters or handle activities and assignments which English is used as the medium of teaching and learning in the classroom.

2.3 English Language Support for Students in EMI Programs

As discussed in the preceding section, students in the EMI programs seem to encounter certain linguistic challenges while learning in this kind of environment. They thus seem to seek help from their lecturers as well as their friends with more proficiency in English so as to overcome those challenges. Several universities may launch strategies or organize activities concerning English language in order to help their EMI students better understand the subject content and develop students' linguistic knowledge and skills at the same time. The language support can be considered necessary for students learning in the EMI program and this type of support has been emphasized in many studies. For example, a study by Thompson et al. (2019, as cited in Curle et al., 2021) reported that the learning success could be predicted by students' English language competence and the preparatory performance.

Linguistic preparedness and students' language-related challenges were two major hindrances to the success of EMI implementation as found by much research on the EMI (Galloway & Rose, 2021). It was claimed that student's improvement of English proficiency could be regarded as the successful EMI's benchmark even though the language was not always the learning goal of EMI (Curle et al., 2021). Galloway and Rose's (2021) study also pointed out that the provision of language support systems could uncover many challenges relating to learning in the EMI environment. According to Evans and Morrison (2011, as cited in Galloway & Rose, 2021), students with insufficiency in academic English skills and a lack of the proficiency of using discipline-specific academic vocabulary often experienced those challenges. Besides, Galloway and Rose (2021) argue that "language support might best be operationalized in the form of specific classes which target the vocabulary, language, and academic needs associated with the subject area" (p.4).

The results of many studies on EMI have revealed that the language support is needed by a number of students learning in EMI programs. For instance, a study on

challenges of EMI in Spain by Barrios et al. (2016) reported that students would like to receive a particular type of the language support since the provision of such support was not provided by their institution. In Turkey, a study of challenges and needs of students in the EMI classroom by Yıldız et al. (2017) found that students needed a curriculum focusing on English for Specific Academic Purposes in order to help improve their English skills in the preparatory year of the program and develop their language proficiency level in their studies. Additionally, a study by Galloway et al. (2017, as cited in Curle et al., 2021) conducted in China and Japan discovered that students with linguistic difficulties needed some help from their content lecturers.

There has been a dramatic increase in EMI programs implemented by universities all around the globe; however, EMI programs vary in terms of their admission requirements as well as English language support provision (Curle et al., 2021). According to Curle et al. (2021), prior to enrolling on EMI programs, students were required by some universities to reach a certain English proficiency level, whereas other universities accepted students to their EMI programs without considering students' English language skills. Nonetheless, Galloway and Ruegg's (2020, as cited in Galloway & Rose, 2021) study stated that "the emergence of EMI has seen greater rise in the provision of pre-sessional and in-sessional EAP courses, and self-access support services to help students with their language and/or academic skills-related problems" (p.3). With reference to the language support, Galloway and Rose (2021) have introduced approaches to the language support in EMI which is illustrated and explained below.

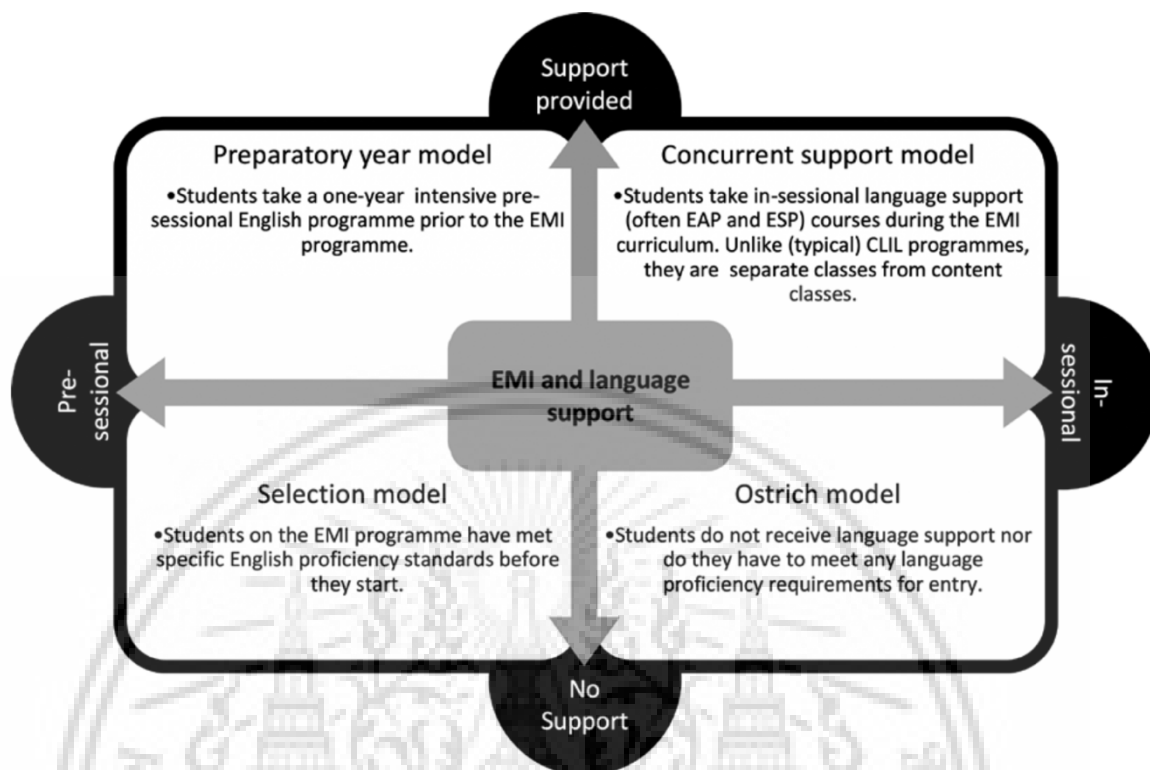


Figure 2.1 Galloway and Rose's models of approaches to language support in EMI (adapted from Macaro, op.cit.) (Galloway & Rose, 2021, p. 5)

In addition, Curle et al. (2021) have elaborated four models of the language support in EMI as follows.

1) Preparatory year model

This model of EMI implementation is most common in Turkey and throughout the Arab Gulf. Before students begin their EMI studies, they are required to complete a one-year intensive English program. This intensive preparatory program before entering EMI classes will help students develop their English skills.

2) Concurrent support model

Concurrent or institutional English language support has been offered in various formats in many contexts. Rather than providing the language support to students before

they enter EMI classes, this model incorporates language support courses – typically English for Academic Purposes (EAP) or English for Specific Purposes (ESP) – into the EMI curriculum. Students will take EAP or ESAP (English for Specific Academic Purposes) courses alongside their EMI classes even though these EMI programs do not necessarily set L2 proficiency requirements for entrance.

With regard to the concurrent support, apart from the questions of what EMI language support should focus on, it is important to consider when and how EMI language support should be provided as well as who should provide this support.

What EMI language support should focus on

It is important to consider whether or not the elements and focus of a support system respond to the challenges that have been identified by EMI students. Research on challenges of EMI for students reveals that these often center around the following aspects of language and communication:

- strategies for effective communication (e.g., expressing their own ideas, answering questions and interacting with other students),
- subject-specific language skills and familiarity with different varieties (standard, non-standard, discipline-specific) of English,
- intercultural communication skills (e.g., studying with international students),
- receptive and productive skills, and
- affective challenges.

When and how EMI language support should be provided

As ESP courses are more discipline specific, those courses can be more effective if they are offered or embedded in tandem with content classes (Chang et al., 2017, as cited in Curle et al., 2021). However, the design of an institutional student support system should be preceded by careful needs analysis, particularly at the EMI program level. This is because there has been ample research evidence that the needs of students vary considerably in different contexts (Galloway et al., 2017; Macaro et al., 2019; Rose et al., 2019, as cited in Curle et al., 2021). In certain contexts, the language support should be

made suitable for both local and international students since they may have different specific needs (Galloway & Ruegg, 2020, as cited in Curle et al., 2021).

Who should provide this support?

In most contexts, EAP lecturers and academic skills support staff should provide the EMI language support to students as suggested by the literature.

3) Selection model

Before EMI programs will accept students to the programs, students are required to meet specific English proficiency standards set by the programs. Typically, students will submit their English test scores, whereas those who do not meet the proficiency criteria will not be accepted into the course or program. Programs and universities require varying levels of English proficiency, generally ranging from IELTS (International English Language Testing System) 5.0 to 7.0, to CEFR (Common European Framework of Reference) B1 to C1 levels (Galloway et al., 2017; Rose et al., 2019, as cited in Curle et al., 2021). The following international and national tests with varying required levels were reported to be used in the Chinese and Japanese contexts (Galloway et al., 2017, as cited in Curle et al., 2021):

- International English Language Testing System (IELTS),
- Test of English as a Foreign Language (TOEFL),
- Test of English for International Communication (TOEIC),
- Test in Practical English Proficiency (EIKEN),
- College English Test (CET), and
- institutional entrance exams.

4) Ostrich model

When this model is applied by EMI programs, “managers and teachers simply bury their heads in the sand and pretend that [language-related] problems ... do not exist or will go away if they are ignored” (Macaro, 2018, p. 233, as cited in Curle et al., 2021). These types of EMI programs do not set any language proficiency requirements for entry and do not provide language support for students. In Rose et al.’s (2019) study on Chinese higher

education, it was found that some universities had very few regulations to ensure that students would have an adequate proficiency level to study in a program using the medium of English. Besides, some university staff members were not concerned about the English proficiency of students because those staff members assumed that students choosing to enroll in an EMI program were sufficiently proficient. This model of EMI implementation might bring about a mix of students with low English abilities and those with high English abilities in classes. The language-related challenges of EMI on students might also be subsequently exacerbated by this model.

In summary, many universities offer EMI programs to students. Those EMI programs may vary due to certain aspects, particularly for their English language support for students. There seems to be several universities not providing the language support to students in EMI programs as in the selection model and the ostrich model. However, other universities regard this kind of support important and necessary for their students. The provision of language support can be seen in the preparatory year model and the concurrent support model.

2.4 Teaching and Learning Challenges during the Covid-19 Pandemic

During the pandemic of Covid-19, numerous educational institutions throughout the world were in lockdown. To continue teaching and learning during the pandemic, those schools and universities abruptly experienced a pedagogical change that they needed to introduce or develop certain online learning platforms and implement them as an alternative to class-based teaching and learning. A sudden implementation of online teaching and learning brought many schools and universities into challenges in various aspects. According to Mseleku (2020), it was not smooth for most colleges and universities to shift from class-based to online learning and teaching even though they were successfully established online teaching and learning systems prior to an outbreak of the pandemic. In addition, most students inevitably encountered challenges in adjusting themselves from traditional learning in a classroom environment to online learning. This is because at the beginning, the students studied in an online platform for the first time.

They also lacked the experience and confidence to use online platforms as a new medium for learning.

Furthermore, many universities did not seem to sufficiently provide students with technical support and advanced technologies which facilitated their online learning. Therefore, this could cause certain technical issues in the middle of online learning of the students (O'Keefe et al., 2020). This is consistent with the findings of the research on challenges of e-Learning during the Covid-19 pandemic experienced by EFL Learners by Mahyoob (2020). The study revealed that technical issues were the major challenges confronted by EFL learners in online learning. Mahyoob's (2020) study also found that "some learners faced internet connectivity problems, accessing classes, and downloading courses' materials problems. Online exams could not be opened on learners' mobile phones" (p. 360). Similarly, due to a sudden outbreak of the Covid-19 pandemic, many lecturers did not have adequate time to adjust to new teaching platforms when they were required to shift to the online teaching mode (Burgess & Sievertsen, 2020; Chen et al., 2020; Wang et al., 2020, as cited in Mseleku, 2020). Moreover, the training in online teaching was hardly provided for lecturers before the pandemic. Lecturers might not be familiar with online tools necessary for their teaching, and this could be thus a pedagogical constraint on their online classes. The sudden shift from onsite to online teaching also led lecturers to serious concerns regarding "their capabilities to engage with students in an online platform while maintaining the same level of interaction as face-to-face formats" (Jegade, 2020; Ratten, 2020, as cited in Mseleku, 2020, p. 591).

In terms of teaching and learning in the EMI context, it is unavoidable for a number of students in EMI programs to encounter certain challenges when they studied online during the Covid-19 pandemic. Challenges in online learning of students in EMI programs have been reported in many studies. For example, the research by García-Castro and O'Reilly (2022) revealed that in Costa Rica, many universities had implemented online EMI courses within a very short time. This may result in students' foreign language anxiety. To put it another way, teaching and learning online can be regarded as one of the major causes of anxiety for the students. When there was the disruption to the students' traditional ways of learning, it seemed to contribute to the students' lack of instant

feedback from lecturers, difficulty in understanding task instructions, and isolation (Cao et al., 2020, as cited in García-Castro & O'Reilly, 2022).

With particular reference to being isolated of the students during online learning, Oishi et al. (2022) explored Japanese graduate students' experiences in online international development and peace through sport courses using English-medium instruction during the Covid-19 pandemic. It was found that the students were afraid of being in isolated positions in online classes when they worked on their online group projects. Because of the Japanese collective culture, students considered their group goals more important than individual students' academic and social goals. Thus, "all students felt less comfortable and had difficulty monitoring the quality of other teammates' work on group projects through online communication" (Oishi et al., 2022, p. 17). Besides, the research by Hopkyns (2022) found that many Emirati students, particularly for females, experienced discomfort using video cameras and microphones in online classes during the Covid-19 pandemic. Their discomfort was attributed to their concerns about privacy, Islamic beliefs relating to modesty, struggles with the language in their English-medium instruction university, and fear of judgement from their peers.

In conclusion, there are various challenges in teaching and learning during the pandemic of Covid-19. These challenges could result in many students and lecturers having dissatisfaction with, and concerns about, their online classes. Also, students' learning progress and outcomes when studying online may be different from those studying in class.

2.5 Empirical Studies

There have been many studies exploring challenges that students learning in the EMI environment encounter as well as adaptation strategies used by those students to deal with those challenges. Researchers conducted their studies on EMI in several regions throughout the world. In addition to Europe and Asia where the first language of those participants is not English, some research also took place in countries where the majority of the population speak English as their first language.

In Turkey, Yildiz et al. (2017) conducted a study on challenges and needs of students in the EMI classroom. The participants of this study were 83 students from one private and two public universities in Turkey. They studied in five different departments and were in their first to fourth year of studies. The qualitative data were gathered from open-ended questions on the questionnaire in order to investigate what kinds of challenges students experienced when they studied in the EMI context, as well as how they viewed their needs. Apart from revealing students' needs of the language support, the finding of this study revealed that students face numerous difficulties while studying in the EMI program because of their low level of English language skills and the lack of language support from the program. Their study proposed several implications. For example, the program should provide strategy training to those EMI students, such as an English course focusing on how to effectively use the language skills. The program should revise the preparatory-year curricula so as to integrate English for specific academic purposes into the program and to teach vocabulary or technical terms related to their EMI courses. Also, the sustainable language support should be provided to those EMI students since this support was essential to students whose first language was not English.

A study by Wang (2018) conducted in the United Kingdom studied the academic adjustment of Chinese students, as well as the relationship among their academic, social, and psychological adjustments, in order to uncover an overall view of their intercultural adaptability process. The research participants of a questionnaire survey were 82 Chinese students at five British universities, and the interview participants included six Chinese students and six British lecturers at two British universities. As a parallel mixed-methods study, a questionnaire, an in-depth narrative interview, and a semi-structured interview were used as a research instruments to elicit the data from the participants. The results showed that main challenges for the Chinese students were the language barrier and dealing with the differences in learning and teaching between their own culture and those of the host country. In particular, one of the biggest challenges in students' early adjustment was the cultural differences in educational perceptions. The findings also showed that changes were found in terms of their perceived difficulties and stress.

Yang et al.'s (2019) research aimed at investigating the challenges and adaptation strategies of students and teachers in implementing an English-medium medical program in China. The participants of the study were 188 medical students, 74 EMI teachers and three administrators of the faculty involving in the implementation and development of the EMI program. The research instruments used to collect the data were students' test scores, survey responses as well as focus group discussions. For teachers, they were asked to complete surveys and attend focus groups. The findings of this study with reference to students' and teachers' challenges in the EMI program revealed that there were four main challenges identified: inappropriate or insufficient teaching materials, unsatisfactory teaching, failure in teaching medical humanities, and inadequate class interactions. The results also showed that both teachers and students utilized adaptive strategies, such as self-learning skills, Chinese language, and the use of alternative textbooks. This study suggests that the institutional support and development should be considered in order to improve classroom interaction while EMI lecturers need to develop their knowledge of pedagogic content.

A study by Vu and Burns (2014) examined the implementation of a recently introduced Vietnamese EMI undergraduate program. The participants of this study were 16 lecturers teaching EMI courses. The semi-structured interview was used as a research instrument. The major focus of this two-year research project was the challenges that stakeholders faced in implementing a new EMI undergraduate program in Vietnam. The findings of this study indicated that the challenges that lecturers encountered were students' language competence and learning styles, resource availability, pedagogical issues, as well as their own language abilities. One of the study's implications relating to students is that the students recruitment procedures should be reviewed. This is because the entry requirements of adequate English proficiency are necessary for enrolled students in the programs. Attaining good level of English proficiency, students may not need the substantial English improvement and the subject content can be learned better.

In Saudi Arabia, Zumor (2019) studied the challenges of using English medium instruction (EMI) in teaching and learning scientific disciplines. The study's main purpose was to identify perceptions of students regarding communication, lecture comprehension,

pedagogy, assessment, and an impact of studying in the EMI setting. The participants of this study were 264 Saudi students studying in several disciplines including Computer Science, Engineering, and Medicine. The research instrument used in collecting the data was a questionnaire with a four-point Likert scale to explore the students' views on the challenges they encountered resulting from using EMI for teaching and learning scientific disciplines. There were three major findings in this study. First, most of the students' comprehension and assessment of scientific content were remarkably affected by the use of English language to teach scientific disciplines. Second, tension, anxiety, fear, frustration, embarrassment, and poor educational outcomes were results of using English language as the medium of instruction and assessment. Finally, the students were deprived of their basic rights to communication, understanding, interaction, inquiry, and discussion were by the EMI. Based on the results of this study, it is recommended that the quality English education in the foundation year should be ensured and the option of 'additive bilingual education' should be examined.

Evans and Morrison's (2011) study investigated students' experience of English-medium higher education in Hong Kong focusing on the impact of the EMI trends on oral communication of students in one officially English-medium university. Employing both quantitative and qualitative research methods, this study used a questionnaire and an interview to elicit the data from the participants. The findings revealed that students rarely spoke while studying in class and had little desire to use English in speaking outside the classroom unless they were in situations in which there were non-Cantonese-speaking students from mainland of China or international students.

A study by Puspitasari (2020) explored international graduate students' perspectives on thesis writing problems and strategies as L2 writers in Taiwanese EMI programs in Taiwan. The participants of the study consisted of 152 international students from 16 universities across Taiwan. They came from five different countries including Indonesian, Russian, Vietnam, El Salvador, and Ethiopia. Adopting a mix-methods approach, this study utilized a questionnaire and an in-depth interview in collecting the data from the participants. The findings of the study revealed that students in many disciplines experienced the same challenges in writing the thesis and they used similar strategies to

deal with problems. For instance, they usually had a meeting with their advisors to discuss their writing problems and followed the advisors' suggestions. Also, students had peer discussions since they could share their writing problems with their friends. The results of the study suggest that the university administrators should assist those L2 writers in their EMI programs by providing the services of writing correction to students in order to bring about the improvement of the EMI programs in institutions.

Hengsadeeikul et al.'s (2014) study aimed at examining the motivational factors that influence Thai undergraduate students' preference for English-medium programs for their graduate studies. The participants of the study were 2,252 undergraduate students enrolled in nine different academic programs in Thailand. The results of this study indicated that the perceived social support from parents, teachers and peers, and the levels of English language classroom anxiety were two significant factors to differentiate between student groups preferring to study in English or in Thai. Moreover, the findings revealed that instrumental motivation for learning the English language was much endorsed by students more than the xenophilic and socio-cultural motivation for learning English language.

Tang (2020) explored the views of lecturers regarding the challenges of teaching English as a medium of instruction (EMI) and its impacts on an international college in Thailand. The research instrument used in collecting the data was an interview. The participants of this study were 12 lecturers from four programs of an international college. They were selected using a purposive sampling technique. The findings revealed that there were four categories of challenges, including linguistic, cultural, structural, and identity-related (institutional) challenges. There were also four important aspects of EMI implementation, including importance for language improvement, subject matter learning, career prospects, and internationalization strategies.

Wilang and Nupong's (2022) study investigated factors affecting EMI attitudes of engineering and nursing students in Thailand. A survey questionnaire was utilized as a research instrument. The participants of this study were 102 university students in engineering and nursing programs. The results indicated significant differences in various aspects of EMI based on CEFR levels, study programs, and perceived proficiencies of the

four macro language skills. The findings also revealed eight factors: difficulties of the English language, personal goals in life, availability of resources and opportunities, limitations of time when studying content courses in English, enhancement of career goals, providing activities to improve English language proficiency, types of support needed, and motivation and intercultural ability.

A study by Taylor et al. (2022) examined the perceptions of domestic undergraduate students enrolled in international programs at Thai universities. The participants of the study consisted of 17 domestic undergraduate students in the disciplines of law and business. This qualitative, interpretive study employed a focus group interview in collecting the data from the participants. The findings revealed that domestic students perceived that international EMI programs were somewhere in the middle between studying abroad and standard domestic programs. These students also related international EMI programs in Thai higher education with significant EMI, different teaching approaches, and greater inbound mobility. Nevertheless, the in-between status of international EMI programs can result in conflicts of recognition as to whether such programs were international enough. The study suggests that other researchers should undertake a close-up investigation of complex meanings that circulate around internationalization at home (IaH) in the Thai context.

Sameephet's (2020) study aimed at investigating investigate the lecturers' language beliefs and practices in EMI classrooms. The participants of this research were six lecturers in courses in humanities and social sciences. The research instruments used in collecting the data were semi-structured interviews, classroom observations, stimulated recall interviews, focus group discussions, a document collection, and researcher reflections. The results of the study were presented in various aspects. For instance, the findings revealed the lecturers' language beliefs that they were aware that their instruction and students' understanding would be adversely affected by insufficient English skills of both lecturers and students. The results showed the lecturers' reflection on their language beliefs and practices that were critically influenced and shaped by external and internal factors. While the external factors included policy, classroom infrastructure, and students, the internal factors referred to the lecturers' own language preferences and proficiencies. The findings

also indicated that translanguaging and code-switching were the lecturers' way out of the dilemma in English medium instruction classrooms. Several implications were specifically offered to the research site of the study, including reconsidering medium of instruction policy, facilitating collaboration between the content and language lecturers, and improving students' English skills.

A study by Penthisarn and Phusawisot (2021) explored Thai teachers' perceptions of EMI, the challenges encountered by teachers while adopting EMI, and opportunities for EMI in Thai EFL classrooms. The participants of the study consisted of three Thai teachers who used English as a medium of instruction in subjects such as mathematics and science in an intensive English program at a private primary school in the northeastern part of Thailand. Teachers' journals and semi-structured interviews were utilized as research instruments. The results revealed that EMI was perceived to have some educational advantages. However, the findings indicated that the participants' challenges in teaching were attributed to students' language proficiency, a lack of teaching materials, classroom size, teachers' lack of content knowledge, and a lack of support from the school. This study offered several suggestions to the school. For example, the school should provide students with activities relating to English learning to promote student's motivation in learning English and their language development. Also, there should be a collaboration between EMI teachers and content teachers who had expertise in that subject matter.

It can be summarized that the challenges of implementing EMI programs on students, school teachers, and university lecturers have been investigated in different sociocultural and educational milieus. Some research findings report adjustment strategies used by those students as well as their views for the language support from the programs. Others report on challenges that school teachers and university lecturers encountered. The results of previous studies can offer some implications for those involving in the implementation of EMI programs, such as policy makers, program administrators, and lecturers in EMI programs.

2.6 Chapter Summary

This chapter has provided the literature review of this study. The researcher has discussed the background of EMI and challenges that students encounter while studying in EMI programs, the adjustment strategies used by students to learn in the EMI environment, and the English language support for those students. Also, empirical studies on challenges of EMI programs implementation on students, adaptation strategies of students and views of students for the support from EMI programs were discussed. The research methodology of the present study will be discussed in the following chapter.



CHAPTER 3

RESEARCH METHODOLOGY

This study adopted a mixed-methods research design to examine transitional learning experiences of Thai undergraduate students in an international program in business administration at a Thai university. This chapter discusses in detail the research design of this study. It also provides contextualized information about the research setting, participants, instruments, data collection, and data analysis. The chapter also addresses ethical issues in conducting this research as well as strategies employed in dealing with such issues.

3.1 Overview of the Research Design

This study employed the mixed methods approach as in the explanatory sequential design, aiming at examining transitional experiences of Thai undergraduate students in an international program in business administration of a public university in Bangkok, Thailand. The main study built on the findings of the preliminary study (Saenmuang & Subphadoongchone, 2021). There were two phases in the main study, namely collecting and analyzing the quantitative data followed by collecting and analyzing the qualitative data. The first-phase quantitative results were explained and expanded by the ensuing qualitative phase. According to Creswell and Plano Clark (2018), the weaknesses of both qualitative and quantitative research can be offset by the strengths harnessed by mixed methods research.

3.1.1 Preliminary Study

Before the researcher undertook the main study, a preliminary study was needed. The preliminary study aimed at exploring Thai students' challenges in studying in an international program in a Thai university, their adjustment to the English Medium Instruction (EMI) environment, and their views for English language support from the

program (Saenmuang & Subphadoongchone, 2021). It was important to conduct the preliminary since this provided a chance for the researcher to familiarize himself with the context, to obtain an overview of the challenges the prospective participants had encountered as well as their adjustment to learning in such a context, to explore students' views for English language support from the program, to assess the feasibility of the research, and to discover a theoretical framework which fit the main study. Drawing on the notion of communities of practice (Lave & Wenger, 1991), this preliminary study recruited six Thai undergraduate students in a business administration program (international program), where the main study took place. They were three male and three female students graduating from various high school programs, such as English program (EP), Mini-English program (MEP), gifted science-math program, and regular programs (Thai-medium program). They ranged in age from 18 - 21 years old. All of them sat some English proficiency tests, namely the International English Language Testing System (IELTS), Chulalongkorn University Test of English Proficiency (CU-TEP), Cambridge English Exam, and the Scholastic Aptitude Test (SAT-English). Three of them took a summer language course in an English-speaking country. Moreover, the instrument used in the preliminary study was a semi-structured interview. The participants were interviewed individually for approximately 35-45 minutes. The Thai language was used in the interviews in order to avoid language barriers as Thai was the participants' and the researcher's first language. Interviewing participants from different genders and educational backgrounds brings about the richness of the interview data since various perspectives on a particular phenomenon can be found among diverse individuals (Creswell & Clark, 2018). Therefore, it was believed that some interesting findings and different opinions on perceived challenges and adaptation strategies utilized to study in the EMI environment between these participants would be discovered in this preliminary.

In terms of collecting data from the participants, the researcher, first of all, asked for permissions from the international program of the Business School to conduct this study with students in the program. To do so, the researcher asked the MA program to issue an official letter and sent it to administrators of the Business School. The approved topic and the research objectives were also provided for the administrators for their

consideration and approval of undertaking the study in the program. After receiving names and contact information of six students selected by the program's administrators, the researcher began to contact them in order to inform them about the background of this research project, to make sure that they are willing to participate in the interviews, and to make appointments for interviews with them on Microsoft Teams.

Prior to interviewing, the researcher designed an online questionnaire on Google Forms and sent its link to each student to fill out before conducting online interviews on Microsoft Teams. This helped facilitate the interview process since the researcher could gather general information and educational background in high schools of the participants before the semi-structured interviews. The researcher used Microsoft Teams as a platform for the online interviews due to situational constraints of the Covid-19 pandemic. The researcher could also see the facial expressions of the participants while interviewing and conveniently record the video of the interviews. Additionally, the researcher collected additional information about the English proficiency requirements for applying to study in the business administration program (international program) and the required English courses on the program's curriculum from the Office of the Registrar and the program's websites.

Furthermore, a preliminary interview consent form was sent to all the participants before the interviews took place in order to inform them of the purposes of the project, to gain their willingness to participate in the interviews. All the participants were informed, before the researcher started every interview, that their information would be treated as confidential, their anonymity would be preserved, and the recorded videos would be deleted after the research was completed. After the researcher interviewed with all the participants, the collected data were analyzed and used to identify their major perceived challenges and prominent adaptation strategies.

The findings of the study revealed that students studying in this international program had different educational backgrounds and took various English proficiency tests prior to applying to study in the program. They encountered some challenges in their first year of studies while they did not receive any formal English language support from the program. Most of them considered academic writing as the most problematic skill whereas

they felt most comfortable with listening. They informed that their friends also faced difficult situations concerning using English for their study. Besides, the research results discovered that the students confronting linguistic challenges in studying in the EMI environment sought certain adaptation strategies to deal with the demands which they experienced when studying in the program. For instance, when students needed to deal with linguistic challenges, they, as newcomers in this community of practice, asked for help from their lecturers who were old timers of the community. In addition, even though the students did not receive any formal English language support from the program, they held the belief that this kind of language support were necessary for them to study in this newly established international program effectively and successfully.

The results of the preliminary study pointed out that the students in this EMI program faced certain challenges, particularly for their linguistic knowledge and skills. This made them seek some adjustments strategies in their study. They also regarded English language support from the program as the important support for them to study in the EMI context. As noted, this preliminary study recruited only six participants in its semi-structured interviews and employed only a qualitative research approach. However, the main study included more participants and adopted a mixed-methods research design so that it could yield more insightful findings, and more concrete and useful pedagogical implications.

3.1.2 Research Design of the Main Study

A mixed methods approach was adopted in the present study. There were two phases in the main study which include quantitative and qualitative approaches. To conduct the research in the first phase, the quantitative approach, the researcher utilized a questionnaire as a research instrument. A self-administered questionnaire enabled the researcher to collect a large amount of data of the respondents and understand the general issues of student's learning in the EMI environment. Apart from closed-ended questions, the questionnaire consisted of some open-ended questions which provided

the opportunity for the participants to give additional information concerning the issues under investigation.

Furthermore, the second-phase qualitative approach followed the quantitative phase. The research instrument used in the qualitative approach was a semi-structured interview. The interview was essential in this phase as the researcher used it to examine deeply the critical perceived challenges and important adjustment strategies as suggested by the quantitative results. The interview also enabled the researcher to obtain rich and in-depth data from the research participants. Therefore, the mixed methods approach led to the complement to the collected data and helped the researcher gain more evidence for investigating research problems than undertaking only the quantitative or qualitative approach. In other words, this study employed methodological triangulation by using the two different research instruments (questionnaires and interviews) in collecting the data. This study also used data source triangulation by eliciting data from the three data sources (students, lecturers, and an academic support staff member). In so doing, this study obtained insightful and valid data for this study. The research design of the main study can be illustrated by the figure below.

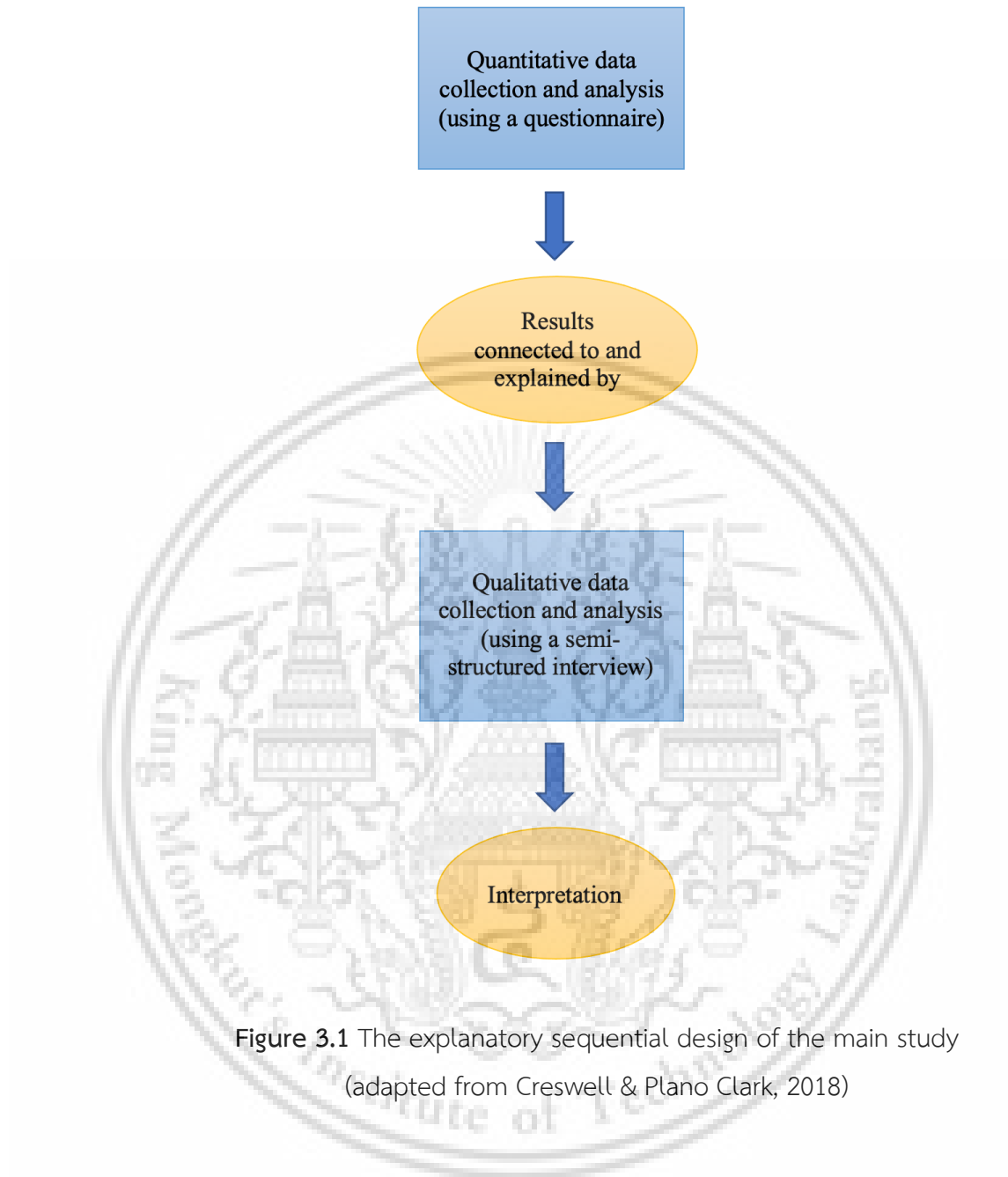


Figure 3.1 The explanatory sequential design of the main study
(adapted from Creswell & Plano Clark, 2018)

3.2 Research Setting

This research was conducted at the international program in business administration, the Business School in a public university in Bangkok, Thailand. The mission of the school is to develop the management system of the Business School in order to make it effective and ready to encounter the social and economic changes. There are nine programs altogether in the school, including four programs for undergraduate students

and five programs for graduate students. The school offers both Thai and international programs. However, the majority of the school's programs are Thai programs, whereby the university offers most undergraduate programs in Thai. The international programs of the school are available for both undergraduate and postgraduate academic levels. For the undergraduate level, there are two major disciplines which include the Bachelor of Business Administration (International Program) and the Bachelor of Business Administration Program in Global Entrepreneurship (International Program). There are some differences between the two undergraduate international programs. For the Bachelor of Business Administration, it has been established since 2017, and most of its students are Thai students, whereas the Bachelor of Business Administration Program in Global Entrepreneurship has been established since 2020, and most of its students are Chinese students. All the international programs employ English as a medium of instruction. In terms of the required English courses on the curriculum of the business administration (international program) where this research was carried out, students need to take four English courses (12 credits). Each course will be assigned in each semester by the administrators of the program.

3.3 Participants

In this international program, there were altogether 78 second-year undergraduate students (77 Thai students and one Taiwanese student). Nonetheless, the present study focused only on Thai students. Even though there were 77 Thai students in this program, it is important to note that six students, who served as participants in the preliminary study, were not involved in the main study. The questionnaire was administered to 71 Thai students and responded by 62 students. Therefore, the student participants of the main study consisted of 62 Thai second-year undergraduate students. This study also recruited four lecturers from the program and one academic support staff member who helped coordinate the program.

In the first phase of the main study which dealt with quantitative data collection, the questionnaire was administered to the 71 Thai second-year students in the

international program. In order to administer the questionnaire to the participants, the researcher asked for students' institution email address from the international program and administered the questionnaire via their institution email address.

To conduct the research in the second phase, six students, four lecturers and one academic support staff member of the international program were invited to participate in the in-depth, semi-structured interviews. The researcher firstly looked at the questionnaire results and then chose the top three students with the highest level of challenges and the bottom three students with the lowest degree of challenges so as to ask these six students to be the participants in the interviews. For lecturers, the researcher invited the Chair of the Program, and three lecturers with experience in teaching students in the program to be the interview participants. All of them were male. Three were Thai, and one was American. Of the three Thai lecturers, one was the co-founder and Chair of the Program. The second Thai lecturer was a committee member of the program. The third Thai lecturer taught in the program but did not hold any administrative position. These three Thai lecturers taught various business courses in the program. In addition to teaching business courses to the students in the international program under study, the American lecturer also taught English language courses to the students.

3.4 Research Instruments

This study used a survey questionnaire and a semi-structured interview as research instruments. The questionnaire was administered online due to the Covid-19 control and preventive measures. The interview was also subsequently conducted via online platforms in order to uphold such measures.

3.4.1 Questionnaires

A questionnaire is essential for conducting research adopting the quantitative approach. In this study, the questionnaire was employed because it could collect a large amount of data from a lot of respondents. The researcher administered the questionnaire

in a Thai version to the students in order to avoid ambiguity and misinterpretation of the questionnaire items. It is important to note that both English and Thai versions of the questionnaire were validated for their construct, content, and translation by three experts (see Section 3.5) before administration. Administering the questionnaire online also resulted in valid data collected from the respondents as it possibly made the respondents comfortable and honest when completing the questionnaire and they were likely to provide truthful and accurate information. Nonetheless, the researcher lacked an opportunity to clarify some issues or the items listed in the questionnaire to the respondents since it was the self-administered questionnaire which was completed by the respondents themselves. In addition, the findings obtained from the preliminary study and empirical studies on the EMI were used as a basis for designing the questionnaire.

The questionnaire consists of four main parts as follows:

- Part I: Student's background information,
- Part II: Student's perceived challenges in using English in academic studies,
- Part III: Students' use and perceptions of adjustment strategies in coping with the challenges, and
- Part IV: Student's views of English language support from the program.

A five-point Likert scale was adopted in designing the questionnaire which ranged from 'highest' (five points) to 'lowest' (one point). Also, some open-ended questions were used in the questionnaire so as to help the researcher collect exhaustive data from administering the questionnaire. The criteria of the rating scale are as follows.

Rating score	Opinion level
5	Highest
4	High
3	Moderate
2	Low
1	Lowest

Data obtained from both closed-ended and open-ended questions in the questionnaire can provide an overview of the issues under investigation; however, they may not be able to yield in-depth data on certain aspects of the issues under investigation, particularly the individual participants' voices. Thus, an interview as another research instrument in the qualitative part were needed to elicit more in-depth data from participants to delve into relevant issues under examination.

3.4.2 Semi-structured Interviews

The current study adopted the qualitative approach and employed semi-structured interviews as a research instrument. An interview provides the researcher with an opportunity to discover the opinions of participants (Spolsky, 2000, as cited in Solloway, 2016). Also, the research participants' voices can be expressed, and information gained from them can be supplemented by observing their non-verbal reactions. In this study, while interviewing the participants, the researcher could clarify some questions, where necessary, or repeat those questions to avoid interviewees' misunderstanding. Furthermore, the rationale behind choosing the semi-structured interview for this research was that both open-ended and more theoretically driven questions could be incorporated in the semi-structured interview, and the data based on the participants' experience could be elicited, as suggested by Galletta (2013). Apart from using predetermined interview questions in the semi-structured interviews, the researcher also asked some broad questions to create an opening for participants to answer from their own experience, and the researcher could then probe for more clarification. As a consequence, the semi-structured interview was considered useful for collecting in-depth information from the participants in this study since the participants could tell the researcher their story and experience, and voice their opinions on certain issues during the interview.

In this research, the semi-structured interviews were conducted both in Thai and in English. The researcher used the Thai language, the first language of both all the Thai participants and the researcher, in the interviews to avoid any language barrier as well as ambiguity. However, English was used in the interview with a foreign lecturer. The

interviews took place online as it was convenient to gather the information from the participants during the pandemic of Covid-19. The platforms for the online interviews were Zoom and Line Application based on the individual participants' preference.

3.5 Development of Research Instruments

To develop the first draft of the questionnaire and the interview questions for the semi-structured interviews, the researcher used the findings discovered from the preliminary study and literature review on the EMI context, challenges and adjustment strategies of students to learn in the EMI program as the basis and guideline. Both questionnaire and interview questions were prepared in Thai and English. For questionnaire administration, the researcher used the questionnaire written in Thai to administer to the participants so as to avoid misinterpretation and decrease the ambiguity of the questionnaire items. However, there were some English words written in parentheses adjacent to certain Thai words for the clearer meaning. Prior to administering the questionnaire to the research participants, the researcher sent the questionnaire to three experts in the field of Applied Linguistics for content validation of the questionnaire. In other words, these experts were asked to determine the questionnaire's construct and content validity. The three experts were provided with the background information on this research project and an Item-Objective Congruence (IOC) form in order that they would understand the research context and use the IOC form to validate the instruments.

Afterwards, the index of Item-Objective Congruence (IOC) was calculated after the researcher receive the IOC forms from the three experts. The qualified items in the questionnaire should have the IOC index equal to or greater than 0.50, while the items with the IOC index lower than 0.50 were revised according to the experts' suggestions. For those with the index higher than 0.50, the researcher still revised them according to additional comments and suggestions from the experts. The researcher sent the revised instruments to the experts once again for approval.

After revising the questionnaire according to the results of IOC and comments from the experts, the researcher conducted a questionnaire tryout to test the questionnaire

whether there was any ambiguity due to the use of language, and the questions could bring about answers from the respondents before it was utilized to execute the quantitative study. The researcher tried out the questionnaire, which was in Thai, with the same six students who participated in the preliminary interviews. These participants were asked to give comments on the questionnaire. The information obtained from the students was utilized to improve the questionnaire items and interview questions so as to make those questions clear to the participants when conducting the main study.

In terms of interview questions in the semi-structured interviews, the questions built on the first-phase quantitative results and was paralleled by the structure of the research questionnaire. The interview questions were designed according to these three aspects as follows:

- students' challenges when studying in the EMI program,
- students' adjustment strategies to study in the EMI environment, and
- students' views of English language support from the program.

For the lecturers and the academic support staff member of the program, they were interviewed about their perceptions of challenges encountered by the students, adjustment strategies used by the students in the first year of their studies, as well as the lecturers and the academic support staff member' views of English language support and help from the program.

After the analysis of the questionnaires, the researcher used the prominent findings to develop additional questions as well as adjusting the predetermined interview questions for the semi-structured interviews. The revised version of the interview questions was then sent to the experts again for approval. Besides, there might be some additional questions to ask the participants during the interviews although the interview questions had been designed earlier. These questions were regarded as ad hoc interview questions since they were not included in the stage of designing and developing the research instruments.

3.6 Data Collection Procedures

To administer the questionnaire to the participants in the main study, the researcher administered a questionnaire, which was in Thai, to the respondents online via their institution email address. Therefore, the face-to-face interaction between the participants and the researcher did not take place. This helped preserve the respondents' anonymity. In addition, the participants were informed about the aim of conducting the research on the first page of the questionnaires. Instructions for responding to the questionnaire were clearly written. The respondents were requested to return the completed questionnaire to the researcher and all the returned questionnaires were analyzed.

Before carrying out the interviews, the researcher sent an interview consent form to all the participants to inform them the purposes of the interviews, to ask for their willingness to participate in the interviews, and to inform them that there would be video recording during the interview. To conduct the online interviews, the researcher invited six students, four lecturers in the program and an academic support staff member of the program to join a meeting on Zoom or a call on Line Application. The participants were interviewed individually for approximately 30-40 minutes. This helped make them feel free and comfortable when they were asked to share their perceptions or opinions with the researcher, particularly sensitive issues. Also, this promoted a higher validity of the data gained from the participants. In addition, the semi-structured interviews in the main study were conducted between November 2021 to January 2022.

Additionally, during the process of data collection, the researcher made notes and kept a log of what the researcher had done and would do in order to ensure that all steps in conducting the study were systematically taken as it had been planned earlier. A log was a useful tool for the researcher in several ways. For instance, the researcher took notes of some new interesting points found during undertaking the study as well as what had not been found in a log. Keeping a log helped the researcher organize and track the research progress easier. It also enabled the researcher to reflect on what he had experienced in the current study.

3.7 Data Analysis

3.7.1 Quantitative Data Analysis

To analyze the quantitative data from the returned questionnaires, the researcher utilized a statistical program. Descriptive statistics were presented for the quantitative data analysis from the questionnaires. In a part regarding the participants' general background information, the data were calculated and summarized in terms of frequency distribution and percentages. For the perceived challenges and adjustment strategies of the participants, the data were calculated to identify the arithmetic means and the standard deviations (SD). Moreover, five ranges with assigned meaning, as underpinned by Jenkins (2007), were employed as the basis of interpreting the results obtained from the five-point Likert scale items. The results were interpreted as follows.

Mean range	Level
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

Besides, additional opinions of the participants on the needed academic support from the school to students in the EMI program were analyzed and summarized using content analysis.

3.7.2 Qualitative Data Analysis

The data elicited from the research participants in the semi-structured interviews were recorded in videos. To prepare these qualitative data for analysis, the researcher transcribed all the interviews and checked transcriptions for accuracy. The data was then

organized and categorized by hand according to different experiences and perspectives of the participants on several issues. The researcher explored those data again by reading through them to get a sense of it all. The memos about initial thoughts on relevant themes and patterns of findings were written at this stage. After that, the researcher developed a few initial codes next to the appropriate segments of the text. Then, the data was coded and put in different themes.

In terms of data and results validation, the researcher triangulated different sources of literature by examining evidence from those sources. As a result, this means could provide a logical justification for themes. The researcher also checked for the accuracy of the findings by doing an intra-coder reliability. In addition, the researcher conducted a reliability check by using the intercoder agreement procedure. In order to do so, the researcher found another person who analyzed about 30 percent of the data using the codes that the researcher had previously developed. Then, the researcher compared the results of the researcher's analysis with those of another coder. Nevertheless, if there were any discrepancies in the analysis, the researcher would discuss these discrepancies with another coder in order to reach a consensus in coding that piece of data.

The next step was representing the data analysis. The researcher presented the findings and discussions of themes and provide evidence for each theme, such as quotes that represented multiple perspectives of participants. Some visuals, models and tables were used as adjuncts to the discussions. To interpret the results, the researcher summarized the major findings of themes and interpreted how the findings answered the research questions.

3.8 Ethical Issues

One of the expected outcomes of this study was a contribution to pedagogical applications. This could be seen when the perceived challenges that Thai undergraduate students studying in the international program in business administration had encountered were revealed by the research findings. In fact, the results of the study could be used to provide the administrators of the school with some useful insights in several aspects. For

instance, the program administrators would understand the difficulties that their students studying in the EMI program had experienced and know how to promote English language support for them. Despite the possible contribution, it was necessary for the researcher that ethical issues should not be disregarded in all phases of conducting the research.

Thus, the researcher sent an official letter issued by the MA program together with the approved topic and the research objectives to the administrators of the Business School to request for their approval of conducting the research project in the program. The researcher contacted all participants in semi-structured interviews in both preliminary study and main study to inform them about the background information on the study and to send consent forms to them. In consent forms, there was a request for their willingness to participate in the interviews and some explanation of whether they would like to turn on the camera and microphone during the interview on Zoom and Line Application or not. The participants were informed that there would be a record of a video during the interview, which would be used only for the purpose of conducting the research. They were also informed that their information would be treated as confidential, and the researcher would preserve their anonymity. Apart from preserving the anonymity and confidentiality of the participants, the researcher did not mention the research site or the name of the university where this study was undertaken in the research. The researcher wrote as “a public university in Bangkok, Thailand” instead. In terms of using the extracts from qualitative data to report the research findings, the researcher assigned the participants as some codes.

3.9 Chapter Summary

In this chapter, the researcher has discussed the methodology employed by the study. The explanatory sequential design highlights the strengths of the mixed methods research. A preliminary study will be systematically utilized to develop a framework for a questionnaire. Quantitative findings from survey results will be complimented by in-depth interview results. This chapter has also identified the research setting, and participants of the study. The researcher has discussed the questionnaire administration for the

quantitative study and the interview protocol for semi-structured interviews in the qualitative research in detail. A comprehensive justification for both quantitative and qualitative research procedures has consolidated the research design.



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CHAPTER 4

RESULTS

This research aimed at investigating transitional learning experiences of Thai undergraduate students in an international program in business administration at the Business School in a public university in Thailand. The data were collected from 62 second-year undergraduate students, four lecturers involved in the program and one academic support staff member helping coordinate the program. The results of this study will be reported in the following sections.

4.1 Background Information about the Participants

This section reports on the participants' background information. It is divided into four parts: information about the students responding to the questionnaire, information about the students taking part in the semi-structured interview, information about the lecturers taking part in the semi-structured interview, and information about an academic support staff member taking part in the semi-structured interview.

4.1.1 Background Information about the Students Responding to the Questionnaires

There were altogether 78 second-year undergraduate students in this program (77 Thai students and one Taiwanese student). However, this research focused only on Thai students. Although there were 77 Thai students in the program, six students who served as participants in the preliminary study were not involved in the main study. After the questionnaires were administered to 71 students, the total number of the student participants responding to the questionnaire was 62, which accounted for 80.52 percent of the total number of Thai students in the program. Therefore, the student participants of this study consisted of 62 Thai students. It was found that 37.1 percent of them were

female, while 62.9 percent were male. The students ranged in age from 18 to 22. With reference to the students' educational background in the upper secondary education, the majority of them graduated from normal public or private schools in Thailand, representing 79 percent. This is followed by those graduating from international schools in Thailand, representing 14.5 percent. Only 6.5 percent of them graduated from overseas schools where English was used as a medium of instruction. In addition, 33.87 percent of the students had experiences studying in an English-speaking country before entering this international program. Concerning the types of acceptance of studies in this international program, 25.8 percent of the students were accepted in the Direct Admission (round 4) which was the last round of the acceptance. It was found that 56.5 percent of the students submitted the English language test score to the program as part of their application, whereas 43.5 percent of them did not. In terms of the students' self-assessment of levels of their English language proficiency when they were first-year students, they rated each of their English language skills differently. For listening and reading skills, the highest proportion of the students rated them as "high", representing 46.78 percent and 54.84 percent, respectively. For speaking and writing skills, the majority of the students rated them as "moderate", representing 61.29 percent and 51.62 percent, respectively. Table 4.1 presents the overall findings on the students' background information.

Table 4.1 Background Information of the Students for Questionnaires (n = 62)

		Male	Female	Total
		n (%)	n (%)	n (%)
Gender		23 (37.1)	39 (62.9)	62 (100)
Age	Less than 20 years	26 (41.93)	10 (16.13)	36 (58.06)
	20-22 years	13 (20.97)	13 (20.97)	26 (41.94)

Table 4.1 Background Information of the Students for Questionnaires (n = 62) (Continued)

		Male	Female	Total
		n (%)	n (%)	n (%)
Educational background in the upper secondary education	Normal public or private school in Thailand	30 (48.39)	19 (30.64)	49 (79.03)
	International school in Thailand	7 (11.29)	2 (3.23)	9 (14.52)
	Overseas school where English is used as a medium of instruction	2 (3.23)	1 (1.61)	3 (4.84)
	Schools both in Thailand and abroad	-	1 (1.61)	1 (1.61)
Programs in normal public or private school in Thailand	Schools both in Thailand and abroad	12 (24.49)	10 (20.41)	22 (44.90)
	EP/MEP program	11 (22.45)	7 (14.29)	18 (36.74)
	Gifted sci-math program	3 (6.12)	1 (2.04)	4 (8.16)
	Bilingual program	3 (6.12)	2 (4.08)	5 (10.20)
Study experiences in an English-speaking country	Yes	14 (22.58)	7 (11.29)	21 (33.87)
	No	28 (45.16)	13 (20.97)	41 (66.13)
Purpose of visit	A summer course	6 (28.57)	6 (28.57)	12 (57.14)
	A student exchange program	3 (14.29)	4 (19.05)	7 (33.34)
	Full-time study	1 (4.76)	1 (4.76)	2 (9.52)
Length of stay	2-3 weeks	2 (9.52)	2 (9.52)	4 (19.04)
	1-3 months	4 (19.05)	4 (19.05)	8 (38.10)
	10 months - 1 year	4 (19.05)	3 (14.29)	7 (33.34)
	2-3 years	1 (4.76)	1 (4.76)	2 (9.52)

Table 4.1 Background Information of the Students for Questionnaires (n = 62) (Continued)

		Male	Female	Total
		n (%)	n (%)	n (%)
Types of acceptance of studies in this program	Direct Admission (Early Round)	8 (12.90)	7 (11.29)	15 (24.19)
	Portfolio Presentation (Round 1)	6 (9.68)	4 (6.45)	10 (16.13)
	Quota Admission (Round 2)	10 (16.13)	4 (6.45)	14 (22.58)
	Direct Admission (Round 3)	4 (6.45)	3 (4.84)	7 (11.29)
	Direct Admission (Round 4)	11 (17.74)	5 (8.07)	16 (25.81)
Submission of the English language test score to the program	Yes	23 (37.10)	12 (19.35)	35 (56.45)
	No	15 (24.20)	12 (19.35)	27 (43.55)
Submitted score of GAT - Part 2: English	Not given	4 (11.43)	2 (5.71)	6 (17.14)
Submitted score of TU-GET	Not given	2 (5.71)	1 (2.86)	3 (8.57)
Submitted score of IELTS	4.5-5.5	4 (11.43)	1 (2.86)	5 (14.29)
	6-6.5	5 (14.28)	1 (2.86)	6 (17.14)
	Not given	1 (2.86)	-	1 (2.86)
Submitted score of TOEIC	600-650	1 (2.86)	1 (2.86)	2 (5.72)
	Not given	-	1 (2.86)	1 (2.86)
Submitted score of SAT: English	440	-	1 (2.86)	1 (2.86)
	Not given	-	2 (5.71)	2 (5.71)
Self-assessment of levels of listening skill in English	Very low	-	-	-
	Low	1 (1.61)	1 (1.61)	2 (3.22)
	Moderate	6 (9.68)	13 (20.97)	19 (30.65)
	High	24 (38.71)	5 (8.07)	29 (46.78)
	Very high	10 (16.13)	2 (3.22)	12 (19.35)

Table 4.1 Background Information of the Students for Questionnaires (n = 62) (Continued)

		Male	Female	Total
		n (%)	n (%)	n (%)
Self-assessment of levels of speaking skill in English	Very low	-	-	-
	Low	1 (1.61)	-	1 (1.61)
	Moderate	18 (29.03)	20 (32.26)	38 (61.29)
	High	12 (19.36)	4 (6.45)	16 (25.81)
	Very high	7 (11.29)	-	7 (11.29)
Self-assessment of levels of reading skill in English	Very low	-	-	-
	Low	-	-	-
	Moderate	10 (16.13)	8 (12.90)	18 (29.03)
	High	21 (33.87)	13 (20.97)	34 (54.84)
	Very high	8 (12.91)	2 (3.22)	10 (16.13)
Self-assessment of levels of writing skill in English	Very low	-	-	-
	Low	2 (3.22)	4 (6.46)	6 (9.68)
	Moderate	18 (29.04)	14 (22.58)	32 (51.62)
	High	17 (27.42)	5 (8.06)	22 (35.48)
	Very high	2 (3.22)	-	2 (3.22)

4.1.2 Background Information about the Students Taking Part in the Semi-structured Interview

Six students voluntarily participated in the interview sessions. There were three females and three males. It was found that four of the interviewed students graduated from normal public or private schools in Thailand. One of them graduated from overseas school where English was used as a medium of instruction, while the other one graduated from schools both in Thailand and abroad. Four of them had experiences studying in an English-speaking country before entering this international program. Two of the students having experiences studying in an English-speaking country were full-time students with the length of stay for 2-3 years. Furthermore, the students rated each of their English

language skills differently in the self-assessment of levels of their English language proficiency when they were first-year students. Table 4.2 shows the students' background information in more detail.

Table 4.2 Background Information of the Students for Semi-structured Interviews (n = 6)

		Male	Female	Total
		n (%)	n (%)	n (%)
Gender		3 (50)	3 (50)	6 (100)
Age	Less than 20 years	2 (33.33)	-	2 (33.33)
	20-22 years	1 (16.67)	3 (50)	4 (66.67)
Educational background in the upper secondary education	Normal public or private school in Thailand	2 (33.33)	2 (33.33)	4 (66.66)
	International school in Thailand	-	-	-
	Overseas school where English is used as a medium of instruction	1 (16.67)	-	1 (16.67)
	Schools both in Thailand and abroad	-	1 (16.67)	1 (16.67)
Study experiences in an English-speaking country	Yes	2 (33.33)	2 (33.33)	4 (66.66)
	No	1 (16.67)	1 (16.67)	2 (33.34)
Purpose of visit	A summer course	-	1 (25)	1 (25)
	A student exchange program	1 (25)	-	1 (25)
	Full-time study	1 (25)	1 (25)	2 (50)
Length of stay	2-3 weeks	-	1 (25)	1 (25)
	1-3 months	-	-	-
	10 months - 1 year	1 (25)	-	1 (25)
	2-3 years	1 (25)	1 (25)	2 (50)

Table 4.2 Background Information of the Students for Semi-structured Interviews (n = 6)
(Continued)

		Male	Female	Total
		n (%)	n (%)	n (%)
Self-assessment of levels of listening skill in English	Very low	-	-	-
	Low	1 (16.67)	-	1 (16.67)
	Moderate	-	2 (33.33)	2 (33.33)
	High	2 (33.33)	1 (16.67)	3 (50)
	Very high	-	-	-
Self-assessment of levels of speaking skill in English	Very low	-	-	-
	Low	-	-	-
	Moderate	2 (33.33)	3 (50)	5 (83.33)
	High	-	-	-
	Very high	1 (16.67)	-	1 (16.67)
Self-assessment of levels of reading skill in English	Very low	-	-	-
	Low	-	-	-
	Moderate	2 (33.33)	1 (16.67)	3 (50)
	High	1 (16.67)	2 (33.33)	3 (50)
	Very high	-	-	-
Self-assessment of levels of writing skill in English	Very low	-	-	-
	Low	1 (16.67)	1 (16.67)	2 (33.34)
	Moderate	3 (50)	1 (16.67)	4 (66.67)
	High	-	-	-
	Very high	-	-	-

4.1.3 Background Information about the Lecturers Taking Part in the Semi-structured Interview

Four lecturers from the program participated in the semi-structured interview. Three were Thai, and one was American. All of them were male. Of the three Thai

lecturers, one was the co-founder and Chair of the Program. The second Thai lecturer was a committee member of the program. While the first two lecturers had joined the program since its inception in 2017, the third Thai lecturer started his teaching in this program in 2020. The American lecturer had joined the program since 2017. Table 4.3 provides detailed information about the four lecturers.

Table 4.3 Background Information of the Lecturers (n = 4)

		Male	Female	Total
		n (%)	n (%)	n (%)
Gender		4 (100)	-	4 (100)
Nationality	Thai	3 (75)	-	3 (75)
	American	1 (25)	-	1 (25)
Teaching experience	More than five years	3 (75)	-	3 (75)
	Less than five years	1 (25)	-	1 (25)

4.1.4 Background Information about the Academic Support Staff Member Taking Part in the Semi- structured Interview

The program was staffed with one female academic support staff member. Having worked for the program since 2018, she was responsible for coordinating the program and supporting students, lecturers, and administrators of the program.

4.2 Students' Perceived Challenges in Using English in Academic Studies

This section reports the findings on the student participants' perceived challenges in using English in their academic studies. These findings were drawn from the questionnaires and the semi- structured interviews with the students, lecturers, and an academic support staff member. The questionnaire data were analyzed by using descriptive statistics, including frequency, percentage, mean, and standard deviation.

Content analysis was utilized to analyze the data obtained from the semi-structured interviews. The results are presented in three main areas: overall challenges in the first year of studies; challenges in using English in academic studies; and escalating challenges due to the online learning during the Covid-19 pandemic.

4.2.1 Overall Challenges in the First Year of Studies

The results from the questionnaires administered to 62 students in order to investigate the students' overall challenges in their first year of studies in the program are presented in Table 4.4 below.

Table 4.4 The Students' Overall Challenges in Their First Year of Studies (n = 62)

Overall challenges in the first year of studies	Mean	SD	Interpretation
Having feelings of anxiety, frustration, and tension because all courses were delivered in English	2.53	1.05	low
Being unconfident in communicating with teachers and classmates in English	2.23	1.12	low
Having difficulty grasping individual teachers' expectations for students' work and assessment	3.02	0.91	moderate
Being expected to be more independent and self-reliant on studies as a university student	3.18	0.86	moderate
Having time management problems due to an overwhelming number of reading materials and assignments	3.06	1.02	moderate

Table 4.4 The Students' Overall Challenges in Their First Year of Studies (n = 62)
(Continued)

Overall challenges in the first year of studies	Mean	SD	Interpretation
Having difficulty doing group work and socializing with other classmates	1.74	0.85	lowest
Being unfamiliar and unhappy with online learning as a pedagogical approach during the Covid-19 pandemic	3.00	1.24	moderate
Being left reeling from the policy that switched back and forth between onsite and online learning	3.27	1.10	moderate
Total	2.75	1.02	moderate

The following criteria of mean ranges (Jenkins, 2007) are used in interpreting the results of the questionnaires.

Highest level of the challenge	= 4.21 - 5.00
High level of the challenge	= 3.41 - 4.20
Moderate level of the challenge	= 2.61 - 3.40
Low level of the challenge	= 1.81 - 2.60
Lowest level of the challenge	= 1.00 - 1.80

As shown in Table 4.4, the students rated the overall seriousness of the challenges at a moderate level (Mean = 2.75, SD = 1.02). Of the eight challenges, the most serious problem the students encountered was being left reeling from the policy that switched back and forth between onsite and online learning (Mean = 3.27, SD = 1.10), which was at a moderate level. The problem with the lowest mean score (Mean = 1.74, SD = 0.85) was

the difficulty in doing group work and socializing with their classmates, which was at a lowest level.

Apart from the results derived from the survey questionnaire, six students from the semi-structured interviews revealed various challenges they encountered in their first year of studies in the program. To begin, the first student who graduated from a Thai regular program stated that he was unconfident in communicating with teachers and classmates in English, as mentioned below.

Excerpt 1

I actually faced many challenges at the beginning of the first semester, but I found the moment when I needed to discuss with my teachers and friends in English the most challenging for me. All the classes were conducted in English. Very often, when teachers asked me and I didn't know some words in English, I didn't know how to answer them. This made me lose some in-class participation marks. Another problem was that I usually felt nervous and afraid when I had to speak English in class, especially when a foreign teacher passed me a microphone. I was also a shy person.

(Student 1, December 28, 2021)

Moreover, two students seemed to be unfamiliar and unhappy with online learning as a pedagogical approach during the Covid-19 pandemic. One student graduating from a school in New Zealand where English is used as a medium of instruction, for example, opined that he lacked an opportunity to do some more activities on campus due to the Covid-19 situation.

Excerpt 2

In my first year of studies, I studied onsite only one semester. I hardly did activities provided by my program or the university. I wasn't sure whether there were actually many activities for students. A high school where I

graduated from focused more on learning through activities. There were a lot of activities that allowed us to find ourselves. It was probably because of the pandemic of Covid-19 that we had to study online. So, we didn't have a chance to do many of the university's activities.

(Student 3, December 29, 2021)

Some students found the transition from high school to university rather challenging and demanding. One student graduating from a Thai regular program, for instance, thought that as a university student, she was expected to be more independent and self-reliant on studies. She felt that in terms of the learning context, studying in the university was not so different from studying in the school. She reiterated that it was just the new environment where she had new teachers and new friends, and English was used in all of her classes. Simply put, she could adjust herself to this new academic environment. However, she was aware that there was more tension when studying in the university, so she needed to be more responsible.

Excerpt 3

Well, responsibility was a must for me. In high school, we were not too serious about our studies while we enjoyed life in our teens. In college, we had to be aware that we needed to bring what we learned to use in our future career, so we should be very focused on studying. And some of my classmates were so smart as they recently came back to Thailand after living and studying in a foreign country for several years. So, I needed to motivate myself and be more determined.

(Student 4, January 2, 2022)

In addition, one student having experiences in a student exchange program seemed to be displeased with the learning atmosphere of some classes in the program

he attended during the first year of his studies. The major reason was that when a teacher asked a question in class, sometimes there were only him and very few of his friends answering the question. He said that he did not want to be the person who gained a lot of standing in class by keep answering.

Excerpt 4

I don't want my classmates to feel annoyed. Perhaps, it was just a small problem, but this should not be neglected. Oftentimes, I tried to encourage my friends to answer the question by saying hey, go ahead, just try to answer, mate! I wanted my friends to participate in the discussion so that the learning atmosphere could be more convivial. This problem was mainly attributed to my friends' lack of confidence in speaking English. Actually, we were just first-year students, it wasn't necessary to speak that fluently.

(Student 5, January 3, 2022)

One student attending high schools both in Thailand and in Australia addressed her difficulty grasping individual teachers' expectations for students' work and assessment. She thought that she did not have any problems regarding listening to different accents of individual teachers when studying with both Thai and foreign teachers. Nevertheless, her major challenge was understanding their instructions on doing some assignments and group work.

Excerpt 5

In my first year of studies, I usually asked my teachers for clarification or more details on how exactly certain assignments and group work should be done. I preferred to ask them in class after their lectures. Also, I emailed them when we studied online during the Covid-19 pandemic.

(Student 6, January 12, 2022)

With particular reference to the students' challenges in doing group work with their classmates, two students (Student 1 and Student 6) seemingly did not have this difficulty. One student, for example, mentioned that he did not face any problems when doing group work since he was always in a group of his close friends. Therefore, when they discussed doing certain group work, it was easy for them to share their own ideas and opinions to the group, as stated in Excerpt 6.

Excerpt 6

Normally, we would divide groups for work among our close friends. We had about 10 people in our group that we usually spent life together. If we needed to have two groups, we would have 4-5 friends in each group. We all helped one another to work and survive together. We had done like this throughout our first year at the university and it worked! This also brought about better grades in my studies.

(Student 1, December 28, 2021)

Nonetheless, due to different backgrounds of students working together in the same group, it seemed to be inevitable for some of them to encounter challenges in doing their group work. Thus, they sought to use various strategies to cope with difficulties working with their classmates. Student 3 had problems working with his friends at the second semester of the first year. He reiterated that he wished to have better grades in his studies. At that time, he was the center of the group who would collect and revise the work from the group members. He admitted that he perhaps set the standards for the quality of the group work too high, but some of his friends did not put enough effort into their work as they were supposed to do.

Excerpt 7

When I encounter problems working with my friends, I knew I needed to talk with them in order to make the same understanding and to ask if they

had any difficulties concerning the group work. After talking with my friends, they understood my intention since they also wished for good grades. At the same time, I had to understand that my friends probably did their best for the part they were responsible for. I forgot to think that it was impossible to make everyone in the group have the same standards of work quality as mine.

(Student 3, December 29, 2021)

While Student 3 experienced challenges in doing the group work because of his standards of the group work quality, Student 4 mentioned that her challenge in working with her friends was that some of them did not know how to do their parts of work. She also stated that some of them seemed to lack determination to work. This resulted in bad performance of the group or bad quality of the group work.

Excerpt 8

I knew everyone in the group was different individuals, so when I had problems working with them, I would find a way to talk with them differently depending on what type of person each friend was. For those unconfident in their own skills in English, I would try to support them and cheer them up. But for those with less effort into work, I would be frank with them, telling them that their work needed the improvement if they wanted to have a better grade. I could do like this because most of them were males.

(Student 4, January 2, 2022)

Unlike Students 3 and 4, Student 5 faced challenges in doing the group work at the beginning of the first semester due to a lack of leadership and courage of some of his

friends. He said that his friends hardly volunteered to do certain parts of work. Instead, they would wait until they were assigned by the group leader.

Excerpt 9

I didn't want to be the person who assigned work to them. Actually, I wanted everyone to talk to each other in order to make sure that they got to work in the parts they were interested in or happy to do. At that time, I always had to be the leader of the group. But I knew I should lead them to do the group work while maintaining our friendships. I didn't lead them like a boss.

(Student 5, January 3, 2022)

Besides the results derived from the students' interviews, four lecturers' perspectives on their first-year students' overall challenges in their studies in the program were also collected via semi-structured interviews. One lecturer, for instance, opined that some students unavoidably experienced certain challenges once they began their studies in higher education, as shown in Excerpt 10.

Excerpt 10

Certainly, first-year students were expected to be more responsible for their time management and well aware of how to adjust themselves to a new academic environment as shaped by the lecturers' different pedagogical techniques and expectations of class assignments.

(Lecturer 2, December 11, 2021)

Another lecturer commented that some students didn't seem to make enough efforts in their studies, nor did they know when and how to ask for help in order to make the most out of this opportunity.

Excerpt 11

A lot of courses in university, lecturers gave them [students] only the basis. They had to look for the rest of it and improve their research skills. So, they could come back and ask us some questions or ask for more information. Unfortunately, when they left the class, they forgot what they were supposed to look for, and they did not come back to us.

(Lecturer 1, December 6, 2021)

Furthermore, an academic support staff member provided her perspectives on first-year students' overall challenges, based on her experiences working in the program. She addressed two major challenges, including problems concerning access to information, and those involving their studies, as indicated in Excerpt 12.

Excerpt 12

Many students were faced with difficulties accessing the information. That is, they didn't know how to do or who they were supposed to ask for help in case they had problems regarding their registration for courses or payment of the tuition fees. In addition, some students came to consult me about their problems in studying in this international program, like getting poor grades, asking me whether they should keep studying a certain subject or drop out.

(Academic support staff member, November 23, 2021)

This section has revealed the students' overall challenges in their first year of studies in the program as perceived by the students, the lecturers, and the academic support staff member of the program. The next section will report the students' challenges in using English in the academic studies.

4.2.2 Challenges in Using English in Academic Studies

The following table shows the results of the questionnaires regarding the students' challenges in using English in the academic studies.

Table 4.5 The Students' Challenges in Using English in the Academic Studies (n = 62)

Challenges in using English in academic studies	Mean	SD	Interpretation
Understanding class lectures delivered by Thai instructors	2.45	0.82	low
Understanding class lectures delivered by non-Thai instructors	2.21	0.93	low
Taking notes while listening to the lecture	2.32	0.78	low
Participating in whole-class discussions	2.85	1.02	moderate
Participating in small-group discussions	2.05	0.88	low
Giving an oral presentation in front of the class	2.65	1.24	moderate
Studying class materials	2.45	0.69	low
Writing assignments	2.50	0.78	low
Writing timed exams in class	3.39	1.01	moderate
Writing take-home exams	1.98	0.78	low
Total	2.49	0.89	low

The following criteria of mean ranges (Jenkins, 2007) are used in interpreting the results of the questionnaires.

Highest level of the challenge	= 4.21 - 5.00
High level of the challenge	= 3.41 - 4.20
Moderate level of the challenge	= 2.61 - 3.40

Low level of the challenge	= 1.81 - 2.60
Lowest level of the challenge	= 1.00 - 1.80

According to Table 4.5, the overall seriousness of the challenges was perceived at a low level (Mean = 2.49, SD = 0.89). Of the 10 challenges, writing timed exams in class was rated at a moderate level with the highest mean score (Mean = 3.39, SD = 1.01). However, the challenge regarding writing take-home exams received the lowest mean score (Mean = 1.98, SD = 0.78). This kind of challenge was at a low level.

The students' interview results showed that the students encountered many challenges in using English in their studies during the first year in the program. Four students were faced with difficulties writing in English. Excerpt 13, for example, reveals that one student's limited knowledge of English grammar led to her challenge in writing even though she had experiences studying in Australia.

Excerpt 13

I had difficulties writing in English since my teachers were quite strict about English grammar. But my knowledge of English grammar was not that good. That was why writing, both writing assignments and writing exams, was a problem for me. I went to high school Australia, but teachers of all the subjects weren't strict about the grammar rules, except those teaching the English subject.

(Student 6, January 12, 2022)

Another student also addressed her difficulties writing in English, particularly those she encountered during her first mid-term exam. She elaborated that she had not written in English that much before and was not trained or taught what the good writing should be. Therefore, she did not know how she should write. Besides, she said that it might be because she was not well-prepared for writing in English before she began her studies in

the program. She realized that there was a group of words that should be brought to write in order to have good writing. Nonetheless, she did not know those words.

Excerpt 14

I remembered that in my first mid-term exam, I could hardly write. I wrote just a few sentences. My teacher saw my writing and encouraged me to write more, write whatever, and write as much as I could. Then, I had no idea what else to write. I couldn't figure out any English vocabulary. I finally gave up. I felt so tense.

(Student 4, January 2, 2022)

Furthermore, two students emphasized challenges in giving an oral presentation in front of the class. As indicated in Excerpt 15, one student, for instance, claimed that it was hard and difficult to deliver a good presentation in class.

Excerpt 15

We did a presentation in high school. But we did it in class where we were familiar with all classmates and had very kind teachers. When giving a presentation in English here in university, it seemed to be more difficult and challenging since we should do it professionally. Also, some teachers looked rather serious during the presentation; I then told myself that I had to do it well.

(Student 2, December 29, 2021)

Some students, who did not expose themselves to different English accents, seemed to encountered difficulties understanding class lectures delivered by non-Thai instructors. As stated in Excerpt 16, when a student listened to unfamiliar English accent of an instructor, it resulted in his problem in understanding the subject content.

Excerpt 16

I didn't understand the subject content when it was lectured by a foreign instructor whose accent was unfamiliar to me. When I compared a class lectured by a foreign instructor with one lectured by a Thai instructor, it was much easier for me to understand the content lectured by a Thai instructor.

(Student 1, December 28, 2021)

Because of the challenges in using English, all of the students employed many strategies to cope with the challenges they encountered. Three students adopted some tactics to make their writing better. As described in Excerpt 17, one student consulted her teachers and used some websites or applications to improve her writing when it was the individual assignment. However, she depended on her friends if a writing assignment was part of the group work.

Excerpt 17

I'd ask my friends to check my piece of writing once again if there were any grammatical mistakes in it. After that, we'd discuss which sentences in my writing were grammatically incorrect and needed some revision. I thought that Thai students in general were good at English grammar.

(Student 6, January 12, 2022)

Excerpt 18 also reveals that one student, who used to be a full-time student in an overseas boarding school, studied English grammar and asked for a favor from his friends for his writing.

Excerpt 18

As teachers in New Zealand weren't strict about English grammar in our writing, it required me to study and review the grammar rules for my good writing. And many friends in my group possessed good knowledge of English grammar, especially for tenses. Well, I needed their help sometimes.

(Student 3, December 29, 2021)

Another student supported that she also used several strategies to confront her difficulties in writing. She stated that when she realized that she had problems in writing in English, she decided to take a writing course with an English tutor in the downtown of Bangkok. After she had studied with the tutor for a period of time, it caused her some weariness as she usually got back to her apartment around 9-10 p.m. Thus, she stopped taking a writing course and then tried using other strategies, as can be seen in Excerpt 19.

Excerpt 19

I held the belief that I could improve my own writing once I practiced it a lot and knew certain tactics. I then looked up those writing tactics on websites and YouTube, as well as buying some books to study how to write academically. I kept practicing writing in English in my room. Afterwards, I had more confidence in my writing and I could write both assignments and exams better.

(Student 4, January 2, 2022)

With reference to students' challenges in speaking English, two students employed some strategies to deal with their difficulties giving an oral presentation in front of the class. One student pointed out that a rehearsal for a presentation was beneficial to her group. She mentioned that she needed to rehearse the presentation in English for several

days so that she would perform her part in the presentation well, fluently, and smoothly. Sometimes, she made an appointment with her friends to rehearse their presentation.

Excerpt 20

Rehearsing a presentation made us more confident. At that time, we would also give some feedback on speaking to one another. Even though some might consider it a waste of time, we would know what and how we should do in order to improve our speaking in the presentation.

(Student 2, December 29, 2021)

Another student asserted that to have a good presentation, he kept practicing speaking English, as well as changing his attitude towards it.

Excerpt 21

I changed my attitude towards speaking that speaking was essential for me as a Business Administration student, so it was necessary for me to keep practicing. In doing any business, we have to interact and work with various types of people, particularly with customers. Only those with good speaking skill would be able to attract the customers' attention.

(Student 5, January 3, 2022)

Moreover, one student disclosed that with the assistance of his friends, he could cope with the challenge in understanding class lectures delivered by non-Thai instructors. He also said that he improved his listening skills by listening to English from different sources, as noted in Excerpt 22.

Excerpt 22

Although I had a difficulty understanding the subject content lectured by non-Thai instructors, my friends helped me better understand the content when we studied for the exam together. Sometimes, we studied for the exam until it was at 2-3 a.m. I also practiced my listening more, such as listening to news report in English on TV and watching English clips on YouTube to familiarize myself with unfamiliar English accents.

(Student 1, December 28, 2021)

In addition, two students voiced different opinions about challenges experienced by their classmates when they used English in their studies. To begin with, Student 2 opined that some of her friends were faced with challenges in understanding class lectures when studying in the first year and there were two major causes of the challenges. The first cause was the new difficult subject content which was lectured in English. She thought that some subject content was even harder for some of them to understand when it was in an English lecture. It was because they had different educational backgrounds. Besides, a curriculum of a normal public school was different from that of a private school. She felt that some lecturers assumed that the students had already learned a certain subject in high school, but we actually had not. Another cause was lecturers' accents and the way lecturers spoke English.

Excerpt 23

Accents of the lecturers played an important role in understanding class lectures of students, and so did the pace of their speaking. Some lecturers might think that once we entered to study in this international program, we were supposed to understand English, no matter what accent or how fast they spoke. So, they would speak English in whatever way they got accustomed to. This posed some difficulties to many of my friends who graduated from a Thai regular program.

(Student 2, December 29, 2021)

Unlike Student 2, Student 5 noted that most of his friends encountered difficulties in speaking and writing in English. He particularly reiterated that it was not easy at all for those with poor skill in writing to write a long paragraph or an essay.

Excerpt 24

When I stayed at an apartment with my friends, they often asked me to tutor them in writing and speaking in English. That was why I knew what my friends' problems in using English were. Then, I was there to support and cheer my friends up.

(Student 5, January 3, 2022)

According to the lecturers' interviews, all lecturers revealed that based upon their teaching experiences, first-year students encountered challenges in using English in the academic studies in varying degrees. Two lecturers reported that some students had difficulties writing in English. One lecturer stated that those writing problems were attributed to the students' limited English proficiency, as indicated in Excerpt 25.

Excerpt 25

Some of my students faced challenges in writing even though they successfully passed the admission process of the program. The main cause of those problems was their limited English proficiency.

(Lecturer 3, December 11, 2021)

Another lecturer also emphasized that some students' writing skills were very low to the point that they could not even write a very simple email. He added that there was

supposed to be some training courses for those with low English proficiency, as described in Excerpt 26.

Excerpt 26

Unfortunately, the program or the school wasn't aware that we needed to have a first term set up as pre-sessional training for improving the students' English skills. If I were the head of the program, I wouldn't allow any first-year students with low English proficiency to start their degree course. The students should have taken English training courses at least one term, if not two, to enhance their English skills. In so doing, we would have time to improve the four language skills that they needed for studies, especially writing, listening, and speaking.

(Lecturer 1, December 6, 2021)

On the other hand, one lecturer mentioned that most of first-year students experienced challenges in listening and speaking in English.

Excerpt 27

Because of their limited exposure to English in the past, listening and using appropriate English word choices in speaking were considered a hindrance to their studies. But I noticed that some students with good listening and speaking skills were sometimes faced with the challenge in writing in English.

(Lecturer 2, December 11, 2021)

In addition, one lecturer noted that speaking English was the most challenging skill for most of his students, expressing that it was a result of their low self-efficacy and a lack of an opportunity to speak publicly in English, as can be seen in Excerpt 28.

Excerpt 28

Some of my students were nervous or afraid of speaking or discussing in English in class although they could write quite well. From my viewpoint, apart from a lack of self-confidence in speaking English, what seemed to be other causes of the weaknesses in the students' speaking skill were that the students didn't have much opportunity to speak English in public, and that they might only focus on reading and writing in their preparation for a university admission exam.

(Lecturer 4, December 29, 2021)

With reference to the employment of strategies in dealing with students' challenges in using English in their studies, two lecturers provided their perspectives on this and disclosed what they did to help their students in their classes. One lecturer said that when he realized that his students had challenges in using English in their studies, especially for writing, he brought in his own English tutorial materials and activities to help the students improve their English. He came to class earlier to tutor his students how to write without getting any extra pay.

Excerpt 29

Well, we shouldn't hold that against the students. It should be understandable that we shouldn't ask somebody to do something if they didn't know how. I gave students easier questions and this would increase students' self-confidence that hey ... I did it myself! So, little bit by little bit, when they go to the second year, they would be given little tougher questions, ...third year, tougher. By the time they got to the fourth year, it was then after the bicycle training and they would be ready to tackle the academic stuff and graduate. We had to work with them and we couldn't give up.

(Lecturer 1, December 6, 2021)

Another lecturer regarded himself as a modern lecturer trying to adjust himself to work with his students, and to make the learning atmosphere more convivial which helped ease any tensions or conflicts in the classroom. He also preferred to focus on the students' learning outcomes and hoped that his students would gain profound insights from his class. He stated that he always told the students prior to the beginning of their in-class presentations that if any of them did something wrong in the presentation, he would let them know right away because once they left the classroom, he would have no chance to correct them.

Excerpt 30

First-year students were like growing trees, so we needed to water and take care of them. And I wanted my students to be confident when they delivered presentations in English. Whenever they made mistakes or were nervous, I usually encouraged them to speak. I'd attempt to seek certain strategies or appropriate wording in correcting their speaking mistakes so as to avoid embarrassing or reprimanding them at that very moment. Well, this was like the idiom: put yourself in somebody's shoes. No matter how good or bad their presentations were, lecturers were supposed to support and cheer them up so that this would make them put more effort into the presentation and try to improve themselves.

(Lecturer 4, December 29, 2021)

For the interview with the academic support staff member, she revealed that some of the first-year students found listening to an unfamiliar English accent of an instructor during a class lecture the most challenging for them. She also pointed out that students' difficulty in listening led to their problems in understanding class lectures or the subject content, as mentioned in Excerpt 31.

Excerpt 31

Some students had difficulties understanding class lectures, especially those lectured by non-Thai instructors. They told me that they couldn't catch up with their friends in terms of their studies. And they asked me if they could move to study in a class lectured by another lecturer with another English accent. Being unfamiliar with a certain English accent could pose challenges to those who didn't graduate from an international school, or even to those who graduated from an English program but they weren't familiar with various English accents.

(Academic support staff member, November 23, 2021)

This section has reported the students' challenges in using English in the academic studies as perceived by the students, the lecturers, and the academic support staff member. The next section will report the students' escalating challenges due to online learning during the Covid-19 pandemic.

4.2.3 Escalating Challenges due to the Online Learning during the Covid-19 Pandemic

The results from the questionnaires administered to 62 students in order to examine their challenges that escalated while they studied online during the Covid-19 pandemic are shown in Table 4.6 below.

Table 4.6 The Students' Escalating Challenges Due to Online Learning during the Covid-19 Pandemic (n = 62)

Escalating challenges due to online learning during the Covid-19 pandemic	Frequency	Percentage (%)
Understanding class lectures delivered by Thai instructors	14	19.72

Table 4.6 The Students' Escalating Challenges Due to Online Learning during the Covid-19 Pandemic (n = 62) (Continued)

Escalating challenges due to online learning during the Covid-19 pandemic	Frequency	Percentage (%)
Understanding class lectures delivered by non-Thai instructors	15	21.13
Taking notes while listening to the lecture	13	18.31
Participating in whole-class discussions	38	53.52
Participating in small-group discussions	12	16.90
Giving an oral presentation in front of the class	25	35.21
Studying class materials	13	18.31
Writing assignments	11	15.49
Writing timed exams (online class)	38	53.52
Writing take-home exams	4	5.63

According to Table 4.6, the difficulties in participating in whole-class discussions (53.52 percent) and in writing online timed exams (53.52 percent) were the two challenges the students considered as the challenges that escalated the most while they studied online during the Covid-19 pandemic. These top two escalating challenges were followed by difficulties in giving an oral presentation in front of the class (35.21 percent) and in understanding class lectures delivered by non-Thai instructors (21.13 percent). The challenge the students perceived as the least escalating challenge while they studied online during the Covid-19 pandemic was writing take-home exams (5.63 percent).

The interview data revealed that almost all of the students perceived that their challenges were escalating while they studied online during the Covid-19 pandemic. One

student, for example, expressed that her speaking skill and in-class participation were adversely affected, as indicated in Excerpt 32.

Excerpt 32

Definitely! The online studying led to several escalating challenges in using English in our studies. For me, my skill in speaking English didn't seem to be developed as I expected. To illustrate, an online presentation allowed us to use some strategies in giving the presentation. One of the most used strategies was that we'd stick some notes on a laptop screen or a table. We'd then read those notes while presenting our work. So, we hardly practiced how to deliver a presentation in a professional way as we did when we studied in class.

(Student 2, December 29, 2021)

Another student commented that the whole-class discussion was not fully participated by the students as it was in the online platform. He also reiterated that his speaking skill was not developed during the online learning, adding that his fluency in speaking English was quite decreased.

Excerpt 33

My speaking skill seemed to be worse and rusty while discussing in English online. Well, some might say that it was just a change of a learning platform. But when we wanted to speak or share some ideas during the discussion while our microphone was turned off, we couldn't speak immediately. When discussing in class, it could be noticed that we were actively involved in the discussion by observing our gestures. So, it was easy to know that some of us wanted to ask a question or share an opinion.

(Student 5, January 3, 2022)

On the other hand, only one student held the belief that the online learning during the Covid-19 pandemic did not cause him and his classmates any escalating challenges in using English in their studies, as stated in Excerpt 34.

Excerpt 34

Well, we still used English as the medium of instruction in all of our classes. It was just a change of a learning platform, from an onsite to an online platform. And our lecturers still didn't speak Thai during the online class. So, I didn't think that there would be any escalating challenges for us in terms of using English in our studies.

(Student 3, December 29, 2021)

This section has shown the students' perceptions of escalating challenges due to the online learning during the Covid-19 pandemic. According to the results derived from the survey questionnaire and semi-structured interviews, there are certain similarities and differences in perceptions of the students, the lecturers, and the academic support staff member with particular reference to the overall challenges in the first year of studies; challenges in using English in academic studies; and escalating challenges due to the online learning during the Covid-19 pandemic.

4.3 Students' Use and Perceptions of Adjustment Strategies in Coping with the Challenges

This section reports on the results obtained from the questionnaires and the semi-structured interviews with the students, lecturers, and an academic support staff member. It particularly highlights the strategies the students used in adjusting themselves to their first-year studies. The findings reveal the number of students using each of the 13 adjustment strategies, as well as the usefulness of these strategies.

4.3.1 Student's Use of Adjustment Strategies in Coping with the Challenges

The results from the questionnaires, which were administered to 62 students in order to investigate the students' use of adjustment strategies in coping with the challenges, are presented in Table 4.7 below.

Table 4.7 The Students' Use of Adjustment Strategies in Coping with the Challenges
(n = 62)

Use of adjustment strategies in coping with the challenges	Frequency	Percentage (%)
Switching to Thai, where possible and admitted, in communicating with the instructor or classmates when having difficulty communicating in English	54	87.10
Going through the instructor's written feedback on an assignment carefully as a way to improve subsequent assignments.	46	74.19
Studying textbooks or reviewing lecture notes before attending the class	30	48.39
Forming a study group with classmates to help each other	61	98.39
Consulting the instructor before or after class when having problems about studies	33	53.23
Seeking help or recommendations from senior students when having problems about studies	47	75.81
Consulting textbooks/resources in Thai to help better understand the lessons	37	59.68
Speaking English with instructors and classmates in class as much as possible as a way to improve the student's English	32	51.61

Table 4.7 The Students' Use of Adjustment Strategies in Coping with the Challenges
(n = 62) (Continued)

Use of adjustment strategies in coping with the challenges	Frequency	Percentage (%)
Trying to get exposure to the use of English outside the classroom (e.g., using online social media, watching TV programs, and talking to others in English) to improve the student's English	60	96.77
Brushing up on English by consulting different resources (e.g., grammar books, online learning resources, and test-preparation books)	40	64.52
Consulting English language teachers whose classes the student attended during the first year of studies when having language problems related to the study in the program	17	27.42
Attending English language learning activities or extra English courses organized by the university's Office of International Affairs or the Faculty of Liberal Arts	8	12.90
Taking an extra English course(s) in a private language school to improve the student's English	9	14.52

According to Table 4.7, of all the adjustment strategies, forming a study group with classmates to help each other (98.39 percent) was the strategy the students used the most in coping with the challenges in their first year of studies in the program. This was followed by trying to get exposure to the use of English outside the classroom (e.g., using online social media, watching TV programs, and talking to others in English) to improve their English (96.77 percent). Besides, most of the students switched to Thai, where possible and admitted, in communicating with the instructor or classmates when having difficulty communicating in English (87.10 percent), and sought help or recommendations

from senior students when having problems about their studies (75.81 percent). It was also found that attending English language learning activities or extra English courses organized by the university's Office of International Affairs or the School of Liberal Arts (12.90 percent) was the strategy the students used the least in coping with the challenges in their first year of studies in the program.

Besides the results derived from the survey questionnaire, six students from the interview sessions disclosed various adjustment strategies they employed in coping with the challenges they encountered in their first year of the study in the program. All of the students pointed out that they formed a study group with their classmates to help each other. One student, for example, said that he and his friends in the group always helped one another in several ways, as described in Excerpt 35.

Excerpt 35

There were four friends in my group. We always talked about our studies and shared our ideas about our assignments. When we experienced some difficulties understanding class lectures, we'd help explain the subject content to each other. We also shared additional resources with each other to read, which helped us better understand the lessons. During the situation of Covid-19, although we couldn't meet and study together, we usually made a call or texted via chatting application to discuss what we'd learned or what we needed to do as our assignments.

(Student 5, January 3, 2022)

Another student stated that she cooperated with her friends in doing their group work and studying for the exam.

Excerpt 36

Apart from asking for help with my English grammar from friends in my group, we all helped each other in our studies in the program. When doing

our group work, we always exchanged our ideas so that we'd have good group work. Sometimes, even though we were unable to study together in class, we'd make an appointment with all friends in our group to study for the exam together.

(Student 6, January 12, 2022)

As can be seen in Excerpt 37, one student having experiences studying in New Zealand was helped by his friends concerning his English grammar. At the same time, he helped his friends to perform their presentations better. They also studied for the exam together in a library and online.

Excerpt 37

In our group, my friends helped me with English grammar, but I would be their trainer for giving an oral presentation in class. I often helped my friends practice their speaking in English, such as the pronunciation, rhythm, and pace. I also demonstrated giving a presentation in my style to my friends at the beginning of our first semester. And we'd study for the exam together in a university library. But we used an online platform to study for the exam during the Covid-19 pandemic.

(Student 3, December 29, 2021)

Furthermore, some of the students sought help or recommendations from their senior students when having problems about studies. For instance, one student asked for some advice about the study in the program and received some learning materials from his senior students, as mentioned in Excerpt 38.

Excerpt 38

I asked my senior students to share with me their learning experiences in several classes with several lecturers. They also gave me some study materials and suggestions on how to write exams in a way expected by instructors. Unluckily, I didn't get enough chance to get to know them due to the online learning during the Covid-19 pandemic.

(Student 1, December 28, 2021)

Some students were helped by their instructors when facing certain difficulties studying in class. Some also consulted their instructors before or after class when they had problems about studies. Excerpt 39 shows that one student was helped in the in-class discussions, and obtained the assistance from her lecturers when she had challenges in her studies.

Excerpt 39

In the classroom, I encountered challenges in participating in whole-class discussions because I didn't know how to choose appropriate English word choices or sentences to explain or share my opinions with the class in English. I could only use easy words and some phrases. Then, my lecturers understood what I was talking about, and they'd try to help me explain those things to make them more understandable to the class. For outside the classroom, some lecturers helped guide me in my studies and provided me with good advice. When I asked them some questions about my studies, they were always willing to answer my questions both in English and Thai.

(Student 4, January 2, 2022)

With particular reference to the languages the students used while doing group work with their classmates in class without the instructor's presence, or after class, all of

the students mostly used Thai in communicating with each other. Nonetheless, they used English when there was a foreign friend in their group, as noted in Excerpts 40 and 41.

Excerpt 40

Mostly, we used Thai to communicate with one another because it is our mother tongue. It was also more convenient and clearer to discuss something in Thai. But when I worked with my foreign friend, we'd use English in communicating with each other.

(Student 5, January 3, 2022)

Excerpt 41

If we kept speaking English, it would create the boredom to the group because it took time for some of us to think about some English words and we had to wait to listen to that.

(Student 1, December 28, 2021)

However, when the students were in a situation that required them to use only English in the in-class communication and they were faced with some problems in communicating in English, they solved the problems differently. One student, for example, switched to Thai in communicating with Thai instructors or classmates when having difficulty speaking in English. She also said that some easy English words were sometimes used to communicate with non-Thai lecturers. To deal with her challenges listening to English lectures, she recorded lectures using a voice recorder and listened to the lectures again, or asked her friends or her lecturers for help, as indicated in Excerpt 42.

Excerpt 42

If I spoke with Thai lecturers, I'd speak certain words in Thai instead of English to make sure that my lecturers understood what exactly I'd like to

say. But for non-Thai lecturers, I'd try to use easier words which have similar meaning to those difficult words. For listening to English lectures, I'd record lectures and listen to a part which I didn't understand later. And if I still didn't understand the content after listening to it in a voice recorder, I'd then ask my friends. But if my friends also didn't understand it, I'd keep that content to ask my lecturer for more clarification in the next class. Well, recording the lecture helped me a lot.

(Student 2, December 29, 2021)

Excerpt 43 reveals that one student graduating from New Zealand confronted some problems in communicating in English with his classmates and lecturers.

Excerpt 43

Sometimes, my friends and lecturers misunderstood what I was talking about. It might be because I spoke rather fast, and I spoke English with an accent that I had spoken in a New Zealand. When I realized this was the problem, I adjusted my speaking. I tried to slow my pace of speaking. If my friends still didn't understand what I said, I would then speak it with a Thai accent. This strategy definitely worked!

(Student 3, December 29, 2021)

The lecturer interviews revealed that almost all of the lecturers were asked for help or advice from first-year students. As stated in Excerpt 44, one lecturer helped one of his students, who was faced with problems speaking in English.

Excerpt 44

One student usually came to my class at 7.00 a.m. I'd put some short dialogues between two people on a projector and ask her to read that first.

I was the person A., she took the person B., so we practiced communicating daily conversation together. During the conversation, she had certain vocabulary that she didn't know. I'd ask her to look it up on her iPad and then make a new sentence with those vocabulary. So, this was how I worked with her for two hours.

(Lecturer 1, December 6, 2021)

Another lecturer said that some students consulted him about their problems doing group work. He also added that he tried to change his students' attitudes towards the study.

Excerpt 45

Some students came to me and asked me for some advice when they had some conflicts with their classmates in doing group work. I'd try to help them solve those problems and tell them how important friendship and teamwork were. And I also tried to change the students' mindset or attitudes towards their studies in the program even if some of them might face the pressure in their studies. Well, I'd be upset if I couldn't help them improve themselves until they graduated.

(Lecturer 2, December 11, 2021)

In addition, one lecturer offered assistance to his students experiencing challenges in their studies after class in three ways, including via chatting application, via email, and at a classroom. For the first group of students, they would ask him for help via chatting application because they thought that they might be judged by their friends if they asked certain questions in class. What he usually did in that case was that he would record his voice while answering their questions and sent it to them. Another group of students were those having questions about some assignments or projects. He stated that they would

email him and he would then reply to their emails with his explanation and advice for their work. He would answer all of their questions in English because he was aware that he was supposed to talk with his international program students in English both inside and outside the classroom. For the last group, like Thai students in general, they preferred to come to him at the end of class and asked several questions. He mentioned that although he already let them ask him any questions in class, but they asked nothing then.

Excerpt 46

Sometimes, they lined up to ask me questions, so I'd be there to answer all of their questions as long as I was available. I didn't mind if it took 20-30 minutes to talk with all the students. It was a kind of happiness for me to be surrounded by students, talking with me and asking me for some advice. For some students, even though they didn't have any questions to ask, they were there to listen to what their friends and I were talking about. I was always pleased to be able to support my students. Although I was not all in their lives, I, as a supporter for students in my class, would do my best to take care of them.

(Lecturer 4, December 29, 2021)

In terms of the use of adjustment strategies in studying in the program, two lecturers noticed that the first-year students employed a strategy in doing their group work that they would form a group of friends and help each other, as described in Excerpts 47 and 48.

Excerpt 47

At the beginning of the first semester, students tended to group together with their friends coming from same high schools and tried to make friends with others until they had enough members in their groups to do group work. During the online learning, some students' group work presentation

surprised me since I didn't expect that they'd do it that well. It was because they lived in different areas, came from different schools, and some of them had never met each other before. They could only know and work with each other via online platforms.

(Lecturer 2, December 11, 2021)

Excerpt 48

When the students began their studies in the program in the very first semester, they grouped together with a few of their friends. After that, they'd have more friends in their group. This was considered as the team development. When they were assigned to do some group work, they'd work with 5-6 friends in their own group.

(Lecturer 4, December 29, 2021)

Another lecturer also emphasized the importance of teamwork to the students studying in the program, stating that they should adjust themselves to their friends while working together, as can be seen in Excerpt 49.

Excerpt 49

We encouraged them to work in a group in order to make them know how to be a good team player. During their 15 weeks working together with their friends, they'd learn how to adjust themselves or do things differently to make their team work better. Well, they couldn't work by themselves to go through this four-year program. There was no way. There was absolutely no way!

(Lecturer 1, December 6, 2021)

For the academic support staff member, after a lecturer shared his teaching experiences with her, she realized that some students having linguistic challenges used a strategy to survive their studies in the program. That strategy was asking for help and advice from an English language lecturer before or after class.

Excerpt 50

With the assistance from a lecturer and their determination, those students seemed to have a significant improvement in their English. These also enabled the students to catch up with their friends in the study and do exams better.

(Academic support staff member, November 23, 2021)

4.3.2 Student's Perceptions of Adjustment Strategies in Coping with the Challenges

The following table shows the results of the questionnaires regarding the usefulness of each of the adjustment strategies.

Table 4.8 The Usefulness of the Strategies Employed by the Students in Adjusting Themselves to First-year Studies (n = 62)

Usefulness of the adjustment strategies	Frequency	Mean	SD	Interpretation
Switching to Thai, where possible and admitted, in communicating with the instructor or classmates when having difficulty communicating in English	54	3.98	0.79	high

Table 4.8 The Usefulness of the Strategies Employed by the Students in Adjusting Themselves to First-year Studies (n = 62) (Continued)

Usefulness of the adjustment strategies	Frequency	Mean	SD	Interpretation
Going through the instructor's written feedback on an assignment carefully as a way to improve subsequent assignments.	46	3.83	0.85	high
Studying textbooks or reviewing lecture notes before attending the class	30	3.43	1.01	high
Forming a study group with classmates to help each other	61	4.48	0.67	highest
Consulting the instructor before or after class when having problems about studies	33	3.70	0.77	high
Seeking help or recommendations from senior students when having problems about studies	47	4.19	0.97	high
Consulting textbooks/resources in Thai to help better understand the lessons	37	3.89	0.66	high
Speaking English with instructors and classmates in class as much as possible as a way to improve the student's English	32	3.84	0.85	high

Table 4.8 The Usefulness of the Strategies Employed by the Students in Adjusting Themselves to First-year Studies (n = 62) (Continued)

Usefulness of the adjustment strategies	Frequency	Mean	SD	Interpretation
Trying to get exposure to the use of English outside the classroom (e.g., using online social media, watching TV programs, and talking to others in English) to improve the student's English	60	3.98	0.75	high
Brushing up on English by consulting different resources (e.g., grammar books, online learning resources, and test-preparation books)	40	3.55	0.78	high
Consulting English language teachers whose classes the student attended during the first year of studies when having language problems related to the study in the program	17	3.35	0.86	moderate
Attending English language learning activities or extra English courses organized by the university's Office of International Affairs or the Faculty of Liberal Arts	8	3.38	0.52	moderate
Taking an extra English course(s) in a private language school to improve the student's English	9	3.22	0.83	moderate
Total	-	3.76	0.79	high

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The following criteria of mean ranges (Jenkins, 2007) are used in interpreting the results of the questionnaires.

Highest level	= 4.21 - 5.00
High level	= 3.41 - 4.20
Moderate level	= 2.61 - 3.40
Low level	= 1.81 - 2.60
Lowest level	= 1.00 - 1.80

As shown in Table 4.8, the students rated the overall usefulness of the adjustment strategies at a high level (Mean = 3.76, SD = 0.79). Of the 13 strategies, the most useful strategy the students employed in adjusting themselves to their first-year studies was forming a study group with classmates to help each other (Mean = 4.48, SD = 0.67), which was at the highest level. Of the three strategies with a moderate level of usefulness, taking an extra English course(s) in a private language school to improve their English received the lowest mean score (Mean = 3.22, SD = 0.83).

According to the interviews with six students, each of them disclosed their own adjustment strategy which they found the most effective when utilizing in their first year of the study in the program. To begin with, Student 1 opined that he was supposed to be diligent and put more effort into his studies.

Excerpt 51

I knew I was not that kind of person earlier. But if I'd still be the same person, I'd never be successful in my studies. So, I needed to study harder since I wanted to do better in my studies.

(Student 1, December 28, 2021)

Student 2 perceived that practice was very beneficial to her, mentioning that it was just like the idiom: practice makes perfect. She commented that students should

keep practicing their skills in English. They should not think that they were already good at something or already knew something.

Excerpt 52

For me, although my lecturer paid me a compliment on my work, I wouldn't stop practicing. Instead, I keep improving myself as I thought that there were still many people doing better than me in the study.

(Student 2, December 29, 2021)

Excerpt 53 shows that Student 3 held the belief that being well-prepared was the most effective strategy for him.

Excerpt 53

I'd prepare myself for the exam for a long period of time. I'd review what I had learned in class and then write some notes in order to better understand the subject content. Well, it took about 1-2 months for me to study for the exam.

(Student 3, December 29, 2021)

Moreover, Student 4 reiterated that confidence and determination were the two qualities students should have in the first year of their studies. She said that when they studied in the university, especially in the Business Administration program, it required them to discuss many issues or topics in class as well as giving many presentations. Therefore, they needed to be confident about doing these activities and tell themselves that they could do it. She also added that students should keep in mind that English was just a medium of communication. They should not be overly concerned about grammatical rules when using English in communicating.

Excerpt 54

We just try to communicate in English. And we should be determined to practice it so that we'd have better communication skills and more confidence.

(Student 4, January 2, 2022)

Student 5 felt that adjusting his mindset towards the study in the program during his first year was the strategy that really worked for him. He also expressed that knowing how to adjust the mindset towards his studies led him to the grown-up self-development.

Excerpt 55

In the university, once we were open-minded and gave it a try, we could possibly do a difficult thing easily. Particularly, we studied in the international program, so we shouldn't be afraid that we'd make mistakes in speaking or writing in English. We shouldn't be embarrassed or shy to come to a lecturer or a friend when we had any questions or problems.

(Student 5, January 3, 2022)

Another student stated that helping each other in their group was the most effective adjustment strategy for her.

Excerpt 56

I felt lucky that I had got good friends and we kept helping each other in our studies. Even during the online learning, we all sometimes went to a friend's house to study or do some group work together.

(Student 6, January 12, 2022)

From the results gained from the lecturers' interviews, they expressed different opinions about the adjustment strategy which would be the most beneficial to first-year students in studying in the program. Lecturer 1 opined that the most beneficial adjustment strategy for first-year students was supporting each other. He mentioned that the students were so close and tried to protect each other. They understood each other. That was the thing he loved from Thai students.

Excerpt 57

Thai students, because of their culture, became community members. When they were in their own community, they learned how to help each other like what they did in school.

(Lecturer 1, December 6, 2021)

In addition, Lecturer 2 pointed out that knowing how to be a good team player of the group and maintaining their teamwork would help the students a lot. He also said that they should know when they needed to ask for help with their studies from their lecturers.

Excerpt 58

When students went to a lecturer and asked for help or advice, they'd have a good supporter who'd encourage them to be determined in their studies.

(Lecturer 2, December 11, 2021)

Lecturer 3 commented that first-year students should be hard-working. He emphasized that if they wanted to gain more knowledge, they were supposed to be determined and enthusiastic about their studies. Furthermore, Lecturer 4 believed that the adjustment strategy that would lead the students to their successful studies was

forming a group of friends. In so doing, they would help and cooperate with one another. He reiterated that having a group of friends would be better than staying and studying alone.

Excerpt 59

It was impossible for a student to study alone in the Business Administration program as there were a lot of group work for students in the program. Doing group work with friends would help them practice their interpersonal skills and make them learn how to meet and work with different types of people.

(Lecturer 4, December 29, 2021)

According to the findings obtained from the survey questionnaire and semi-structured interviews, it can be concluded that first-year students employed many different adjustment strategies to confront the challenges they encountered during the study in the program. Besides, there are some similarities and differences in perceptions among the lecturers and the academic support staff member towards the students' use of adjustment strategies in coping with the challenges in their studies.

4.4 Views of English Language Support from the Program

This section discusses the findings on the participants' views of English language support from the program. The findings were obtained from the questionnaires and the semi-structured interviews. The results are reported into three main areas: the students' views of English language support from the program; the lecturers' views of English language support from the program; and the academic support staff member's views of English language support from the program.

4.4.1 The Students' Views of English Language Support from the Program

Table 4.9 presents the results from the questionnaires administered to 62 students in order to examine their views of academic English language support or help from the program for new coming first-year students.

Table 4.9 The Students' Views of Academic English Language Support or Help from the Program for New Coming First-year Students (n = 62)

Academic English language support or help from the program	Mean	SD	Interpretation
Publicizing the English language learning resources and support or help (e.g., English training courses and consultations, and English learning software by the Office of International Affairs) available on campus to the students	3.77	0.69	high
Establishing a self-access learning center equipped with English learning resources for students to study when they are free (e.g., software or textbooks for practicing English language)	3.98	0.88	high
Organizing extra-curricular activities (e.g., an English club, an English public speaking contest, and a competition in producing a short film in English) to provide students with more exposure to the use of English outside the classroom	3.34	0.97	moderate

Table 4.9 The Students' Views of Academic English Language Support or Help from the Program for New Coming First-year Students (n = 62) (Continued)

Academic English language support or help from the program	Mean	SD	Interpretation
Offering a one-on-one consultation to students who need help with academic English (e.g., writing an assignment, giving an oral presentation, and writing a timed exam)	4.00	0.87	high
Offering pre-sessional English language training (training held before the first semester starts) particularly designed for first-year students who want to prepare themselves before starting their studies	3.95	0.98	high
Offering in-sessional English language training (training held throughout the first year) particularly designed for first-year students who want to further improve their English along their first year of studies	4.16	1.10	high
Total	3.87	0.92	high

The following criteria of mean ranges (Jenkins, 2007) are used in interpreting the results of the questionnaires.

Highest level	= 4.21 - 5.00
High level	= 3.41 - 4.20
Moderate level	= 2.61 - 3.40
Low level	= 1.81 - 2.60
Lowest level	= 1.00 - 1.80

According to Table 4.9, the students rated the overall academic English language support or help expected from the program at a high level (Mean = 3.87, SD = 0.92). Of the six academic English language support or help, offering in-session English language training particularly designed for first-year students who wanted to further improve their English in parallel with their first year of studies (Mean = 4.16, SD = 1.10) was the type of support expected the most. This type of support was at a high level. This is followed by offering a one-on-one consultation to students who needed help with academic English (e.g., writing an assignment, giving an oral presentation, and writing a timed exam) (Mean = 4.00, SD = 0.87), and establishing a self-access learning center equipped with English learning resources for students to study when they were free (e.g., software or textbooks for practicing English language) (Mean = 3.98, SD = 0.88). These types of support were also expected at a high level. The support rated with the lowest mean score (Mean = 3.34, SD = 0.97) was organizing extra-curricular activities (e.g., an English club, an English public speaking contest, and a competition in producing a short film in English) to provide students with more exposure to the use of English outside the classroom, which was at a moderate level.

In addition to the findings obtained from the survey questionnaire, the results from the semi-structured interviews with six students showed that almost all of them perceived that the English language support provision from the program was important for first-year students. One student, for example, held the belief that the English language support from the program would enable some students to cope with their linguistic challenges, resulting in their survival of their studies in the program. Based on his experiences, Student 5 recounted that some of his friend could not survive their studies in the program. They dropped out of the program and waited to apply to study in another program in the following year. He opined that this was a waste of their time. From his viewpoint, some of them had the capability to study in this program. They should be able to study in this program where they could study what they had a passion for even though they might lack certain necessary skills in English at first. He stated that if they could improve their academic English with the help and support from the program, they would be able to

study in the program with fewer linguistic challenges. Then, the program could also develop their true potential.

Excerpt 60

If any students could study all the subjects on the curriculum with ease, it'd be like those who could travel by rocket. In contrast, if ones didn't understand any subject content when they read or listened, it might cause them failure of their studies. In that case, it'd be like those falling off the cliff.

(Student 5, January 3, 2022)

Another student pointed out that those students encountering problems using English in their studies could receive some advice and be helped by their instructors in the program. She said that she was not sure in what form the English language support from the program should be. However, if the instructors' help and advice were considered as one type of the support, she thought that it helped them a lot.

Excerpt 61

When students got to talk with some lecturers with open-mindedness, they'd be relaxed and courageous to talk about their difficulties in studying with those lecturers. On the contrary, if they studied only with instructors who were too strict, their challenges might be even worse.

(Student 2, December 29, 2021)

Nevertheless, only one student disagreed with the others because he opined that those applying to study in this international program should be aware that English was essential for them and they should have prepared themselves before entering the program.

Excerpt 62

When ones chose to study in this international program, they were supposed to possess a certain level of English proficiency. It was necessary for them to be well-prepared since all classed were delivered in English. So, I thought that the English language support from the program wasn't that important for the students.

(Student 3, December 29, 2021)

Furthermore, based on the students' first-year learning experiences, they voiced their opinions about how first-year students in the program should be supported or helped regarding the English language. Two students suggested that the program should offer pre-sessional English language support for new students who had challenges in their academic English. One student noted that many of her friends seemed to lack certain necessary skills in English and hence need the language support from the program, as shown in Excerpt 63.

Excerpt 63

As I had seen, half of the students didn't seem to possess those good skills in English, so they wanted to give it a try in their studies. It'd be beneficial to first-year students if the program offered pre-sessional English language training, which took around 1-1.5 months, to the students who wanted to prepare themselves before starting their studies. There was this kind of English language support at a private university in Bangkok.

(Student 4, January 2, 2022)

Student 5 also helped confirm the needs for English language support for some of the first-year students prior to their studies in the first semester. He mentioned that the program should require the students to take an English proficiency test which was

probably designed by the program in cooperation with the School of Liberal Arts and other international programs of the university. He further elaborated that the exam results would show which students had a low level of English proficiency. Those students should be required to take pre-sessional English courses, which took approximately 1-3 months, in order that they could improve their basic skills in English before the start of the first semester.

Apart from the pre-sessional English language support, two students suggested offering the in-sessional English language support for first-year students who needed help with their academic English. One student expressed his opinion that there should be extra English classes for the student in order that their knowledge and skills in English would be improved while studying in the first year. He said that there could mainly be two classes for them, including a listening and speaking in English class, and a reading and writing in English class. Moreover, another student stated that additional English classes for those with some linguistic challenges could be taught by both Thai and non-Thai lecturers. Those classes should be noncredit and optional for the students, adding that each class probably lasted for one hour.

Besides, the students from the interview sessions offered suggestions for the program and the school on the support and help to first-year students concerning their studies and English language. Two students disclosed their needs for more activities. One student, for instance, suggested to the program that they organize activities for first-year students and their senior students since they would have a chance to share their learning experiences to each other, as noted in Excerpt 64.

Excerpt 64

I wanted the program to organize some activities that would allow us to have more interaction with our senior students. This would enable us to learn several things from them. Doing activities with the senior students also made us adjust ourselves easier to a new community where we could share our learning experiences in the program with each other. And the

help from our senior students could possibly lead us to our studies with less challenges.

(Student 3, December 29, 2021)

Student 1 thought that there should be some rooms with adequate educational facilities for only students in the international program to utilize. In terms of in-class participation of first-year students, he commented that it would be better if lecturers were more slightly stricter about the students' attendances and in-class participation. This was because some lecturers were so kind that only a few of the students attended a class, particularly when it was an online class. Additionally, Student 4 suggested that the program should provide several languages classes to the students since it would be beneficial to them when they graduated and worked with people from different countries. She also stated that the program or the school should invite some guest speakers to give talks or share their professional experiences with the students. Guest speakers could be those who were specialists in something or those who were famous and successful in their work. In her view, this activity would give them new perspectives on working and life. They would also learn what led those guest speakers to their success. She reiterated that a guest speaker could be an inspiration for the students in the program.

Moreover, Student 5 pointed out the importance of organizing a field trip for first-year students as he thought that this activity would help the students make more friends and gain useful insights into conducting business. He mentioned that it could be a one-day trip of a certain class.

Excerpt 65

I believed that the program had connections with SMEs. When the program led us to learn in those real places while using English during the trip, it'd be very advantageous to us that it'd help us break the ice among our new friends in the program. Those places could make different case studies for us, which were quite necessary for us as Business Administration students.

And some students would figure out what working in a real situation was like. Some might develop their passions for business from this activity.

(Student 5, January 3, 2022)

Since this international program was situated in the school and university where most of their programs were delivered in Thai, some students disclosed their viewpoints on this kind of educational context differently. One student commented that her studies in this international program and her English used in the study were not adversely affected by such a context, as shown in Excerpt 66.

Excerpt 66

Well, each program in the school or the university was different. Studying in the international program in the school and university where most of their programs were delivered in Thai didn't adversely affect our use of English or our studies in the international program. Seemingly, it depended on how much effort we put into our studies.

(Student 6, January 12, 2022)

On the contrary, two students perceived that this educational context had adverse effects on the program and its students. Student 5 claimed that the university funds were not provided equally to international programs and Thai programs, hence a lack of necessary facilities and activities for international program students. Moreover, Student 4 felt that she lacked opportunities to take some useful courses of her school and the university because of studying in this educational context. She elaborated that most of the elective courses available were delivered in Thai. This was because most of their programs were Thai programs. Although international program students were interested in taking those courses, they could not do so since they were required to study in classes taught in English only. She said that what they could do was just to keep studying the

elective courses designed and provided by their program even though some courses delivered in Thai were very advantageous to their future career. Also, she expressed her expectation about studying with foreign instructors before entering the program.

Excerpt 67

Before embarking on my studies in this program, I expected that I'd have a chance to study with many foreign instructors. But it wasn't what I expected. It was probably because our program was a newly established one and it was the international program in the school where most of their programs were delivered in Thai.

(Student 4, January 2, 2022)

This section has revealed the students' views of English language support from the program. The next section will report the lecturers' views of English language support from the program.

4.4.2 The Lecturers' Views of English Language Support from the Program

According to the interviews with four lecturers regarding the English language support or help for first-year students, particularly for those having linguistic challenges in studying, two of them acknowledged that their school did not offer such support to the students. Excerpt 68, for instance, shows that one lecturer held the belief that despite receiving no language support from the school, most of his first-year students possessed a good level of English proficiency. From his perspective, English was used only as a medium in communication, and less important than the students' intelligence or talent. He also added that students could receive the linguistic support from the School of Liberal Arts and the university's Office of International Affairs.

Excerpt 68

We believed that most of the students' skills in English weren't poor, especially for their listening and speaking skills. Only the minority of them needed to be supported in terms of English language. And in the university, we had the School of Liberal Arts and the Office of International Affairs providing the language support to the university's students. Well, in the field of business administration, a student's talent or intelligence was more important than their knowledge of English. English was just a tool in the communication. If they knew how to communicate, and they had courage and creative ideas. That would be fine.

(Lecturer 2, December 11, 2021)

Lecturer 4 opined that in the interviews with new students during the recruitment, only students, who were able to communicate in English, were accepted to study in the program. He also said that first-year students were required to study business English, which was a fundamental course for all first-year students to study. The students were also provided with several activities, such as an essay writing competition and other in-class activities. Therefore, he believed that they could develop their English skills while studying in the program.

In addition, Lecturer 1 stated that not only did he provide help with English language to some students before or after class, but he also helped those facing difficulties using English in their examinations. He explained that his assessments would be different for those having problems in speaking or writing. If his students had difficulty in speaking while their writing was still good, he would try to ask them in a conversation style instead of writing. However, if some of them were bad in both aspects, he would give them a question as an essay to take home. He reiterated that in so doing, he could see how they would write when they were relaxed at home.

Excerpt 69

In the classroom, the tension was a little bit high and they might not be concentrated. There were also a lot of psychology that went into it. A professor had got to know the students. He had got to really care about the students. If he didn't know his students, then he lost a battle. To me, I needed to know each of my students, who they were, what their backgrounds were, how I could develop their potential. If I didn't know these, I just wasted my time.

(Lecturer 1, December 6, 2021)

Furthermore, the lecturers expressed different opinions about what type of English language support and help should be provided for first-year students. Lecturer 3 commented that the English language support and help should be provided by the school administrators to all first-year students in the school, as mentioned in Excerpt 70.

Excerpt 70

The school administrators should realize how to manage and allocate the school funding for the English language support which was supposed to be provided to all first-year students in the school, who were encountered challenges in using English in their studies. It could be any type of the support. This was because not only the students in international programs, but also students in other programs of the school would be given a chance to access the linguistic support.

(Lecturer 3, December 11, 2021)

Lecturer 1 reiterated that the pre-sessional English language support should be provided to first-year students, particularly for those experiencing linguistic challenges. Nevertheless, it had not taken place so far due to some hindrances.

Excerpt 71

We brought the students to the program and tried to follow the practice that we had. We adjusted every week, worked with our students, and hoped for the best. We knew what was gonna work, but what we knew and what was practical were two different things.

(Lecturer 1, December 6, 2021)

As noted in Excerpt 72, Lecturer 4 pointed out that first-year students should have a chance to join more contests or extra-curricular activities organized outside the classroom or outside campus. He also said that there should be an English language clinic for the students who encountered problems using English in their studies.

Excerpt 72

Luckily, most of the students in our program loved to participate in activities organized by the program. So, there could be more contests or extra-curricular activities for the students. They should be fun activities while the students could develop their skills in English. And an English language clinic should be set up for the students. It could be either on-site or online platforms, as long as the students who needed help with academic English received linguistic consultations from experts.

(Lecturer 4, December 29, 2021)

Besides, two lecturers addressed their concerns about the impacts of the Thai educational context of the school and the university on the pedagogical management of their international program, and on their students. One lecturer voiced his opinions that there were several impacts on the program as they worked in the very Thai educational context of the school and the university. He opined that some school or university

authorities, particularly those taking care of the funding, did not have a vision of internationalization. That was perhaps because they had no experience teaching in an international program or studying at an overseas university. He commented that they seemed to have no idea what an international program should be like. When they were asked for approval of the program's projects, it was hard for them to understand.

Excerpt 73

They should realize how classrooms for international program students were supposed to be furnished. The reason was that students in international programs paid more tuition fees than those in Thai programs, but students in both Thai and international programs still shared their classrooms with each other. This led to the students' comparison between their paid tuition fees and the received educational facilities.

(Lecturer 2, December 11, 2021)

Moreover, Lecturer 4 mentioned that the Thai educational context of the school and the university could cause some disadvantages to a group of foreign students. One major disadvantage of this educational context was that most of their announcements and documents were in Thai. This posed a problem to those students that they did not know what those announcements and documents said, or whether they needed to do anything according to those things. Therefore, he thought that the school and the university should also provide the information in English or adjust certain procedures so that it would be more convenient for those foreign students.

This section has revealed the lecturers' views of English language support from the program. The next section will report the academic support staff member's views of English language support from the program.

4.4.3 The Academic Support Staff Member's Views of English Language Support from the Program

For the interview with the academic support staff member of the program, she opined that although first-year students were not provided with any concrete English language support, some required English courses in the program, such as business English and English for Academic Purposes courses, would facilitate the students in their studies in the core courses or major courses in the program. With particular reference to the type of English language support which should be provided for first-year students, she stated that new students with challenges in English language should be offered with optional pre-sessional English courses, as shown in Excerpt 74.

Excerpt 74

It would be good if we could have pre-sessional English courses as some other universities' international programs did. Those courses were for new students with linguistic challenges, which lasted approximately 1-2 months before they started their first semester. The courses should also be optional for them. When studying in those classes, students would know how to use English in their academic studies, particularly for in-class presentations and essay writing.

(Academic support staff member, November 23, 2021)

Furthermore, as the academic support staff member of the program, she was the one who helped coordinate the program. She elaborated that she was responsible for the announcement of new student recruitment, the program quality assurance, the management of class schedules, as well as supporting students and lecturers in their projects. Therefore, she voiced her opinions that it would bring benefits to her work and the program if she received some types of support from the program or the school, as noted in Excerpt 75.

Excerpt 75

If I could attend additional English language training organized by external organizations, that would be a great chance for me. It was because that would allow me to develop my skills in English. And if I received an opportunity to visit some international programs of other academic institutions, it'd enable me to learn about their programs or organizational management as well as their operating system.

(Academic support staff member, November 23, 2021)

According to the findings derived from the survey questionnaire and semi-structured interviews, the students, the lecturers, and the academic support staff member were well aware of the challenges encountered by the student participants. They shared certain similarities and differences in their perspectives towards the English language support and help necessary for first-year students in the international program.

4.5 Chapter Summary

This chapter has revealed the results of the study, consisting of the background information of the research participants, the students' perceived challenges in using English in academic studies, and the students' use of adjustment strategies in coping with the challenges. This chapter has also unfolded the participants' views of English language support from the program, the school, as well as the university. The following chapter will recapitulate the study by summarizing and discussing major findings. It will also discuss theoretical and pedagogical implications of the study, acknowledge the limitations of the study, and offer recommendations for further studies.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents a summary and discussion of the major findings of the current study. Some pedagogical and theoretical implications of the research are offered in this chapter. It also identifies limitations of the study and discusses recommendations for further studies.

5.1 Summary of the Findings

The purpose of this study was to explore transitional learning experiences of Thai undergraduate students in the Bachelor's degree in Business Administration (international program) at the Business School in a public university in Thailand. The participants of the study consisted of 62 Thai second-year undergraduate students, four lecturers and one academic support staff member from the Business School. Six of the students responding to the questionnaire, four lecturers and one academic support staff member were invited to participate in the semi-structured interviews via online platforms. The data obtained from the questionnaire survey were analyzed using descriptive statistics. Content analysis was employed to analyze the data derived from the semi-structured interviews.

The study showed that the top three overall challenges were feeling left reeling from the policy that switched back and forth between onsite and online learning, being expected to be more independent and self-reliant on studies as a university student, and having time management problems due to an overwhelming number of reading materials and assignments. With particular reference to the students' challenges in using English in the academic studies, the top three perceived challenges were having difficulties in writing timed exams in class, participating in whole-class discussions, and giving an oral presentation in front of the class. Additionally, their problems in writing timed exams in class, participating in whole-class discussions, and giving an oral presentation in front of the class were escalating due to online learning during the pandemic of Covid-19.

The findings of this study revealed that the students employed a variety of adjustment strategies in coping with the challenges they encountered during the first year of their studies in the program. The top three strategies were forming a study group with classmates to help each other, trying to expose themselves to the use of English outside the classroom, and switching to Thai in communicating with the instructor or classmates when having difficulty communicating in English.

For the students' views of English language support from the program for new coming first-year students, the majority of the students expected that there would be in-session English language training held throughout the first year particularly designed for first-year students who wanted to further improve their English. Most students thought that the program should offer a one-on-one consultation to students who needed help with academic English, such as writing an assignment, giving an oral presentation, and writing a timed exam. They also wished the program to establish a self-access learning center equipped with English learning resources, such as some software or textbooks for practicing the English language. Moreover, some students stated that the program should organize a field trip for first-year students and provide more extracurricular activities for them to do with their senior students.

In addition, all four lecturers and the academic support staff member had varying perspectives towards the students' transitional learning experiences. Concerning the students' challenges in using English in academic studies, some lecturers opined that some students had problems about writing in English, while some stated that most encountered challenges in listening and speaking in English. The academic support staff member also emphasized that listening to an unfamiliar English accent of an instructor during a class lecture was one of the major challenges for the students, causing them difficulty understanding class lectures or the subject content. Furthermore, some lecturers noted that the students used several adjustment strategies in coping with challenges in their studies, particularly forming a group of friends to help each other in the study. Almost all of the lecturers also mentioned that they were asked for help or advice from first-year students who experienced challenges in their studies.

As regards the views of English language support from the program, some lecturers and the academic support staff member held the belief that certain required English courses and activities organized by the program could help first-year students during their studies. It was also suggested that the program should provide the pre-sessional English language support to the students with linguistic challenges, organize some extra-curricular activities outside the classroom or campus, and set up an English language clinic for the students who faced problems using English in their studies.

5.2 Discussion of the Findings

The major findings of the study will be discussed below.

5.2.1 Discussion of the Findings from Research Question 1: *What Challenges Do the Students Encounter in Using English in Academic Studies?*

It is unavoidable for most of the Thai first-year students studying in this international program to encounter various challenges in using English in their academic studies. In particular, studying in the program where all courses are delivered in English poses some problems to those who have a low level of English proficiency. This is consistent with the study by Wang (2018), indicating that students' weak language skills resulted in many language-related difficulties, including writing papers, understanding lectures, and expressing clear ideas in classes. According to the quantitative data of this study, the majority of the students had difficulties in writing timed exams in class. Their writing problems were also escalating while they studied online during the pandemic of Covid-19. This is because they needed to follow some grammatical rules in English when writing. According to the interview data, it is surprising that although some students had experiences studying in overseas countries where English is used as a medium of instruction, they still encountered difficulties writing in English. Therefore, those students should not be stereotyped as those having no challenge in using English in academic studies. In addition, the results of the present study revealed that most of the students

experienced challenges in participating in whole-class discussions, and in giving oral presentations in front of the class. This is similar to what the students in Evans and Morrison's (2011) study reported. The study by Solloway (2016) also noted that students were unwilling to participate in class lectures and asked questions because they thought that they did not have enough proficiency in English; consequently, they did not want to contribute to class activities.

Nevertheless, it is unsurprising to find that some students who took part in an interview session did not seem to face any challenges in speaking English. One of the main reasons why these students could perform well in the whole-class discussions and oral presentations in front of the class is that they were perhaps confident in speaking, or possess good speaking skills. The findings disclosed that all of them had experiences studying in an English-speaking country, as a full-time student or an exchange student, before entering this international program. Therefore, it is possible that while the students with study experiences in an overseas country do not face any challenges in speaking, those graduating from a Thai regular program or those having no study experiences in an English-speaking country are likely to confront certain problems in speaking. The study by Hengsadekul et al. (2014), as cited in Macaro et al. (2018), also advocated that in Thailand, there was a negative association between the student's instrumental motivation (i.e., the drive that students possessed to succeed in language learning for utilitarian purposes) and their fear of social comparison, negative evaluation, and the anxiety about speaking. Their study suggested that students who were adequately motivated were only those confident in speaking English. However, those with low speaking skills might be worried about having a poor grade or being judged by their classmates.

5.2.2 Discussion of the Findings from Research Question 2: How Do the Students Adjust Themselves to Study in the EMI Environment?

It is interesting to find that the students employed many kinds of adjustment strategies in coping with the challenges they were faced with in their first year of the study in the international program. Based on the findings drawn from the questionnaire survey

and the interviews with the students, most of the students formed a study group with classmates to help each other. This is possibly because individual students in their group were good at different skills in English. For instance, those who were skillful at writing might not be skillful at speaking while those who were skillful at speaking might not be skillful at writing. Thus, when any of friends in their group encountered certain difficulties in using English in their academic studies, these friends would usually be helped by those having some better skills in English. This could be supported by the findings of the study by Rao (2019) in that it was useful for the students to employ collaborative learning technique in learning English since they could share their knowledge with the group members with a short period of time while learning or completing any difficult tasks. Moreover, the results of this research also revealed that the majority of the students switched to Thai in communicating with their instructors or classmates when having difficulties in communicating in English. As the Thai language is the mother tongue for both students and Thai lecturers, it could sometimes be easier for them to discuss a difficult point of the subject content in Thai. This is in line with the findings of the study by Yang et al. (2019), which stated that both teachers and students utilized an adaptive strategy which was speaking to each other in their native language.

Furthermore, the findings of this current study also disclosed that besides seeking help from their friends and senior students, many students received the assistance from their instructors as the lecturers pointed out during the interviews. This is similar to what was found in the study by Kim (2011), which indicated that international graduate students sought help from their classmates and instructors when they struggled with English in the classroom. With particular reference to the students' challenges in writing, it could be seen from the results of this research that some students consulted their instructors and their friends about how to write academically and avoid grammatical mistakes. These findings are consistent with those reported in Puspitasari's study (2020) in that students normally had a meeting with their advisors to discuss their writing problems and followed the advisors' suggestions. Also, students had peer discussions since they could share their writing problems with their friends.

As discussed above, the students adjusted themselves to the EMI environment of this international program in the first year of their studies with the help of their friends and lecturers. They adjusted themselves to studying in the program as their new community by interacting with the community members and engaging in many activities of the community. Therefore, the results of this study can help explicate the concept of Community of Practice (CoP) (Lave & Wenger, 1991) and the instructional technique of scaffolding within the Zone of Proximal Development (Vygotsky, 1978). That is, the students (newcomers) and the lecturers (old timers) in the program can be regarded as members of a community of practice of this international program. At the beginning of the first semester in the program, the students having certain challenges in accomplishing some tasks as part of their studies were assisted and supported by the lecturers as well as their friends who were more competent in using English in academic studies through scaffolding. This could help those students experience fewer challenges in studying in the program and finally become full-fledged members of the community. This process pertaining in this community of practice is known as Legitimate Peripheral Participation (LPP) (Lave & Wenger, 1991).

5.2.3 Discussion of the Findings from Research Question 3: How Do the Students View the English Language Support from the Program?

The English language support from the program seems to be beneficial to first-year students studying in this international program in several ways. According to the findings derived from the interviews with the students, almost all of them were aware of the importance of the English language support from the program to them and their classmates since they thought that the support could help them with their studies in the first year. Some students held the belief that not all of the students in the program possessed a high level of English proficiency or good basic skills in English. Consequently, their friends, as the students reported, were faced with challenges in using English in their academic studies. Apart from being helped by their lecturers and friends, those students with linguistic challenges might be able to overcome their difficulties in studying and

survive their studies in the program once they received the language support from the program. This is in line with the findings by Yıldız et al. (2017), which noted that students faced numerous problems while studying in the EMI program because of their low level of English language skills and the lack of language support from the program.

All of the students from the interview session offered suggestions to the program about how first-year students should be helped or supported concerning the English language. Some of them suggested that the program should provide pre-sessional English language support for new coming students who had certain challenges in their academic English. It could be some tailored English language courses or training held before the first semester started, which were particularly designed for first-year students who wanted to prepare themselves before starting their studies in the program. One student further elaborated that the program should require all students to take an English proficiency test in order to identify those with a low level of English proficiency and expected to attend the language training. This is, to a certain extent, similar to Galloway and Rose's models of approaches to language support in EMI with reference to the preparatory year model (Galloway & Rose, 2021). It was found that this model of EMI implementation was most common in Turkey and throughout the Arab Gulf. Students were required to complete a one-year intensive English program prior to the start of their studies. This intensive preparatory program before entering EMI classes would help the students develop their English skills (Curle et al., 2021). However, this preparatory year model could be adapted by the program to suit the Thai educational context. That is, the pre-sessional English language support is not in the form of a one-year intensive English program. For instance, it can be the English language training which requires students to attend approximately 3-8 weeks before they embark on their first semester. Although the length of the training is shorter than that of a one-year intensive English program, it is practical. To put it another way, the students could be provided with short in-sessional English training which will allow them to have more exposure to English as preparation for their first year of studies.

Some students participating in the interview also suggested providing the in-sessional English language support for first-year students who experienced some difficulties in their academic English. Their suggestions helped confirm the findings

obtained from the questionnaire survey, which showed that the majority of the students thought that there should be in-session English language training for the students. It could be some extra English language classes or training held throughout the first year, which was particularly designed for first-year students who wanted to further improve their English. This is consistent with the concurrent support model, one of the four models of approaches to language support in EMI illustrated in the study by Galloway and Rose (2021). Curle et al.'s (2021) research demonstrated that the concurrent or institutional English language support were provided for students in various formats and in many contexts. Rather than offering the language support to students before starting EMI classes, this model incorporates language support courses – typically English for Academic Purposes (EAP) or English for Specific Purposes (ESP) – into the EMI curriculum. Students can take EAP or ESAP (English for Specific Academic Purposes) courses alongside their EMI classes although these EMI programs do not necessarily set L2 proficiency requirements for the entrance.

In addition, it should be noted that this international program is part of the school and university where most of their programs are delivered in Thai, and most of its students and lecturers are Thai. Therefore, the students seem to have inadequate exposure to the use of English outside the classroom. The program should thus consider creating an environment conducive to the students' learning and using English. The school should also consider recruiting more foreign students to the program so that Thai students will have more opportunities to communicate in English in an authentic milieu.

5.3 Implications of the Findings

In this section, the implications of this study are discussed and presented into two parts: implications for administrators of the international program and the school, and implications for administrators of other newly established international programs.

5.3.1 Implications for Administrators of the International Program and the School

The findings of the present study revealed that the majority of the Thai first-year students studying in this international program were confronted with varying degrees of challenges during their transition from high school to university as well as difficulties in using English in their academic studies. It was necessary for the students to seek various kinds of adjustment strategies in coping with the challenges in order to survive their studies in the program. Additionally, the students disclosed their needs for a variety of the English language support from the program. The results of this study can thus be considered as a stepping stone to provide the administrators of the program and the school, as well as the program lecturers with better and useful insights into the transitional learning experiences of the students studying in this program as their new community of practice.

Furthermore, the findings of this study also offer pedagogical implications for teachers' preparedness and professional learning for teaching in times of crises. Administrators and those concerned should take into consideration the students' reported academic challenges during the Covid-19 pandemic where abrupt changes in teaching and learning were implemented. This has reflected unexpected teaching and learning situations where program administrators and lecturers, as authoritative and full-fledged members of learning communities of practice, are expected to deal with in an effective fashion. The application derived from the lessons learned during the Covid-19 is that lecturers should be provided with continuing professional development (CPD) in order to stay updated in the field as a disruptive teacher. According to a study by Almazova et al. (2020), apart from psychological, technological, and methodological support, teachers' professional development programs are of critical importance to mitigate the negative impact of abrupt changes of the educational process and to ensure efficient online teaching and learning. Besides, as Karakose et al. (2021) have suggested, digital transformation and technology-based professional development support should be provided for teachers in schools. Simply put, like their counterparts in Thai programs at a tertiary level as well as other teachers or lecturers in other educational contexts, EMI lecturers also need to be well grounded with pedagogical knowledge and skills to cope with unexpected teaching milieus.

Another pedagogical implication of the results is concerned with the provision of the English language support for the students. Those designing a program curriculum should take into their consideration incorporating appropriate English language courses for students in the program. Since the majority of the students in the program are Thai and the Thai language is their mother tongue, the administrators should consider the importance of the English language support to the students before the beginning of their very first semester in the program as well as throughout the first year of their studies in the program.

As reported in this study, the students expressed their needs for the English language support from the program to assist them in dealing with difficulties in using academic English. It is suggested that the program provide in-session English language support to incoming first-year students. Receiving such support, the students can improve their English along their first year of studies by attending certain additional English language classes held throughout the first year. Besides, many of the students involved in this research suggested that the program offer first-year students pre-session English language support. With such support, the students can prepare themselves before embarking on their studies in the program. This is in line with the study by Yildiz et al. (2017), which has pointed out that the sustainable language support should be provided to those EMI students since this support is essential to students whose first language is not English. Moreover, as Curle et al. (2021) have noted, students' improvement of English proficiency could be regarded as the successful EMI's benchmark even though the language is not always the learning goal of the EMI. Therefore, it is recommended that the program and the school should provide some more types of the language support to the students in order that they will be able to cope with their linguistic challenges easier. Since the students can improve their academic English, they can do better in their studies. This will eventually lead to the students' satisfying learning outcomes as desired by the program and the school.

5.3.2 Implications for Administrators of Other Newly Established International Programs

According to the findings of the current research, many first-year students experienced challenges in using English in academic studies in multiple aspects. These challenges were attributed to their weak language skills. In this regard, it is significant for the administrators or those involved in running a newly established international program to stick to the specific English proficiency standards when they considered accepting a new student to study in the program. The study by Vu and Burns (2014) has advocated that the entry requirements of adequate English proficiency are necessary for enrolled students in the programs. If the students attain a sound level of English proficiency, they can better study in the EMI programs.

Furthermore, it is possible that many students of some newly established programs have challenges and needs which are still unknown to the programs as they are new and unstable. It should be noted that when a new program is established, it is perhaps in the process of trial and error. The program members and others concerned may have little information concerning the students' transitional experiences and challenges. Thus, it will be useful for the newly established programs to undertake a study on the needs analysis in order to explore the available resources and the students' expected needs for academic and pastoral support. It is suggested that new programs also examine the students' challenges from the perspective of the program lecturers and inquire into problems the lecturers experience in teaching. It is reasonable to consider that conducting research is a good means for the programs because they can obtain relevant background information necessary for the class management and the provision of academic and pastoral support to meet the students' actual needs and expectations.

5.4 Limitations of the Study

It is undeniable that there are still some limitations pertaining in the present study despite the fact that it was carefully designed and undertaken. The limitations of this research project are as follows.

To begin with, a classroom observation was not conducted in the data collection process since this process took place during the pandemic of Covid-19 and all the classes needed to be delivered online. As a consequence, the researcher did not have an opportunity to attend some of the students' classes where the researcher could observe the ways in which the students used strategies to cope with their challenges in using English in class activities, such as the whole-class discussions and giving an oral presentation in front of the class. If the researcher had observed those in-class activities, this study would have portrayed a clearer picture of the students' challenges in using academic English in class and strategies used in dealing with the challenges. Moreover, each interviewee of this study was interviewed only once due to time constraints. If the interviewees had been interviewed more than one time and there had been more interviewees participating in the research, the researcher would have collected more in-depth interview data.

As noted, the international program where the current research was carried out worked under the Business School. Besides this international program in business administration, there are still other international programs at this school. Therefore, if additional data from the administrators of the school, such as the Dean and the Associate Dean for Academic Affairs of the school under investigation, who are involved in providing academic and pastoral support and help to the students in the school had been obtained, this study would have reflected more detailed aspects of the students' challenges and their needs for the support. In particular, the perceptions of the administrators towards the English language support for students in international programs will also help contribute to the exhaustively in-depth qualitative data of the study. Furthermore, the international program under investigation was established in the university and the school where most of their programs were delivered in Thai, and the Thai language was used as

the medium of instruction and everyday communication. Most of the students in the program were also Thai. If the university administrators or policy makers had participated in the interview session, this research would have presented their perspectives and policies on the support and help for students in international programs during the transition from high school to university.

In addition, the findings of this study cannot be generalized to the whole university and other educational contexts because both quantitative and qualitative data of this research were derived from the participants from only one international program at the Business School in a public university in Bangkok, Thailand. Some more findings of other studies may be needed for the university administrators and those in top authorities if they want to learn more about the transitional learning experiences of the students studying in international programs. Particularly, the administrators may need more research on the provision of English language support for students in EMI programs when considering offering such support to the students.

5.5 Recommendations for Further Studies

According to the results and limitations of the present study, there are some recommendations for researchers to conduct their studies. As mentioned in the limitations discussed in the previous section with reference to the observation data of the study, it is suggested that researchers should, if possible, observe certain class lectures or in-class activities of an international program. This will enable the researchers to better understand the students' challenges in using English for academic studies and strategies the students employ in coping with those difficulties. Further research should also recruit more participants for the interview session, including the lecturers, program administrators, and faculty administrators in order to investigate their perceptions of transitional learning experiences of students, particularly the students' challenges in studying in the program and their needs for the help and support. Also, the researchers may consider carrying out the interview with some research participants more than one time in order that the researchers will be able to obtain more in-dept qualitative data.

Furthermore, it is recommended that the researchers undertake more studies on the students' transitional learning experiences with heterogeneous groups of undergraduate students or postgraduate students from different programs, faculties, or universities. For instance, the researchers may recruit the students with different educational backgrounds and different levels of English proficiency who represent every international program in a university. In so doing, the findings of the prospective study could possibly be generalized to the whole university in this kind of educational context.

5.6 Chapter Summary

This chapter deals with the conclusion and discussion of the major findings of the present study. The results of this research concerning the student participants' views of English language support from the program for first-year students have heightened the awareness of those involved in the provision of the support and help to students in the program. Besides, this chapter has offered some pedagogical implications to the administrators and the school of the international program under investigation, as well as to the administrators of other newly established international programs. The limitations of the study and recommendations for further studies have also been discussed in this chapter.

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Appendix A
Students' Questionnaire (English Version)

“Transitional Learning Experiences of Thai Undergraduate Students
in an International Program in Business Administration
at a University in Thailand”

This questionnaire aims at exploring your learning experiences in your first year of study. Please give an honest answer to each item to reflect your experiences. Your responses will be treated as confidential.

Jaroon Saenmuang

MA student in Applied Linguistics - English for Professional Purposes Program

The School of Liberal Arts

King Mongkut's Institute Technology Ladkrabang

This questionnaire consists of four parts as follows.

Part I: Student's Background Information

Part II: Student's Perceived Challenges in Using English in Academic Studies

Part III: Students' Use of Adjustment Strategies in Coping with the Challenges

Part IV: Student's Views Regarding English Language Support by the Program

Part I: Student's Background Information

Directions: Please tick (✓) the boxes () that apply or fill in the blanks to provide your answer.

1. Gender: Female Male
2. Age: _____ years
3. Educational background (Upper secondary education/Grades 10-12 you attended)
 - Normal public or private school in Thailand (Please specify.)
 - Thai regular program
 - EP/MEP program
 - Others (Please specify.)
 - _____
 - International school in Thailand
 - Overseas school where English is used as a medium of instruction
 - Others (Please specify./ e.g., attending schools both in Thailand and abroad)
 - _____
4. Your study experiences in an English-speaking country before studying in this international program
 - Yes (Please identify the purpose of visit.) You can choose more than one item.
 - A summer course [Length of stay: _____ [month(s)]]

- A student exchange program [Length of stay: _____ [month(s)]]
- Full-time study [Length of stay: _____ [month(s)/ year(s)]]
- Others (Please specify.) _____ [month(s)/year(s)]
- None

5. Types of acceptance of studies in this international program

- Direct Admission (Early Round)
- Portfolio Presentation (Round 1)
- Quota Admission (Round 2)
- Direct Admission (Round 3)
- Direct Admission (Round 4)

6. Your submission of the English language test score to the program as part of your application

- Yes (You can choose more than one item.)
- GAT - Part 2: English (Submitted score: _____)
- CU-TEP (Submitted score: _____)
- TU-GET (Submitted score: _____)
- IELTS (Submitted score: _____)
- TOEFL - iBT (Submitted score: _____)
- Others (Please specify the test and the submitted

score.) _____

- None

7. Your self-assessment of levels of your English language proficiency when you were a first-year student

	1	2	3	4	5
Skills	Very low	Low	Moderate	High	Very high
Listening					

Speaking					
Reading					
Writing					

Part II: Student's Perceived Challenges in Using English in Academic Studies

Directions: Please place a tick (✓) in an appropriate column to identify the level of your challenges encountered in your first year of studies in this program. The levels of challenges are as follows:

1 = Lowest 2 = Low 3 = Moderate 4 = High 5 = Highest

1. Overall Challenges in Your First Year of Studies

Overall Challenges in Your First Year of Studies	Level of Challenges				
	1	2	3	4	5
1. Having feelings of anxiety, frustration, and tension because all courses were delivered in English					
2. Being unconfident in communicating with teachers and classmates in English					
3. Having difficulty grasping individual teachers' expectations for students' work and assessment					
4. Being expected to be more independent and self-reliant on studies as a university student					
5. Having time management problems due to an overwhelming number of reading materials and assignments					
6. Having difficulty doing group work and socializing with other classmates					
7. Being unfamiliar and unhappy with online learning as a pedagogical approach during the COVID-19 pandemic					
8. Being left reeling from the policy that switched back					

and forth between onsite and online learning					
----------------------------------------------	--	--	--	--	--

9. Other challenges

(Please specify.) _____

2. Perceived Challenges in Using English in Your Academic Studies

Perceived Challenges in Using English in Your Academic Studies	Level of Challenges				
	1	2	3	4	5
1. Understanding class lectures delivered by Thai instructors					
2. Understanding class lectures delivered by non-Thai instructors					
3. Taking notes while listening to the lecture					
4. Participating in whole-class discussions					
5. Participating in small-group discussions					
6. Giving an oral presentation in front of the class					
7. Studying class materials					
8. Writing assignments					
9. Writing timed exams in class					
10. Writing take-home exams					

11. Other challenges (Please specify.) _____

3. Levels of Challenges Escalating Particularly during Online Learning

Based on the challenges mentioned in the preceding section, please place a tick (✓) to identify the challenges that escalated while you studied online during the COVID-19 pandemic. Note that you can choose more than one item.

- Understanding class lectures delivered by Thai instructors
- Understanding class lectures delivered by non-Thai instructors
- Taking notes while listening to the lecture
- Participating in whole-class discussions
- Participating in small-group discussions
- Giving an oral presentation in front of the class
- Studying class materials
- Writing assignments
- Writing timed exams (online class)
- Writing take-home exams

Other challenges (please specify.)

Part III: Students' Use of Adjustment Strategies in Coping with the Challenges

Directions: Please place a tick (✓) to identify whether you used each of the strategies in your studies when you were a first-year student. If your answer is “yes”, please also identify the level of its usefulness in helping you negotiate with the academic demand in your studies. The levels of usefulness are as follows:

1 = Lowest 2 = Low 3 = Moderate 4 = High 5 = Highest

Strategies I used in adjusting myself to first-year studies

1. I switched to Thai, where possible and admitted, in communicating with the instructor or classmates when having difficulty communicating in English.

Yes

Level of Usefulness				
1	2	3	4	5

 No

2. I carefully went through the instructor's written feedback on my assignment as a way to improve my subsequent assignment.

 Yes

Level of Usefulness				
1	2	3	4	5

 No

3. I studied textbooks or reviewing lecture notes before attending the class.

 Yes

Level of Usefulness				
1	2	3	4	5

 No

4. I formed a study group with my classmates to help each other.

 Yes

Level of Usefulness				
1	2	3	4	5

 No

5. I consulted the instructor before or after class when I had problems about my studies.

Yes

Level of Usefulness				
1	2	3	4	5

No

6. I sought help or recommendations from senior students when having problems about my studies.

Yes

Level of Usefulness				
1	2	3	4	5

No

7. I consulted textbooks/resources in Thai to help me better understand the lessons.

Yes

Level of Usefulness				
1	2	3	4	5

No

8. I spoke English with instructors and classmates in class as much as possible as a way to improve my English.

Yes

Level of Usefulness				
1	2	3	4	5

No

9. I tried to get exposure to the use of English outside the classroom (e.g., using online social media, watching TV programs, and talking to others in English) to improve my English.

Yes

Level of Usefulness				
1	2	3	4	5

No

10. I brushed up on my English by consulting different resources (e.g., grammar books, online learning resources, and test-preparation books).

Yes

Level of Usefulness				
1	2	3	4	5

No

11. I consulted English language teachers whose classes I attended during my first year of studies when I had language problems related to my study in the program.

Yes

Level of Usefulness				
1	2	3	4	5

No

12. I attended English language learning activities or extra English courses organized by the university's Office of International Affairs or the Faculty of Liberal Arts

Yes

Level of Usefulness				
1	2	3	4	5

 No

13. I took an extra English course(s) in a private language school to improve my English.

 Yes

Level of Usefulness				
1	2	3	4	5

 No

Other strategies (Please specify.)

Part IV: Student's Views Regarding English Language Support by the Program

Directions: Please place a tick (✓) in an appropriate column to identify the levels of academic English language support that you think should be provided by your program in order to help new coming first-year students to cope with the English language demands of studies. The levels of academic English language support or help are as follows:

1 = Lowest 2 = Low 3 = Moderate 4 = High 5 = Highest

Academic English Language Support or Help from the Program for New Coming First-year Students	Level of Support or Help				
	1	2	3	4	5
1. The program should publicize the English language learning resources and support or help (e.g., English training courses and consultations, and English learning					

software by the Office of International Affairs) available on campus to the students.					
2. The program should establish a self-access learning center equipped with English learning resources for students to study when they are free (e.g., software or textbooks for practicing English language).					
3. The program should organize extra-curricular activities (e.g., an English club, an English public speaking contest, and a competition in producing a short film in English) to provide students with more exposure to the use of English outside the classroom.					
4. The program should offer a one-on-one consultation to students who need help with academic English (e.g., writing an assignment, giving an oral presentation, and writing a timed exam).					
5. The program should offer pre-sessional English language training (training held before the first semester starts) particularly designed for first-year students who want to prepare themselves before starting their studies.					
6. The program should offer in-sessional English language training (training held throughout the first year) particularly designed for first-year students who want to further improve their English along their first year of studies.					

7. Other types of English language support (Please specify.)

Additional Information

I'd appreciate it if I could interview some of you to obtain more information. If you agree to be interviewed, please provide me with your contact information. Please note that your personal information will be kept confidential, and it will be used for contacting you only.

I agree to be interviewed.

Name: _____ Tel no: _____

Email: _____

I do not agree to be interviewed.

Thank you for your cooperation.

Appendix B

Semi-Structured Interview Questions for Students (English Version)

The following questions will be used in the semi-structured interview with students in the international program who participate in the research.

1. What made you decide to choose to study in this international program?
2. How did you prepare yourself for the application to study in this program?
3. Based on your first-year learning experiences in this program, did you find any similarities or differences in your learning experiences in this program and those in upper secondary school?
4. Did you encounter any challenges in studying in this program in your first year? What do you think are the causes of those challenges?
5. Based on your first-year learning experiences in this program, did you confront any challenges in using English in your studies? How? Please give me some examples.
6. In your opinion or from your observation, did your classmates experience any challenges in using English in their studies? How?
7. In case you encountered challenges in studying, particularly those concerning the use of English, what did you do to cope with the challenges? How successful were the ways you used in coping with those challenges?
8. When you studied with Thai and non-Thai instructors, did you encounter any challenges in understanding class lectures or the subject content? What are the differences in the challenges between studying with Thai and non-Thai instructors?
9. When you were assigned by your instructors to do group work with your friends, did you experience any challenges in working together? How did you deal with those challenges?
10. While doing group work with your classmates in class (no instructor is present) and after class, did you use Thai or English in communicating with each other? Why?

11. Did the change in a pedagogical approach during the COVID-19 pandemic from in-class learning to online learning result in escalating challenges in using English in your studies? How?
12. How much did you use English in communicating with your classmates and lecturers?
13. In a situation when you were required to use only English in the in-class communication and you were faced with any problems in communicating in English, how did you solve the problem?
14. When you encountered any challenges in learning, how were you be helped by your classmates, senior students in the program, or your lecturers?
15. In your opinion, what adjustment strategies used in your first year of the study in the program, where all courses were delivered in English, were the most effective adjustment strategies?
16. In your opinion, how important is English language support from the program for your studies in the program?
17. How do you feel as you are studying in the international program in the faculty and university where most of their programs are delivered in Thai?
18. Apart from studying in class in your first year, did you participate in any activities organized by the faculty or university, which provided you with a chance to use English outside the classroom?
19. Did you participate in any English development activities organized by the Office of International Affairs or the Faculty of Liberal Arts? Why?
20. Based on your first-year learning experiences, how should first-year students in the program be supported or helped regarding the English language?
21. What are your suggestions for the program or the faculty on support and help to first-year students concerning their studies and English language?

Appendix C
Semi-Structured Interview Questions for Lecturers
in the International Program (English Version)

1. Based on your experiences in teaching first-year students, what are the challenges faced by the students in studying in an international program?
2. In your opinion, what are the differences in challenges of first-year students between those studying in the international program and those studying in the Thai (regular) program? How? What could be the causes of those challenges?
3. In terms of students' challenges in using English in their studies, what challenges have you often seen? What do you think are the causes of those challenges?
4. According to the challenges mentioned in answers to Question 3, in what way do you think the challenges should be dealt with?
5. Have you been asked for help or advice from first-year students who have challenges in the study? Could you please give me some examples when you were asked for help or advice from the students?
6. Have you seen first-year students' use of any adjustment strategies in studying in the program (e.g., when they study in class or work together with their classmates)?
7. What adjustment strategy do you think is likely to be the most beneficial to first-year students in studying in the program?
8. Is there any English language support or help, or other types of help for first-year students, particularly for those having linguistic challenges in studying?
9. In your opinion, what type of English language support and help should be provided for first-year students? How could the support be beneficial to the students in studying in the program (e.g., English language training held before the first semester starts (pre-sessional) or throughout the first year (in-sessional), extra-curricular activities, and a one-on-one consultation to students who need help with academic English)?

10. In your opinion, in the context of the university and faculty where most of their programs are delivered in Thai, what are the impacts of this educational context on the pedagogical management of the international program, and on the English skills development of students in the program?



Appendix D

Semi-Structured Interview Questions for an Academic Support Staff Member in the International Program (English Version)

The following questions will be used in the semi-structured interview with an academic support staff member in the international program who participates in the research.

1. Based on your experiences in working in the program, what challenges of first-year students in studying in the program have you seen?
2. In your opinion, are there any differences in challenges of the first-year students between those studying in the international program and those studying in the Thai (regular) program? What could be the causes of those challenges?
3. Have you been asked for help from first-year students who have challenges in the study? Could you please give me some examples when you were asked for help from the students?
4. Have you seen first-year students' use of any adjustment strategies in studying in the program (e.g., when they study in class or work together with their classmates)? How beneficial do you think students' adjustment strategies could be?
5. Is there any English language support or other types of help for first-year students, particularly for those having linguistic challenges in studying?
6. In your opinion, what type of English language support should be provided for first-year students? How could the support be beneficial to the students in studying in the program (e.g., English language training held before the first semester starts (pre-sessional) or throughout the first year (in-sessional), extra-curricular activities, and a one-on-one consultation to students who need help with academic English)?
7. As you are an academic support staff member in this international program, what do you think is your role in helping or cooperating with students and lecturers in the program?

8. How would you like to be supported by the program or faculty (e.g., attending additional training, having a visit to international programs of other academic institutions, and attending additional English language training for communicating with students) for benefits to your work?



Appendix E
Students' Questionnaire (Thai Version)

ประสบการณ์การเรียนรู้ช่วงเปลี่ยนผ่านของนักศึกษาไทยระดับปริญญาตรีที่ศึกษาอยู่ในหลักสูตร

นานาชาติ

สาขาวิชาบริหารธุรกิจ ในมหาวิทยาลัยแห่งหนึ่งในประเทศไทย

แบบสอบถามนี้มีวัตถุประสงค์เพื่อศึกษาประสบการณ์การเรียนรู้ของ

ท่าน

ในชั้นปีที่ 1 โปรดให้ข้อมูลที่แท้จริงเพื่อชี้ให้เห็นถึงประสบการณ์ของ

ท่าน

ทั้งนี้ข้อมูลของท่านในแบบสอบถามจะถูกเก็บเป็นความลับ

จรรยา แสนเมือง

นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต

สาขาวิชาภาษาศาสตร์ประยุกต์ – ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ

คณะศิลปศาสตร์

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

แบบสอบถามแบ่งออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1: ข้อมูลเบื้องต้นของนักศึกษา

ส่วนที่ 2: การรับรู้ปัญหาของนักศึกษาในการใช้ภาษาอังกฤษในการเรียน

ส่วนที่ 3: การใช้กลยุทธ์การปรับตัวของนักศึกษาในการจัดการกับปัญหาการใช้ภาษาอังกฤษในการเรียน

ส่วนที่ 4: มุมมองของนักศึกษาต่อการให้การสนับสนุน/ช่วยเหลือด้านภาษาอังกฤษจากหลักสูตร

ส่วนที่ 1: ข้อมูลเบื้องต้นของนักศึกษา

คำชี้แจง: กรุณาทำเครื่องหมาย (✓) ในช่องว่าง (□) และเติมคำตอบในพื้นที่ว่างที่กำหนดให้

1. เพศ: หญิง ชาย

2. อายุ: _____ ปี

3. ประวัติการศึกษา (การศึกษาระดับมัธยมศึกษาตอนปลาย/ ม.4 - ม.6 หรือเทียบเท่าของท่าน)

จบการศึกษาจากโรงเรียนรัฐบาลหรือเอกชนในประเทศไทย โดยเรียนในหลักสูตร (โปรด

ระบุ)

หลักสูตรปกติที่จัดการเรียนการสอนเป็นภาษาไทย

หลักสูตร EP/ MEP

อื่นๆ (โปรดระบุ) _____

จบการศึกษาจากโรงเรียนนานาชาติ (International School) ในประเทศไทย

จบการศึกษาจากโรงเรียนในต่างประเทศที่ใช้ภาษาอังกฤษเป็นภาษาในการเรียนการสอน

อื่นๆ (โปรดระบุ/ เช่น เข้าเรียนทั้งโรงเรียนในประเทศไทยและต่างประเทศ เป็นต้น)

4. ประสบการณ์การเรียนของท่านในประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร (English-speaking Countries) ก่อนที่ท่านจะเรียนในหลักสูตรนานาชาติที่นี่

มีประสบการณ์ ๗ (โปรดระบุวัตถุประสงค์และช่วงเวลาในการไปเรียนต่างประเทศ)

ท่านสามารถเลือกตอบได้มากกว่า 1 ข้อ

หลักสูตรภาคฤดูร้อน (Summer Course) [ระยะเวลาที่อยู่ต่างประเทศ: ____ เดือน]

ประถมศึกษาตอนต้น

ประถมศึกษาตอนปลาย

มัธยมศึกษาตอนต้น

มัธยมศึกษาตอนปลาย

โครงการนักเรียนแลกเปลี่ยน [ระยะเวลาที่อยู่ต่างประเทศ: ____ เดือน]

ประถมศึกษาตอนต้น

ประถมศึกษาตอนปลาย

มัธยมศึกษาตอนต้น

มัธยมศึกษาตอนปลาย

การเรียนแบบเต็มเวลา (Full-time Study) [ระยะเวลาที่อยู่ต่างประเทศ: ____ เดือน/ ปี]

ประถมศึกษาตอนต้น

ประถมศึกษาตอนปลาย

มัธยมศึกษาตอนต้น

มัธยมศึกษาตอนปลาย

อื่นๆ (โปรดระบุ) _____ [เดือน/ ปี]

ประถมศึกษาตอนต้น

ประถมศึกษาตอนปลาย

มัธยมศึกษาตอนต้น

มัธยมศึกษาตอนปลาย

ไม่มีประสบการณ์ ใดๆ

5. ประเภทของการตอบรับเพื่อเข้าศึกษาในหลักสูตรนานาชาตินี้

รอบรับตรง/ Direct Admission (รอบแรก)

รอบนำเสนอแฟ้มสะสมงาน/ Portfolio Presentation (รอบที่ 1)

รอบโควตา/ Quota Admission (รอบที่ 2)

การรับตรง/ Direct Admission (รอบที่ 3)

การรับตรง/ Direct Admission (รอบที่ 4)

6. การยื่นผลคะแนนทดสอบภาษาอังกฤษของท่านให้กับหลักสูตร ซึ่งเป็นส่วนหนึ่งของการสมัครเรียน

ในหลักสูตร

ท่านได้ยื่นคะแนนภาษาอังกฤษดังต่อไปนี้ (สามารถเลือกตอบได้มากกว่า 1 ข้อ)

GAT - Part 2: English (คะแนนที่ยื่น: _____)

CU-TEP (คะแนนที่ยื่น: _____)

TU-GET (คะแนนที่ยื่น: _____)

IELTS (คะแนนที่ยื่น: _____)

TOEFL - iBT (คะแนนที่ยื่น: _____)

อื่นๆ (โปรดระบุประเภทของการทดสอบและคะแนนที่ยื่น) _____

ท่านไม่ได้ยื่นคะแนนภาษาอังกฤษ

7. การประเมินตนเองเกี่ยวกับระดับความสามารถด้านภาษาอังกฤษของท่านขณะที่ท่านเป็นนักศึกษา
ชั้นปีที่ 1

	1	2	3	4	5
ทักษะ	ต่ำมาก	ต่ำ	ปานกลาง	สูง	สูงมาก
การฟัง					
การพูด					
การอ่าน					
การเขียน					

ส่วนที่ 2: การรับรู้ปัญหาของนักศึกษาในการใช้ภาษาอังกฤษในการเรียน

คำชี้แจง: กรุณาทำเครื่องหมาย (✓) ในช่องว่างที่เหมาะสม เพื่อระบุถึงระดับของปัญหาที่ท่านประสบจากการเรียนในชั้นปีที่ 1 ในหลักสูตรนี้ โดยระดับของปัญหามีดังนี้

1 = ต่ำที่สุด 2 = ต่ำ 3 = ปานกลาง 4 = สูง 5 = สูงที่สุด

1. ปัญหาโดยภาพรวมในการศึกษาในปีแรก

ปัญหาโดยภาพรวมในการศึกษาในปีแรก	ระดับของปัญหา				
	1	2	3	4	5
1. มีความรู้สึกกังวล (anxiety) วุ่นวายใจ (frustration) และมีความเครียด (tension) เนื่องจากทุกวิชาสอนเป็นภาษาอังกฤษ					
2. ไม่มั่นใจในการสื่อสารกับอาจารย์และเพื่อนร่วมชั้นเป็นภาษาอังกฤษ					
3. มีปัญหาในการเรียนเนื่องจากไม่รู้แน่ชัดว่าอาจารย์แต่ละท่านมีความคาดหวังอย่างไรต่องานที่ได้มอบหมายให้นักศึกษาทำและการวัดผล (เช่น อาจารย์บางท่านอาจเน้นเนื้อหาสำคัญเมื่อตรวจงานที่นักศึกษาได้เขียนส่ง แต่อาจารย์บางท่านอาจคาดหวังว่านักศึกษาต้องเขียนงานโดยลงเนื้อหาในรายละเอียดและต้องใช้ภาษาอังกฤษให้ถูกต้องด้วย เป็นต้น)					
4. ถูกคาดหวังให้ต้องพึ่งพาตนเอง (independent) และช่วยเหลือตนเอง (self-reliant) มากยิ่งขึ้นในการเรียนเมื่อเป็นนักศึกษาระดับมหาวิทยาลัย					
5. มีปัญหาในด้านการแบ่งเวลา เนื่องจากตำราเรียน/หนังสือที่ต้องศึกษาและภาระงานที่ได้รับมอบหมาย (assignments) มีจำนวนมาก					
6. มีปัญหาในการทำงานกลุ่มและเข้าสังคมกับเพื่อนร่วมชั้น					

7. ไม่คุ้นเคยและไม่มีความสุขกับการเรียนออนไลน์ที่เป็นรูปแบบของการสอนในช่วงการแพร่ระบาดของโรค COVID-19					
8. รู้สึกสับสนและมีปัญหาในการเรียนเนื่องจากการปรับเปลี่ยนนโยบายที่เปลี่ยนไปมาระหว่างการเรียนในห้องเรียนและแบบออนไลน์					

9. ปัญหาอื่นๆ (โปรดระบุ) _____

2. การรับรู้ปัญหาในการใช้ภาษาอังกฤษในการเรียนของท่าน

การรับรู้ปัญหาในการใช้ภาษาอังกฤษในการเรียนของท่าน	ระดับของปัญหา				
	1	2	3	4	5
1. การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยผู้สอนชาวไทย					
2. การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยผู้สอนชาวต่างชาติ					
3. การจดสรุป (taking notes) ขณะฟังการบรรยาย					
4. การมีส่วนร่วมในการอภิปรายในห้องเรียน (whole-class discussions)					

5. การมีส่วนร่วมในการอภิปรายในกลุ่มย่อย (small-group discussions)					
6. การนำเสนอหน้าชั้นเรียน (oral presentation)					
7. การศึกษาทำความเข้าใจตำรา/หนังสือ/เอกสารประกอบการสอนต่าง ๆ (class materials)					
8. การเขียนงานที่ได้รับมอบหมาย (assignments)					
9. การเขียนตอบข้อสอบในห้องเรียนที่มีการกำหนดเวลาในการทำข้อสอบ (timed exams in class)					
10. การเขียนตอบข้อสอบแบบทำที่บ้าน (take-home exams)					

11. ปัญหาอื่นๆ (โปรดระบุ) _____

3. ระดับปัญหาที่ท่านพบมากขึ้นโดยเฉพาะช่วงที่มีการเรียนการสอนในรูปแบบออนไลน์ (เมื่อเปรียบเทียบกับระดับปัญหาในระหว่างการเรียนการสอนในสถาบัน)

จากปัญหาที่ได้กล่าวไว้ข้างต้น กรุณาทำเครื่องหมาย (✓) เพื่อระบุถึงปัญหาที่เพิ่มขึ้นขณะที่ท่านเรียนออนไลน์ในช่วงการแพร่ระบาดของโรค COVID-19 ท่านสามารถเลือกตอบได้มากกว่า 1 ข้อ

- การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยผู้สอนชาวไทย
- การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยผู้สอนชาวต่างชาติ
- การจดสรุป (taking notes) ขณะฟังการบรรยาย
- การมีส่วนร่วมในการอภิปรายในห้องเรียน (whole-class discussions)
- การมีส่วนร่วมในการอภิปรายในกลุ่มย่อย (small-group discussions)

- การนำเสนอหน้าชั้นเรียน (oral presentation)
 - การศึกษาทำความเข้าใจตำรา/หนังสือ/เอกสารประกอบการสอนต่าง ๆ (class materials)
 - การเขียนงานที่ได้รับมอบหมาย (assignments)
 - การเขียนตอบข้อสอบออนไลน์ที่มีการกำหนดเวลาในการทำข้อสอบ (timed exams in online class)
 - การเขียนตอบข้อสอบแบบทำที่บ้าน (take-home exams)
- ปัญหาอื่นๆ (โปรดระบุ) _____

ส่วนที่ 3: การใช้กลยุทธ์การปรับตัวของนักศึกษาในการจัดการกับปัญหาการใช้ภาษาอังกฤษในการเรียน

คำชี้แจง: กรุณาทำเครื่องหมาย (✓) เพื่อระบุว่า ท่านได้ใช้กลยุทธ์เหล่านี้ในการเรียนขณะที่ท่านอยู่ชั้นปีที่ 1 หรือไม่ หากท่านตอบว่า “ใช่” กรุณาระบุถึงระดับของประโยชน์ของกลยุทธ์ที่ช่วยให้ท่านก้าวผ่านจากอุปสรรคในการเรียนของท่าน โดยระดับของประโยชน์มีดังนี้

1 = ต่ำที่สุด 2 = ต่ำ 3 = ปานกลาง 4 = สูง 5 = สูงที่สุด

กลยุทธ์ที่ข้าพเจ้าใช้ในการปรับตัวในการเรียนชั้นปีที่ 1

1. ข้าพเจ้าสลับ/เปลี่ยนไปใช้ภาษาไทย (เมื่อมีโอกาสทำได้และได้รับอนุญาตให้ใช้ภาษาไทยได้) ในการสื่อสารกับอาจารย์และเพื่อนร่วมชั้นเมื่อมีปัญหาในการสื่อสารเป็นภาษาอังกฤษ

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

2. ข้าพเจ้าศึกษาคำติชม (feedback) ที่ได้รับจากอาจารย์ต่องานของข้าพเจ้าอย่างละเอียด เพื่อเป็นวิธี
หนึ่งที่จะใช้ในการปรับปรุงการทำงาน (assignment) ขึ้นต่อไปได้

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

3. ข้าพเจ้าศึกษาคำบรรยายหรือทบทวนบันทึกสรุปการบรรยาย (lecture notes) ก่อนการเรียน

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

4. ข้าพเจ้ารวมกลุ่มกับเพื่อนร่วมชั้นเพื่อช่วยเหลือด้านการเรียนซึ่งกันและกัน

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

5. ข้าพเจ้าปรึกษากับอาจารย์ก่อนหรือหลังเลิกเรียนเมื่อข้าพเจ้ามีปัญหาด้านการเรียน

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

6. ข้าพเจ้าขอความช่วยเหลือหรือคำแนะนำจากรุ่นพี่เมื่อข้าพเจ้ามีปัญหาด้านการเรียน

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

7. ข้าพเจ้าศึกษาคำราเรียน/หนังสือหรือแหล่งข้อมูลอื่น ๆ ที่เป็นภาษาไทย เพื่อช่วยให้ข้าพเจ้าเข้าใจบทเรียน/การเรียนรู้ที่เป็นภาษาอังกฤษได้ดียิ่งขึ้น

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

8. ข้าพเจ้าพูดภาษาอังกฤษกับอาจารย์และเพื่อนร่วมชั้นในห้องเรียนให้มากที่สุดเท่าที่จะทำได้ เพื่อเป็นอีกหนึ่งวิธีที่จะพัฒนาภาษาอังกฤษของตนเอง

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

9. ข้าพเจ้าพยายามทำให้ตนเองได้มีโอกาสใช้ภาษาอังกฤษนอกห้องเรียน เช่น การใช้สื่อสังคมออนไลน์ (social media) การดู

รายการโทรทัศน์และการพูดคุยกับผู้อื่นเป็นภาษาอังกฤษ เพื่อพัฒนาภาษาอังกฤษของตนเอง

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

10. ข้าพเจ้าทบทวนและปรับปรุงภาษาอังกฤษของตนเองโดยการศึกษาจากแหล่งข้อมูลที่หลากหลาย เช่น

หนังสือไวยากรณ์ (grammar books) สื่อเรียนรู้ออนไลน์และหนังสือสำหรับเตรียมสอบ

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

11. ข้าพเจ้าปรึกษาอาจารย์ผู้สอนวิชาภาษาอังกฤษที่ข้าพเจ้าเรียนด้วยในชั้นปีที่ 1 หากข้าพเจ้ามีปัญหา

ทางด้านภาษาที่เกี่ยวข้องกับการเรียนในหลักสูตรนี้

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

12. ข้าพเจ้าเข้าร่วมกิจกรรมเรียนรู้เกี่ยวกับการพัฒนาภาษาอังกฤษหรือเรียนคอร์สภาษาอังกฤษเพิ่มเติม

ที่จัดโดยสำนักงานกิจการ

ต่างประเทศของสถาบันหรือคณะศิลปศาสตร์

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

13. ข้าพเจ้าเรียนคอร์สภาษาอังกฤษเพิ่มเติมที่โรงเรียนสอนภาษาเอกชนเพื่อพัฒนาภาษาอังกฤษของ

ตนเอง

ใช่

ระดับของประโยชน์				
1	2	3	4	5

ไม่ใช่

กลยุทธ์อื่นๆ (โปรดระบุ) _____

ส่วนที่ 4: มุมมองของนักศึกษาต่อการให้การสนับสนุน/ช่วยเหลือด้านภาษาอังกฤษจากหลักสูตร

คำชี้แจง: กรุณาทำเครื่องหมาย (✓) ในช่องว่างที่เหมาะสม เพื่อระบุถึงระดับของการสนับสนุน/ช่วยเหลือด้านภาษาอังกฤษทางวิชาการที่ท่านคิดว่าหลักสูตรควรจัดให้นักศึกษาชั้นปีที่ 1 ที่จะเข้ามาเรียนในปีหน้า เพื่อช่วยให้นักศึกษารับมือกับปัญหาเกี่ยวกับการใช้ภาษาอังกฤษในการเรียน โดยระดับของการให้การสนับสนุนหรือช่วยเหลือด้านภาษาอังกฤษทางวิชาการมีดังนี้

1 = มีความจำเป็นต่ำที่สุด

2 = มีความจำเป็นต่ำ

3 = มีความจำเป็นปานกลาง

4 = มีความจำเป็นสูง

5 = มีความจำเป็นสูงที่สุด

การสนับสนุน/ให้ความช่วยเหลือด้านภาษาอังกฤษที่หลักสูตรควรจัดให้กับนักศึกษาปี 1 ที่จะเข้ามาเรียนในปีหน้า	ระดับของการสนับสนุน/ช่วยเหลือ				
	1	2	3	4	5
1. หลักสูตรควรประชาสัมพันธ์อย่างเต็มที่เกี่ยวกับการสนับสนุน/ช่วยเหลือและแหล่งทรัพยากรการเรียนรู้ด้านภาษาอังกฤษที่มีอยู่ของสถาบันให้นักศึกษาได้รับทราบข้อมูล เช่น คอร์สฝึกอบรมและ					

<p>การให้คำปรึกษาด้านภาษาอังกฤษ และซอฟต์แวร์การเรียน ภาษาอังกฤษของสำนักงานกิจการต่างประเทศของสถาบัน เป็นต้น</p>					
<p>2. หลักสูตรการจัดตั้งศูนย์การเรียนรู้ด้วยตนเองซึ่งมีทรัพยากรการเรียนรู้ภาษาอังกฤษ (English learning resources เช่น ซอฟต์แวร์ หรือหนังสือสำหรับฝึกภาษาอังกฤษ) เพื่อให้นักศึกษาได้เรียนรู้เพิ่มเติมด้วยตนเองเมื่อมีเวลาว่าง</p>					
<p>3. หลักสูตรการจัดกิจกรรมเสริมหลักสูตร (กิจกรรมนอกห้องเรียน) เช่น ชมรมภาษาอังกฤษ การประกวดการกล่าวสุนทรพจน์เป็นภาษาอังกฤษ (English public speaking contest) และการประกวดผลิตหนังสือเป็นภาษาอังกฤษ เพื่อให้นักศึกษาได้มีโอกาสในการใช้ภาษาอังกฤษนอกห้องเรียน</p>					
<p>4. หลักสูตรควรจัดให้มีการให้คำปรึกษาแบบตัวต่อตัวแก่นักศึกษาที่ต้องการความช่วยเหลือด้านภาษาอังกฤษทางวิชาการ เช่น การเขียนงานที่ได้รับมอบหมาย (assignments) การนำเสนอแบบปากเปล่า (oral presentation) และการเขียนข้อสอบที่มีการกำหนดเวลาทำในห้องสอบ (timed exams)</p>					
<p>5. หลักสูตรควรจัดการฝึกอบรมด้านภาษาอังกฤษก่อนเรียน (pre-sessional training) ซึ่งจัดขึ้นก่อนเริ่มภาคการเรียนที่ 1 โดยเป็นการอบรมที่ออกแบบมาโดยเฉพาะสำหรับนักศึกษาชั้นปีที่ 1 ที่ต้องการเตรียมตัวก่อนเริ่มการเรียนในหลักสูตร</p>					

<p>6. หลักสูตรการจัดการฝึกอบรมด้านภาษาอังกฤษระหว่างเรียน (in-sessional training) ซึ่งเป็นการฝึกอบรมที่ออกแบบมา โดยเฉพาะสำหรับนักศึกษาชั้นปีที่ 1 ที่ต้องการพัฒนาภาษาอังกฤษอย่างต่อเนื่องควบคู่ไปกับการเรียนในปีแรก</p>					
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7. การสนับสนุนด้านภาษาอังกฤษอื่นๆ (โปรดระบุ) _____

ข้อมูลเพิ่มเติม

ผู้วิจัยมีความยินดีเป็นอย่างยิ่งหากได้มีโอกาสสัมภาษณ์นักศึกษาบางท่านเพื่อสอบถามข้อมูลเพิ่มเติม หากท่านยินดีที่จะ ให้สัมภาษณ์ โปรดกรอกข้อมูลสำหรับการติดต่อกลับ ทั้งนี้ข้อมูลส่วนบุคคลของท่านจะถูกเก็บเป็นความลับและจะนำมาใช้สำหรับการติดต่อกลับเท่านั้น

ยินดีที่จะให้สัมภาษณ์

ชื่อ - นามสกุล: _____ เบอร์โทรศัพท์: _____

Email: _____

ไม่ยินดีที่จะให้สัมภาษณ์

ขอขอบพระคุณในความร่วมมือของท่าน

Appendix F

Semi-Structured Interview Questions for Students (Thai Version)

คำถามต่อไปนี้จะใช้สำหรับการสัมภาษณ์แบบกึ่งโครงสร้างกับนักศึกษาในหลักสูตรนานาชาติ ที่เป็นผู้เข้าร่วมการวิจัย

1. เพราะเหตุใดท่านถึงตัดสินใจเลือกเรียนหลักสูตรนานาชาติหลักสูตรนี้
2. ในการสมัครเรียนในหลักสูตรนี้ ท่านได้เตรียมตัวอย่างไรบ้าง
3. จากประสบการณ์การเรียนในชั้นปีที่ 1 ในหลักสูตรนี้ มีความเหมือนหรือความแตกต่างจากประสบการณ์ในการเรียนในระดับมัธยมศึกษาตอนปลายหรือไม่ อย่างไร
4. ท่านได้ประสบปัญหาอะไรหรือไม่ในการเรียนในหลักสูตรนี้ในปีแรก ท่านคิดว่ามีสาเหตุมาจากอะไร
5. จากประสบการณ์การเรียนในชั้นปีที่ 1 ของท่าน ท่านประสบปัญหาในการใช้ภาษาอังกฤษในการเรียนในหลักสูตรหรือไม่ อย่างไร กรุณายกตัวอย่าง
6. ในความคิดเห็นของท่าน หรือจากการสังเกต เพื่อนร่วมชั้นเรียนของท่านมีปัญหาในการใช้ภาษาอังกฤษในการเรียนหรือไม่ อย่างไร
7. หากท่านประสบปัญหาในการเรียนโดยเฉพาะเกี่ยวกับการใช้ภาษาอังกฤษ ท่านรับมือกับปัญหาอย่างไร และได้ผลมากน้อยเพียงใด
8. เวลาที่ท่านเรียนกับอาจารย์ชาวไทยและอาจารย์ชาวต่างชาติ ท่านเจอปัญหาในการทำความเข้าใจการบรรยายในชั้นเรียนหรือเนื้อหาของรายวิชาหรือไม่ และปัญหาที่เจอแตกต่างกันอย่างไร
9. เมื่อท่านได้รับมอบหมายงานจากอาจารย์ให้ทำงานกลุ่มร่วมกับเพื่อน ท่านเจอปัญหาในระหว่างการทำงานร่วมกันบ้างหรือไม่ และท่านมีวิธีการจัดการกับปัญหานี้อย่างไร
10. ในขณะที่ท่านทำงานกลุ่มกับเพื่อนในระหว่างเรียน (โดยไม่มีอาจารย์อยู่ด้วย)และทำงานกลุ่มนอกเวลาเรียน ท่านคุยกับเพื่อนโดยใช้ภาษาไทยหรือภาษาอังกฤษ เพราะเหตุใด
11. การเปลี่ยนแปลงรูปแบบของการเรียนในช่วงการแพร่ระบาดของโรค COVID-19 จากเรียนในห้องเรียนเป็นการเรียนแบบออนไลน์ ส่งผลให้ปัญหาในการใช้ภาษาอังกฤษในการเรียนเพิ่มขึ้นหรือไม่ อย่างไร
12. ท่านใช้ภาษาอังกฤษในการสื่อสารกับเพื่อนร่วมชั้นและอาจารย์ผู้สอนมากน้อยเพียงใด
13. ในสถานการณ์ที่ท่านต้องใช้ภาษาอังกฤษในการสื่อสารในชั้นเรียนเท่านั้น แต่หากท่านเจอปัญหาในการสื่อสาร ท่านมีวิธีจัดการกับปัญหานี้อย่างไร

14. เมื่อท่านเจอปัญหาในการเรียน ท่านได้รับความช่วยเหลือจากเพื่อนร่วมชั้น รุ่นพี่ในหลักสูตร หรือ อาจารย์ผู้สอนอย่างไรบ้าง
15. ท่านคิดว่า กลยุทธ์ที่ใช้ในการปรับตัวในการเรียนชั้นปีที่ 1 ในหลักสูตรที่ต้องใช้ภาษาอังกฤษในการเรียนทุกวิชา กลยุทธ์ใดที่ใช้ได้ผลมากที่สุด
16. ท่านคิดว่าการสนับสนุนหรือช่วยเหลือด้านภาษาอังกฤษจากหลักสูตรมีความสำคัญต่อการเรียนในหลักสูตรของท่านอย่างไร
17. ท่านมีความรู้สึกอย่างไรในการเรียนในหลักสูตรนานาชาติในคณะและสถาบันที่หลักสูตรส่วนใหญ่เป็นหลักสูตรไทย
18. นอกจากการเรียนในชั้นเรียนแล้ว ท่านได้เข้าร่วมกิจกรรมอื่น ๆ ของคณะหรือสถาบันที่ช่วยให้ท่านได้มีโอกาสในการใช้ภาษาอังกฤษนอกห้องเรียนบ้างหรือไม่
19. ท่านเคยเข้าร่วมกิจกรรมเกี่ยวกับการพัฒนาความสามารถอังกฤษที่จัดโดยสำนักงานกิจการต่างประเทศหรือคณะศิลปศาสตร์บ้างหรือไม่ เพราะอะไร
20. จากประสบการณ์การเรียนในชั้นปีที่ 1 ของท่าน นักศึกษาชั้นปีที่ 1 ในหลักสูตรนี้ควรได้รับการสนับสนุนหรือช่วยเหลือด้านภาษาอังกฤษอย่างไรบ้าง
21. ท่านมีข้อเสนอแนะใดให้กับหลักสูตรหรือคณะเกี่ยวกับการสนับสนุนและช่วยเหลือนักศึกษาปี 1 ด้านการเรียนและด้านภาษาอังกฤษ

Appendix G
Semi-Structured Interview Questions for Lecturers
in the International Program (Thai Version)

คำถามต่อไปนี้จะใช้สำหรับการสัมภาษณ์แบบกึ่งโครงสร้างกับอาจารย์ในหลักสูตรนานาชาติ ที่เป็นผู้เข้าร่วมการวิจัย

1. จากประสบการณ์การสอนนักศึกษาชั้นปีที่ 1 ของท่าน ท่านได้เห็นปัญหาในการเรียนของนักศึกษาชั้นปีที่ 1 ในด้านใดบ้าง
2. ท่านคิดว่าปัญหาในการเรียนของนักศึกษาชั้นปีที่ 1 ในหลักสูตรนานาชาติแตกต่างจากหลักสูตรไทย (หลักสูตรปกติ) หรือไม่ อย่างไร และน่าจะมีสาเหตุมาจากอะไร
3. ปัญหาจากการใช้ภาษาอังกฤษในการเรียนของนักศึกษาชั้นปีที่ 1 ปัญหาใดที่ท่านมักจะเจออยู่บ่อยครั้ง และท่านคิดว่าเพราะเหตุใดนักศึกษาถึงมีปัญหา
4. จากปัญหาในข้อ 3 ท่านคิดว่าจะมีแนวทางในการแก้ได้อย่างไร
5. นักศึกษาชั้นปีที่ 1 ที่เจอปัญหาในการเรียนได้ขอความช่วยเหลือหรือคำแนะนำจากท่านบ้างหรือไม่ กรุณายกตัวอย่าง
6. ท่านได้เห็นกลยุทธ์การปรับตัวในการเรียนของนักศึกษาชั้นปีที่ 1 บ้างหรือไม่ เช่นการเรียนในห้องเรียน การทำงานกลุ่มกับเพื่อนร่วมชั้น เป็นต้น
7. ท่านคิดว่า กลยุทธ์การปรับตัวในการเรียนในชั้นปีที่ 1 ที่นักศึกษาใช้ กลยุทธ์ใดน่าจะส่งผลดีต่อการเรียนในหลักสูตรมากที่สุด
8. ทางหลักสูตรมีการสนับสนุนหรือช่วยเหลือด้านภาษาอังกฤษหรือให้ความช่วยเหลือประเภทอื่นแก่นักศึกษาชั้นปีที่ 1 โดยเฉพาะผู้ที่มีปัญหาในด้านการใช้ภาษาอังกฤษในการเรียนอย่างไรบ้าง
9. ท่านคิดว่า ทางหลักสูตรควรมีการสนับสนุนและช่วยเหลือด้านภาษาอังกฤษแก่นักศึกษาชั้นปีที่ 1 ในรูปแบบใด และจะเป็นประโยชน์ต่อนักศึกษาในการเรียนในหลักสูตรอย่างไร เช่น การฝึกอบรมด้านภาษาอังกฤษก่อนเริ่มภาคเรียนที่ 1 หรือระหว่างเรียน การจัดกิจกรรมเสริมหลักสูตรการเรียน และการให้คำปรึกษาแบบตัวต่อตัวแก่นักศึกษาที่ต้องการความช่วยเหลือด้านภาษาอังกฤษ เป็นต้น
10. ในความคิดเห็นของท่าน ท่านคิดว่าบริบทของสถาบันและคณะที่หลักสูตรส่วนใหญ่เป็นหลักสูตรไทย มีผลกระทบอย่างไรกับการจัดการเรียนการสอนหลักสูตรนานาชาติและการพัฒนาทักษะภาษาอังกฤษของนักศึกษาในหลักสูตรของท่าน

Appendix H

Semi-Structured Interview Questions for an Academic Support Staff Member in the International Program (Thai Version)

คำถามต่อไปนี้จะใช้สำหรับการสัมภาษณ์แบบกึ่งโครงสร้างกับเจ้าหน้าที่สนับสนุนด้านวิชาการในหลักสูตรนานาชาติ ที่เป็นผู้เข้าร่วมการวิจัย

1. จากประสบการณ์การทำงานในหลักสูตรของท่าน ท่านได้เห็นปัญหาของนักศึกษาชั้นปีที่ 1 ด้านใดบ้าง
2. ท่านคิดว่า ปัญหาของนักศึกษาชั้นปีที่ 1 ในหลักสูตรนานาชาติแตกต่างจากหลักสูตรไทย (หลักสูตรปกติ) หรือไม่ และน่าจะมีสาเหตุมาจากอะไร
3. นักศึกษาชั้นปีที่ 1 ที่มีปัญหาในการเรียนได้ขอความช่วยเหลือจากท่านบ้างหรือไม่ กรุณายกตัวอย่าง
4. ท่านได้เห็นกลยุทธ์การปรับตัวในการเรียนของนักศึกษาชั้นปีที่ 1 บ้างหรือไม่ และการใช้กลยุทธ์การปรับตัวน่าจะส่งผลต่อการเรียนในหลักสูตรอย่างไร
5. ทางหลักสูตรมีการสนับสนุนด้านภาษาอังกฤษหรือให้ความช่วยเหลือประเภทอื่นแก่นักศึกษาชั้นปีที่ 1 โดยเฉพาะผู้ที่มีปัญหาในด้านการใช้ภาษาอังกฤษในการเรียนบ้างหรือไม่
6. ท่านคิดว่า ทางหลักสูตรควรมีการสนับสนุนด้านภาษาอังกฤษแก่นักศึกษาชั้นปีที่ 1 ในรูปแบบใด และจะเป็นประโยชน์ต่อนักศึกษาในการเรียนในหลักสูตรอย่างไร เช่น การฝึกอบรมด้านภาษาอังกฤษก่อนเริ่มภาคเรียนที่ 1 หรือระหว่างเรียน การจัดกิจกรรมเสริมหลักสูตรการเรียน และการให้คำปรึกษาแบบตัวต่อตัวแก่นักศึกษาที่ต้องการความช่วยเหลือด้านภาษาอังกฤษ เป็นต้น
7. ท่านคิดว่าในฐานะที่ท่านเป็นเจ้าหน้าที่สนับสนุนด้านวิชาการในหลักสูตรนานาชาติ ท่านมีบทบาทอย่างไรในการให้ความช่วยเหลือหรือประสานงานกับนักศึกษาและอาจารย์ในหลักสูตร
8. ท่านต้องการให้หลักสูตรหรือคณะให้การสนับสนุนท่านอย่างไร (เช่นการเข้าร่วมอบรมเพิ่มเติม การดูงานการจัดการหลักสูตรนานาชาติในสถาบันการศึกษาต่าง ๆ การอบรมภาษาอังกฤษเพิ่มเติมเพื่อการสื่อสารกับนักศึกษา เป็นต้น) เพื่อประโยชน์ในการปฏิบัติงานของท่าน

Appendix I

Item Objective Congruence Form (IOC Form) for a Survey Questionnaire

Description: This form is used for validating questionnaire items. Please indicate your agreement according to the following scales by placing a tick (✓) in the appropriate box. Please also give additional suggestions or comments on the items in the space provided.

Scoring +1 = The expert agrees that the question/statement is appropriate.

Scoring 0 = The expert neither agrees nor disagrees that the question/statement is appropriate.

Scoring -1 = The expert agrees that the question/statement is not appropriate and requires revision.

Questionnaire for Students in an International Program

Research topic: Transitional Learning Experiences of Thai Undergraduate Students in an International Program in Business Administration at a University in Thailand

This questionnaire aims at exploring your learning experiences in your first year of study. Please give an honest answer to each item to reflect your experiences. Your responses will be treated as confidential. This questionnaire consists of four parts as follows.

Part I: Student's Background Information

Part II: Student's Perceived Challenges in Using English in Academic Studies

Part III: Students' Use of Adjustment Strategies in Coping with the Challenges

Part IV: Student's Views Regarding English Language Support by the Program

Part I: Student's Background Information

Directions: Please tick (✓) the boxes () that apply or fill in the blanks to provide your answer.

Student's Background Information ข้อมูลเบื้องต้นของนักศึกษา	Expert's opinion			Comments / Suggestions
	+1	0	-1	
1. Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male เพศ: <input type="checkbox"/> หญิง <input type="checkbox"/> ชาย				
Student's Background Information ข้อมูลเบื้องต้นของนักศึกษา	Expert's opinion			Comments / Suggestions
	+1	0	-1	
2. Age: _____ years อายุ: _____ ปี				
3. Educational background (Upper secondary education/Grades 10-12 you attended) <input type="checkbox"/> Normal public or private school in Thailand <input type="checkbox"/> Thai regular program <input type="checkbox"/> EP/MEP program <input type="checkbox"/> Others (Please specify.) _____ <input type="checkbox"/> International school in Thailand <input type="checkbox"/> Overseas school where English is used as a medium of instruction <input type="checkbox"/> Others (Please specify./ e.g., attending schools both in Thailand and abroad) _____ ประวัติการศึกษา (การศึกษาระดับมัธยมศึกษาตอนปลาย/ ม.4 - ม.6 หรือเทียบเท่าของท่าน) <input type="checkbox"/> จบการศึกษาจากโรงเรียนรัฐบาลหรือเอกชนในประเทศไทย โดยเรียนในหลักสูตร (โปรตรระบุ)				

<input type="checkbox"/> หลักสูตรปกติที่จัดการเรียนการสอนเป็นภาษาไทย <input type="checkbox"/> หลักสูตร EP/ MEP <input type="checkbox"/> อื่นๆ (โปรดระบุ) _____ <input type="checkbox"/> จบการศึกษาจากโรงเรียนนานาชาติ (International School) ในประเทศไทย <input type="checkbox"/> จบการศึกษาจากโรงเรียนในต่างประเทศที่ใช้ภาษาอังกฤษเป็นภาษาในการเรียนการสอน <input type="checkbox"/> อื่นๆ (โปรดระบุ/ เช่น เข้าเรียนทั้งโรงเรียนในประเทศไทยและต่างประเทศ เป็นต้น) _____				
<p style="text-align: center;">Student's Background Information ข้อมูลเบื้องต้นของนักศึกษา</p>	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>4. Your study experiences in an English-speaking country before studying in this international program</p> <input type="checkbox"/> Yes (Please identify the purpose of visit.) You can choose more than one item. <ul style="list-style-type: none"> <input type="checkbox"/> A summer course [Length of stay: _____ [month(s)] <input type="checkbox"/> A student exchange program [Length of stay: _____ [month(s)] <input type="checkbox"/> Full-time study [Length of stay: _____ [month(s)/ year(s)] <input type="checkbox"/> Others (Please specify.) _____ [month(s)/year(s)] <input type="checkbox"/> None <p>ประสบการณ์การเรียนของท่านในประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร (English-speaking Countries) ก่อนที่ท่านจะเรียนในหลักสูตรนานาชาติที่นี่</p>				

<p><input type="checkbox"/> มีประสบการณ์ ๑ (โปรดระบุวัตถุประสงค์ประสงค์ในการไปเรียนต่างประเทศ) ท่านสามารถเลือกตอบได้มากกว่า 1 ข้อ</p> <p><input type="checkbox"/> หลักสูตรภาคฤดูร้อน (Summer Course) [ระยะเวลาที่อยู่ต่างประเทศ: _____ เดือน]</p> <p><input type="checkbox"/> โครงการนักเรียนแลกเปลี่ยน [ระยะเวลาที่อยู่ต่างประเทศ: _____ เดือน]</p> <p><input type="checkbox"/> การเรียนแบบเต็มเวลา (Full-time Study) [ระยะเวลาที่อยู่ต่างประเทศ: _____ เดือน/ ปี]</p> <p><input type="checkbox"/> อื่นๆ (โปรดระบุ) _____ [เดือน/ ปี]</p> <p><input type="checkbox"/> ไม่มีประสบการณ์ ๑</p>			
<p>5. Types of acceptance of studies in this international program</p> <p><input type="checkbox"/> Direct Admission (Early Round)</p> <p><input type="checkbox"/> Portfolio Presentation (Round 1)</p> <p><input type="checkbox"/> Quota Admission (Round 2)</p> <p><input type="checkbox"/> Direct Admission (Round 3)</p> <p><input type="checkbox"/> Direct Admission (Round 4)</p> <p>ประเภทของการตอบรับเพื่อเข้าศึกษาในหลักสูตรนานาชาตินี้</p> <p><input type="checkbox"/> รอบรับตรง/Direct Admission (รอบแรก)</p> <p><input type="checkbox"/> รอบนำเสนอแฟ้มสะสมงาน/ Portfolio Presentation (รอบที่ 1)</p> <p><input type="checkbox"/> รอบโควตา/ Quota Admission (รอบที่ 2)</p> <p><input type="checkbox"/> การรับตรง/ Direct Admission (รอบที่ 3)</p> <p><input type="checkbox"/> การรับตรง/Direct Admission (รอบที่ 4)</p>			

Student's Background Information ข้อมูลเบื้องต้นของนักศึกษา	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>6. Your submission of the English language test score to the program as part of your application</p> <p><input type="checkbox"/> Yes (You can choose more than one item.)</p> <p><input type="checkbox"/> GAT - Part 2: English (Submitted score: _____)</p> <p><input type="checkbox"/> CU-TEP (Submitted score: _____)</p> <p><input type="checkbox"/> TU-GET (Submitted score: _____)</p> <p><input type="checkbox"/> IELTS (Submitted score: _____)</p> <p><input type="checkbox"/> TOEFL - iBT (Submitted score: _____)</p> <p><input type="checkbox"/> Others (Please specify the test and the submitted score.) _____</p> <p><input type="checkbox"/> None</p> <p>การยื่นผลคะแนนทดสอบภาษาอังกฤษของท่านให้กับหลักสูตร ซึ่งเป็นส่วนหนึ่งของการสมัครเรียนในหลักสูตร</p> <p><input type="checkbox"/> ท่านได้ยื่นคะแนนภาษาอังกฤษดังต่อไปนี้ (สามารถเลือกตอบได้มากกว่า 1 ข้อ)</p> <p><input type="checkbox"/> GAT - Part 2: English (คะแนนที่ยื่น: _____)</p> <p><input type="checkbox"/> CU-TEP (คะแนนที่ยื่น: _____)</p> <p><input type="checkbox"/> TU-GET (คะแนนที่ยื่น: _____)</p> <p><input type="checkbox"/> IELTS (คะแนนที่ยื่น: _____)</p> <p><input type="checkbox"/> TOEFL - iBT (คะแนนที่ยื่น: _____)</p> <p><input type="checkbox"/> อื่นๆ (โปรดระบุประเภทของการทดสอบและคะแนนที่ยื่น) _____</p> <p><input type="checkbox"/> ท่านไม่ได้ยื่นคะแนนภาษาอังกฤษ</p>				
Student's Background Information ข้อมูลเบื้องต้นของนักศึกษา	Expert's opinion			Comments / Suggestions
	+1	0	-1	

7. Your self-assessment of levels of your English language proficiency when you were a first-year student																																			
Skills	1 Very low	2 Low	3 Moderate	4 High	5 Very high																														
Listening																																			
Speaking																																			
Reading																																			
Writing																																			
<p>การประเมินตนเองเกี่ยวกับระดับความสามารถด้านภาษาอังกฤษของท่านขณะที่ท่านเป็นนักศึกษาชั้นปีที่ 1</p> <table border="1"> <tr> <td>ทักษะ</td> <td>1 ต่ำมาก</td> <td>2 ต่ำ</td> <td>3 ปานกลาง</td> <td>4 สูง</td> <td>5 สูงมาก</td> </tr> <tr> <td>การฟัง</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>การพูด</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>การอ่าน</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>การเขียน</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						ทักษะ	1 ต่ำมาก	2 ต่ำ	3 ปานกลาง	4 สูง	5 สูงมาก	การฟัง						การพูด						การอ่าน						การเขียน					
ทักษะ	1 ต่ำมาก	2 ต่ำ	3 ปานกลาง	4 สูง	5 สูงมาก																														
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การพูด																																			
การอ่าน																																			
การเขียน																																			

The expert's additional comments

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Part II: Student's Perceived Challenges in Using English in Academic Studies

Directions: Please place a tick (✓) in an appropriate column to identify the level of your challenges encountered in your first year of studies in this program. The levels of challenges are as follows:

1 = Lowest 2 = Low 3 = Moderate 4 = High 5 = Highest

1. Overall Challenges in Your First Year of Studies

Overall Challenges in Your First Year of Studies ปัญหาโดยภาพรวมในการศึกษาในปีแรก	Expert's opinion			Comments / Suggestions
	+1	0	-1	
1. Having feelings of anxiety, frustration, and tension because all courses were delivered in English มีความรู้สึกกังวล (anxiety) วุ่นวายใจ (frustration) และ ความเครียด (tension) เนื่องจากทุกวิชาสอนเป็นภาษาอังกฤษ				
2. Being unconfident in communicating with teachers and classmates in English ไม่มั่นใจในการสื่อสารกับอาจารย์และเพื่อนร่วมชั้นเป็นภาษาอังกฤษ				
3. Having difficulty grasping individual teachers' expectations for students' work and assessment มีปัญหาในการเรียนเนื่องจากไม่รู้แน่ชัดว่าอาจารย์แต่ละท่านมีความคาดหวังอย่างไรต่องานที่ได้มอบหมายให้นักศึกษาทำและการวัดผล (เช่น อาจารย์บางท่านอาจเน้นเพียงเนื้อหาสำคัญ เมื่อตรวจงานที่นักศึกษาได้เขียนส่ง แต่อาจารย์บางท่านอาจคาดหวังว่านักศึกษาต้องเขียนงานโดยลงเนื้อหาในรายละเอียด และต้องใช้ภาษาอังกฤษให้ถูกต้องด้วย เป็นต้น)				
4. Being expected to be more independent and self-reliant on studies as a university student ถูกคาดหวังให้ต้องพึ่งพาตนเอง (independent) และช่วยเหลือตนเอง (self-reliant) มากยิ่งขึ้นในการเรียนเมื่อเป็นนักศึกษาระดับมหาวิทยาลัย				

Overall Challenges in Your First Year of Studies ปัญหาโดยภาพรวมในการศึกษาในปีแรก	Expert's opinion			Comments / Suggestions
	+1	0	-1	
5. Having time management problems due to an overwhelming number of reading materials and assignments มีปัญหาในด้านการแบ่งเวลา เนื่องจากตำราเรียน/หนังสือที่ต้องศึกษาและภาระงานที่ได้รับมอบหมาย (assignments) มีจำนวนมาก				
6. Having difficulty doing group work and socializing with other classmates มีปัญหาในการทำงานกลุ่มและเข้าสังคมกับเพื่อนร่วมชั้น				
7. Being unfamiliar and unhappy with online learning as a pedagogical approach during the COVID-19 pandemic ไม่คุ้นเคยและไม่มีความสุขกับการเรียนออนไลน์ที่เป็นรูปแบบของการสอนในช่วงการแพร่ระบาดของโรค COVID-19				
8. Being left reeling from the policy that switched back and forth between onsite and online learning รู้สึกสับสนและมีปัญหาในการเรียนเนื่องจากการปรับเปลี่ยนนโยบายที่เปลี่ยนไปมาระหว่างการเรียนในห้องเรียนและแบบออนไลน์				
9. Other challenges (Please specify.) _____ _____				
ปัญหาอื่นๆ (โปรดระบุ) _____				

The expert's additional comments

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2. Perceived Challenges in Using English in Your Academic Studies

Perceived Challenges in Using English in Your Academic Studies การรับรู้ปัญหาในการใช้ภาษาอังกฤษในการเรียนของท่าน	Expert's opinion			Comments / Suggestions
	+1	0	-1	
1. Understanding class lectures delivered by Thai instructors การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยอาจารย์ชาวไทย				
2. Understanding class lectures delivered by non-Thai instructors การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยอาจารย์ชาวต่างชาติ				
3. Taking notes while listening to the lecture การจดสรุป (taking notes) ขณะฟังการบรรยาย				
4. Participating in whole-class discussions การมีส่วนร่วมในการอภิปรายในห้องเรียน (whole-class discussions)				
5. Participating in small-group discussions การมีส่วนร่วมในการอภิปรายในกลุ่มย่อย (small-group discussions)				
6. Giving an oral presentation in front of the class การนำเสนอหน้าชั้นเรียน (oral presentation)				
7. Studying class materials การศึกษาทำความเข้าใจตำรา/หนังสือ/เอกสารประกอบการสอนต่าง ๆ (class materials)				
8. Writing assignments การเขียนงานที่ได้รับมอบหมาย (assignments)				

Perceived Challenges in Using English in Your Academic Studies การรับรู้ปัญหาในการใช้ภาษาอังกฤษในการเรียนของท่าน	Expert's opinion			Comments / Suggestions
	+1	0	-1	
9. Writing timed exams in class การทำข้อสอบในห้องเรียนที่มีการกำหนดเวลาในการทำข้อสอบ (timed exams in class)				
10. Writing take-home exams การทำข้อสอบแบบทำที่บ้าน (take-home exams)				
11. Other challenges (Please specify.) _____ _____				
ปัญหาอื่นๆ (โปรดระบุ) _____				

The expert's additional comments

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3. Levels of Challenges Escalating Particularly during Online Learning

Based on the challenges mentioned in the preceding section, please place a tick (v) to identify the challenges that escalated while you studied online during the COVID-19 pandemic. Note that you can choose more than one item.

จากปัญหาที่ได้กล่าวไว้ข้างต้น กรุณาทำเครื่องหมาย (v) เพื่อระบุถึงปัญหาที่เพิ่มขึ้นขณะที่ท่านเรียนออนไลน์ในช่วงการแพร่ระบาดของโรค COVID-19 ท่านสามารถเลือกตอบได้มากกว่า 1 ข้อ

Levels of Challenges Escalating Particularly during Online Learning ระดับปัญหาที่ท่านพบมากขึ้นโดยเฉพาะช่วงที่มีการเรียนการสอนในรูปแบบออนไลน์ (เมื่อเปรียบเทียบกับระดับปัญหาในระหว่างการเรียนการสอนในสถาบัน)	Expert's opinion			Comments / Suggestions
	+1	0	-1	

<input type="checkbox"/> Understanding class lectures delivered by Thai instructors การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยอาจารย์ชาวไทย				
<input type="checkbox"/> Understanding class lectures delivered by non-Thai instructors การทำความเข้าใจการบรรยายในชั้นเรียน (class lectures) โดยอาจารย์ชาวต่างชาติ				
<input type="checkbox"/> Taking notes while listening to the lecture การจดสรุป (taking notes) ขณะฟังการบรรยาย				
<input type="checkbox"/> Participating in whole-class discussions การมีส่วนร่วมในการอภิปรายในห้องเรียน (whole-class discussions)				
<input type="checkbox"/> Participating in small-group discussions การมีส่วนร่วมในการอภิปรายในกลุ่มย่อย (small-group discussions)				
<input type="checkbox"/> Giving an oral presentation in front of the class การนำเสนอหน้าชั้นเรียน (oral presentation)				
<input type="checkbox"/> Studying class materials การศึกษาทำความเข้าใจตำรา/หนังสือ/เอกสารประกอบการสอนต่าง ๆ (class materials)				
<input type="checkbox"/> Writing assignments การเขียนงานที่ได้รับมอบหมาย (assignments)				
<input type="checkbox"/> Writing timed exams (online class) การทำข้อสอบออนไลน์ที่มีการกำหนดเวลาในการทำข้อสอบ (timed exams in online class)				
<input type="checkbox"/> Writing take-home exams การทำข้อสอบแบบทำที่บ้าน (take-home exams)				
Other challenges (please specify.) _____ ปัญหาอื่นๆ (โปรดระบุ) _____				

The expert's additional comments

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Part III: Students' Use of Adjustment Strategies in Coping with the Challenges

Directions: Please place a tick (✓) to identify whether you used each of the strategies in your studies when you were a first-year student. If your answer is “yes”, please also identify the level of its usefulness in helping you negotiate with the academic demand in your studies. The levels of usefulness are as follows:

1 = Lowest 2 = Low 3 = Moderate 4 = High 5 = Highest

Strategies I Used in Adjusting Myself to First-Year Studies กลยุทธ์ที่ข้าพเจ้าใช้ในการปรับตัวในการเรียนชั้นปีที่ 1	Expert's opinion			Comments / Suggestions																														
	+1	0	-1																															
<p>1. I switched to Thai, where possible and admitted, in communicating with the instructor or classmates when having difficulty communicating in English.</p> <p><input type="checkbox"/> Yes</p> <table border="1"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p> <p>ข้าพเจ้าสลับ/เปลี่ยนไปใช้ภาษาไทย (เมื่อมีโอกาสทำได้และได้รับอนุญาตให้ใช้ภาษาไทยได้) ในการสื่อสารกับอาจารย์และเพื่อนร่วมชั้นเมื่อมีปัญหาในการสื่อสารเป็นภาษาอังกฤษ</p> <p><input type="checkbox"/> ใช่</p> <table border="1"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5									
Level of Usefulness																																		
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Strategies I Used in Adjusting Myself to First-Year Studies กลยุทธ์ที่ข้าพเจ้าใช้ในการปรับตัวในการเรียนชั้นปีที่ 1	Expert's opinion			Comments / Suggestions																														
	+1	0	-1																															
<p>2. I carefully went through the instructor's written feedback on my assignment as a way to improve my subsequent assignment.</p> <p><input type="checkbox"/> Yes</p> <table border="1"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p> <p>ข้าพเจ้าศึกษาคำติชม (feedback) ที่ได้รับจากอาจารย์ทำงานของข้าพเจ้าอย่างละเอียด เพื่อเป็นวิธีหนึ่งที่จะใช้ในการปรับปรุงการทำงาน (assignment) ขึ้นต่อไปได้</p> <p><input type="checkbox"/> ใช่</p> <table border="1"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5									
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<p>3. I studied textbooks or reviewing lecture notes before attending the class.</p> <p><input type="checkbox"/> Yes</p> <table border="1"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p> <p>ข้าพเจ้าศึกษาคำบรรยายหรือบททวนบทที่กสรุปการบรรยาย (lecture notes) ก่อนการเรียน</p>	Level of Usefulness					1	2	3	4	5																								
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<p>4. I formed a study group with my classmates to help each other.</p> <input type="checkbox"/> Yes <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <input type="checkbox"/> No ข้าพเจ้ารวมกลุ่มกับเพื่อนร่วมชั้นเพื่อช่วยเหลือด้านการเรียนซึ่งกันและกัน <input type="checkbox"/> ใช่ <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <input type="checkbox"/> ไม่ใช่	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5									
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<p>5. I consulted the instructor before or after class when I had problems about my studies.</p> <input type="checkbox"/> Yes <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <input type="checkbox"/> No	Level of Usefulness					1	2	3	4	5																								
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<p>ข้าพเจ้าปรึกษากับอาจารย์ก่อนหรือหลังเลิกเรียนเมื่อข้าพเจ้ามี ปัญหาด้านการเรียน</p> <p><input type="checkbox"/> ใช่</p> <table border="1" data-bbox="310 359 979 510"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	ระดับของประโยชน์					1	2	3	4	5																							
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<p>6. I sought help or recommendations from senior students when having problems about my studies.</p> <p><input type="checkbox"/> Yes</p> <table border="1" data-bbox="310 911 979 1024"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p> <p>ข้าพเจ้าขอความช่วยเหลือหรือคำแนะนำจากรุ่นพี่เมื่อข้าพเจ้ามี ปัญหาด้านการเรียน</p> <p><input type="checkbox"/> ใช่</p> <table border="1" data-bbox="310 1262 979 1413"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5								
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<p>7. I consulted textbooks/resources in Thai to help me better understand the lessons.</p> <p><input type="checkbox"/> Yes</p> <table border="1" data-bbox="310 1703 979 1816"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p>	Level of Usefulness					1	2	3	4	5																							
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<p>ข้าพเจ้าศึกษาตำราเรียน/หนังสือหรือแหล่งข้อมูลอื่น ๆ ที่เป็นภาษาไทยเพื่อช่วยให้ข้าพเจ้าเข้าใจบทเรียน/การเรียนรู้ที่เป็นภาษาอังกฤษได้ดียิ่งขึ้น</p> <p><input type="checkbox"/> ใช่</p> <table border="1" data-bbox="310 411 977 562"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	ระดับของประโยชน์					1	2	3	4	5																								
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<p>8. I spoke English with instructors and classmates in class as much as possible as a way to improve my English.</p> <p><input type="checkbox"/> Yes</p> <table border="1" data-bbox="310 852 977 963"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p> <p>ข้าพเจ้าพูดภาษาอังกฤษกับอาจารย์และเพื่อนร่วมชั้นในห้องเรียนให้มากที่สุดเท่าที่จะทำได้ เพื่อเป็นอีกหนึ่งวิธีที่จะพัฒนาภาษาอังกฤษของตนเอง</p> <p><input type="checkbox"/> ใช่</p> <table border="1" data-bbox="310 1255 977 1407"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5									
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<p>9. I tried to get exposure to the use of English outside the classroom (e.g., using online social media, watching TV programs, and talking to others in English) to improve my English.</p>																																		

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10. I brushed up on my English by consulting different resources (e.g., grammar books, online learning resources, and test-preparation books). <input type="checkbox"/> Yes <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <input type="checkbox"/> No ข้าพเจ้าทบทวนและปรับปรุงภาษาอังกฤษของตนเองโดยการศึกษาจากแหล่งข้อมูลที่หลากหลาย เช่น หนังสือไวยากรณ์ (grammar books) สื่อเรียนรู้ออนไลน์และหนังสือสำหรับเตรียมสอบ <input type="checkbox"/> ใช่ <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <input type="checkbox"/> ไม่ใช่	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5									
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<p>11. I consulted English language teachers whose classes I attended during my first year of studies when I had language problems related to my study in the program.</p> <p><input type="checkbox"/> Yes</p> <table border="1"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p> <p>ข้าพเจ้าปรึกษาอาจารย์ผู้สอนวิชาภาษาอังกฤษที่ข้าพเจ้าเรียนด้วยในชั้นปีที่ 1 หากข้าพเจ้ามีปัญหาทางด้านภาษาที่เกี่ยวข้องกับการเรียนในหลักสูตรนี้</p> <p><input type="checkbox"/> ใช่</p> <table border="1"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5									
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<p>12. I attended English language learning activities or extra English courses organized by the university's Office of International Affairs or the Faculty of Liberal Arts</p> <p><input type="checkbox"/> Yes</p> <table border="1"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p>	Level of Usefulness					1	2	3	4	5																								
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<p>ข้าพเจ้าเข้าร่วมกิจกรรมเรียนรู้เกี่ยวกับการพัฒนาภาษาอังกฤษหรือเรียนคอร์สภาษาอังกฤษเพิ่มเติม ที่จัดโดยสำนักงานกิจการต่างประเทศของสถาบันหรือคณะศิลปศาสตร์</p> <p><input type="checkbox"/> ใช่</p> <table border="1" data-bbox="310 411 977 562"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	ระดับของประโยชน์					1	2	3	4	5																							
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<p>13. I took an extra English course(s) in a private language school to improve my English.</p> <p><input type="checkbox"/> Yes</p> <table border="1" data-bbox="310 1020 977 1136"> <thead> <tr> <th colspan="5">Level of Usefulness</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><input type="checkbox"/> No</p> <p>ข้าพเจ้าเรียนคอร์สภาษาอังกฤษเพิ่มเติมที่โรงเรียนสอนภาษาเอกชนเพื่อพัฒนาภาษาอังกฤษของตนเอง</p> <p><input type="checkbox"/> ใช่</p> <table border="1" data-bbox="310 1367 977 1520"> <thead> <tr> <th colspan="5">ระดับของประโยชน์</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><input type="checkbox"/> ไม่ใช่</p>	Level of Usefulness					1	2	3	4	5						ระดับของประโยชน์					1	2	3	4	5								
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ระดับของประโยชน์																																	
1	2	3	4	5																													
<p>Other strategies (Please specify.) _____</p> <p>_____</p> <p>กลยุทธ์อื่นๆ (โปรดระบุ)</p> <p>_____</p>																																	

The expert's additional comments

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Part IV: Student's Views Regarding English Language Support by the Program

Directions: Please place a tick (✓) in an appropriate column to identify the levels of academic English language support that you think should be provided by your program in order to help new coming first-year students to cope with the English language demands of studies. The levels of academic English language support are as follows:

1 = Lowest 2 = Low 3 = Moderate 4 = High 5 = Highest

Academic English Language Support or Help from the Program for New Coming First-Year Students การสนับสนุน/ให้ความช่วยเหลือด้านภาษาอังกฤษที่หลักสูตรควรจัดให้กับนักศึกษาปี 1 ที่จะเข้ามาเรียนในปีหน้า	Expert's opinion			Comments / Suggestions
	+1	0	-1	
1. The program should publicize the available English language learning resources and support (e.g., English training courses and consultations, and English learning software by the Office of International Affairs) available on campus to the students. หลักสูตรควรประชาสัมพันธ์อย่างเต็มที่เกี่ยวกับการสนับสนุน/ช่วยเหลือและแหล่งทรัพยากรการเรียนรู้ด้านภาษาอังกฤษที่มีอยู่ของสถาบันให้นักศึกษาได้รับทราบข้อมูล เช่น คอร์สฝึกอบรมและการให้คำปรึกษาด้านภาษาอังกฤษ และซอฟต์แวร์การเรียนภาษาอังกฤษของสำนักงานกิจการต่างประเทศของสถาบัน เป็นต้น				
2. The program should establish a self-access learning center equipped with English learning resources for students to study when they are free				

<p>(e.g., software or textbooks for practicing English language).</p> <p>หลักสูตรควรจัดตั้งศูนย์การเรียนรู้ด้วยตนเองซึ่งมีทรัพยากรการเรียนรู้ภาษาอังกฤษ (English learning resources เช่น ซอฟต์แวร์ หรือหนังสือสำหรับฝึกภาษาอังกฤษ) เพื่อให้นักศึกษาได้เรียนรู้เพิ่มเติมด้วยตนเองเมื่อมีเวลาว่าง</p>				
<p>Academic English Language Support or Help from the Program for New Coming First-Year Students</p>	<p>Expert's opinion</p>			<p>Comments / Suggestions</p>
	<p>+1</p>	<p>0</p>	<p>-1</p>	
<p>3. The program should organize extra-curricular activities (e.g., an English club, an English public speaking contest, and a competition in producing a short film in English) to provide students with more exposure to the use of English outside the classroom. หลักสูตรควรจัดกิจกรรมเสริมหลักสูตร (กิจกรรมนอกห้องเรียน) เช่น ชมรมภาษาอังกฤษ การประกวดการกล่าวสุนทรพจน์เป็นภาษาอังกฤษ (English public speaking contest) และการประกวดผลิตหนังสั้นเป็นภาษาอังกฤษ เพื่อให้นักศึกษาได้มีโอกาสในการใช้ภาษาอังกฤษนอกห้องเรียน</p>				
<p>4. The program should offer a one-on-one consultation to students who need help with academic English (e.g., writing an assignment, giving an oral presentation, and writing a timed exam). หลักสูตรควรจัดให้มีการให้คำปรึกษาแบบตัวต่อตัวแก่นักศึกษาที่ต้องการความช่วยเหลือด้านภาษาอังกฤษทางวิชาการ เช่น การเขียนงานที่ได้รับมอบหมาย (assignments) การนำเสนอแบบปากเปล่า (oral presentation) และการเขียนข้อสอบที่มีการกำหนดเวลาทำในห้องสอบ (timed exams)</p>				

Academic English Language Support or Help from the Program for New Coming First-Year Students	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>5. The program should offer pre-sessional English language training (training held before the first semester starts) particularly designed for first-year students who want to prepare themselves before starting their studies.</p> <p>หลักสูตรควรจัดการฝึกอบรมด้านภาษาอังกฤษก่อนเรียน (pre-sessional training) ซึ่งจัดขึ้นก่อนเริ่มภาคการเรียนที่ 1 โดยเป็นการอบรมที่ออกแบบมาโดยเฉพาะสำหรับนักศึกษาชั้นปีที่ 1 ที่ต้องการเตรียมตัวก่อนเริ่มการเรียนในหลักสูตร</p>				
<p>6. The program should offer in-sessional English language training (training held throughout the first year) particularly designed for first-year students who want to further improve their English along their first year of studies.</p> <p>หลักสูตรควรจัดการฝึกอบรมด้านภาษาอังกฤษระหว่างเรียน (in-sessional training) ซึ่งเป็นการฝึกอบรมที่ออกแบบมาโดยเฉพาะสำหรับนักศึกษาชั้นปีที่ 1 ที่ต้องการพัฒนาภาษาอังกฤษอย่างต่อเนื่องควบคู่ไปกับการเรียนในปีแรก</p>				
<p>7. Other types of English language support (Please specify.) _____</p> <p>การสนับสนุนด้านภาษาอังกฤษอื่นๆ (โปรดระบุ)</p> <p>_____</p>				

The expert's additional comments

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Additional Information

I'd appreciate it if I could interview some of you to obtain more information. If you agree to be interviewed, please provide me with your contact information. Please note that your personal information will be kept confidential, and it will be used for contacting you only.

I agree to be interviewed.

Name: _____ Tel no: _____

Email: _____

I do not agree to be interviewed.

ข้อมูลเพิ่มเติม

ผู้วิจัยมีความยินดีเป็นอย่างยิ่งหากได้มีโอกาสสัมภาษณ์นักศึกษาบางท่านเพื่อสอบถามข้อมูลเพิ่มเติม หากท่านยินดีที่จะให้สัมภาษณ์ โปรดกรอกข้อมูลสำหรับการติดต่อกลับ ทั้งนี้ข้อมูลส่วนบุคคลของท่านจะถูกเก็บเป็นความลับและจะนำมาใช้ สำหรับการติดต่อกลับเท่านั้น

ยินดีที่จะให้สัมภาษณ์

ชื่อ - นามสกุล: _____ เบอร์โทรศัพท์: _____

Email: _____

ไม่ยินดีที่จะให้สัมภาษณ์

Thank you for your cooperation.

Appendix J
Item Objective Congruence Form (IOC Form)
for a Semi-Structured Interview

Description: This form is used for validating semi-structured interview questions.

Please

indicate your agreement according to the following scales by placing a tick (✓)

in the appropriate box. Please also give additional suggestions or comments

on the questions in the space provided.

Scoring +1 = The expert agrees that the question is appropriate.

Scoring 0 = The expert neither agrees nor disagrees that the question is appropriate.

Scoring -1 = The expert agrees that the question is not appropriate and requires revision.

Semi-Structured Interview Questions for Students in the International Program

The following questions will be used for a semi-structured interview with students in the international program who serve as research participants.

Semi-Structured Interview Questions	Expert's opinion			Comments / Suggestions
	+1	0	-1	
1. What made you decide to choose to study in this international program?				

เพราะเหตุใดท่านถึงตัดสินใจเลือกเรียนหลักสูตรนานาชาติหลักสูตรนี้				
2. How did you prepare yourself for the application to study in this program? ในการสมัครเรียนในหลักสูตรนี้ ท่านได้เตรียมตัวอย่างไรบ้าง				
3. Based on your first-year learning experiences in this program, did you find any similarities or differences in your learning experiences in this program and those in upper secondary school? How? จากประสบการณ์การเรียนในชั้นปีที่ 1 ในหลักสูตรนี้ มีความเหมือนหรือความแตกต่างจากประสบการณ์ในการเรียนในระดับมัธยมศึกษาตอนปลายหรือไม่ อย่างไร				
Semi-Structured Interview Questions	Expert's opinion			Comments / Suggestions
	+1	0	-1	
4. Did you encounter any challenges in studying in this program in your first year? What do you think are the causes of those challenges? ท่านได้ประสบปัญหาอะไรหรือไม่ในการเรียนในหลักสูตรนี้ในปีแรก ท่านคิดว่ามีสาเหตุมาจากอะไร				
5. Based on your first-year learning experiences in this program, did you confront any challenges in using English in your studies? How? Please give me some examples. จากประสบการณ์การเรียนในชั้นปีที่ 1 ของท่าน ท่านประสบปัญหาในการใช้ภาษาอังกฤษในการเรียนในหลักสูตรหรือไม่ อย่างไร กรุณายกตัวอย่าง				
6. In your opinion or from your observation, did your classmates experience any challenges in using English in their studies? How?				

<p>ในความคิดเห็นของท่าน หรือจากการสังเกต เพื่อนร่วมชั้นเรียนของท่านมีปัญหาในการใช้ภาษาอังกฤษในการเรียนหรือไม่อย่างไร</p>				
<p>7. In case you encountered challenges in studying, particularly those concerning the use of English, what did you do to cope with the challenges? How successful were the ways you used in coping with those challenges?</p> <p>หากท่านประสบปัญหาในการเรียนโดยเฉพาะเกี่ยวกับการใช้ภาษาอังกฤษ ท่านรับมือกับปัญหาอย่างไร และได้ผลมากน้อยเพียงใด</p>				
<p>8. When you studied with Thai and non-Thai instructors, did you encounter any challenges in understanding class lectures or the subject content? What are the differences in the challenges between studying with Thai and non-Thai instructors?</p> <p>เวลาที่ท่านเรียนกับอาจารย์ชาวไทยและอาจารย์ชาวต่างชาติ ท่านเจอปัญหาในการทำความเข้าใจเนื้อหาของรายวิชาหรือไม่ และปัญหาที่เจอแตกต่างกันอย่างไร</p>				
<p>Semi-Structured Interview Questions</p>	<p>Expert's opinion</p>			<p>Comments / Suggestions</p>
	<p>+1</p>	<p>0</p>	<p>-1</p>	
<p>9. When you were assigned by your instructors to do group work with your friends, did you experience any challenges in working together? How did you deal with those challenges?</p> <p>เมื่อท่านได้รับมอบหมายงานจากอาจารย์ให้ทำงานกลุ่มร่วมกับเพื่อน ท่านเจอปัญหาในระหว่างการทำงานร่วมกันบ้างหรือไม่ และท่านมีวิธีการจัดการกับปัญหานี้อย่างไร</p>				

<p>10. While doing group work with your classmates in class (no instructor is present) and after class, did you use Thai or English in communicating with each other? Why?</p> <p>ในขณะที่ท่านทำงานกลุ่มกับเพื่อนในระหว่างเรียน (โดยไม่มีอาจารย์อยู่ด้วย)และทำงานกลุ่มนอกเวลาเรียน ท่านคุยกับเพื่อนโดยใช้ภาษาไทยหรือภาษาอังกฤษ เพราะเหตุใด</p>				
<p>11. Did the change in a pedagogical approach during the COVID-19 pandemic from in-class learning to online learning result in escalating challenges in using English in your studies? How?</p> <p>การเปลี่ยนแปลงรูปแบบของการเรียนในช่วงการแพร่ระบาดของโรค COVID-19 จากเรียนในห้องเรียนเป็นการเรียนแบบออนไลน์ ส่งผลให้ปัญหาในการใช้ภาษาอังกฤษในการเรียนเพิ่มมากขึ้นหรือไม่ อย่างไร</p>				
<p>Semi-Structured Interview Questions</p>	<p>Expert's opinion</p>			<p>Comments / Suggestions</p>
	<p>+1</p>	<p>0</p>	<p>-1</p>	
<p>12. How much did you use English in communicating with your classmates and lecturers?</p> <p>ท่านใช้ภาษาอังกฤษในการสื่อสารกับเพื่อนร่วมชั้นและอาจารย์ผู้สอนมากน้อยเพียงใด</p>				
<p>13. In a situation when you were required to use only English in the in-class communication and you were faced with any problems in communicating in English, how did you solve the problem?</p> <p>ในสถานการณ์ที่ท่านต้องใช้ภาษาอังกฤษในการสื่อสารในชั้นเรียนเท่านั้น แต่หากท่านเจอปัญหาในการสื่อสาร ท่านมีวิธีจัดการกับปัญหานั้นอย่างไร</p>				

<p>14. When you encountered any challenges in learning, how were you be helped by your classmates, senior students in the program, or your lecturers?</p> <p>เมื่อท่านเจอปัญหาในการเรียน ท่านได้รับความช่วยเหลือจากเพื่อนร่วมชั้น รุ่นพี่ในหลักสูตร หรืออาจารย์ผู้สอนอย่างไรบ้าง</p>				
<p>15. In your opinion, what adjustment strategies used in your first year of the study in the program, where all courses were delivered in English, were the most effective adjustment strategies?</p> <p>ท่านคิดว่า กลยุทธ์ที่ใช้ในการปรับตัวในการเรียนชั้นปีที่ 1 ในหลักสูตรที่ต้องใช้ภาษาอังกฤษในการเรียนทุกวิชา กลยุทธ์ใดที่ใช้ได้ผลมากที่สุด</p>				
<p>16. In your opinion, how important is English language support from the program for your studies in the program?</p> <p>ท่านคิดว่าการสนับสนุนหรือช่วยเหลือด้านภาษาอังกฤษจากหลักสูตรมีความสำคัญต่อการเรียนในหลักสูตรของท่านอย่างไร</p>				
<p>Semi-Structured Interview Questions</p>	<p>Expert's opinion</p>			<p>Comments / Suggestions</p>
	<p>+1</p>	<p>0</p>	<p>-1</p>	
<p>17. How do you feel as you are studying in the international program in the faculty and university where most of their programs are delivered in Thai?</p> <p>ท่านมีความรู้สึกอย่างไรในการเรียนในหลักสูตรนานาชาติในคณะและสถาบันที่หลักสูตรส่วนใหญ่เป็นหลักสูตรไทย</p>				
<p>18. Apart from studying in class in your first year, did you participate in any activities organized by the faculty or university, which provided you with a chance to use English outside the classroom?</p>				

<p>นอกจากการเรียนในชั้นเรียนแล้ว ท่านได้เข้าร่วมกิจกรรมอื่น ๆ ของคณะหรือสถาบันที่ช่วยให้ท่านได้มีโอกาสในการใช้ภาษาอังกฤษนอกห้องเรียนบ้างหรือไม่</p>				
<p>19. Did you participate in any English development activities organized by the Office of International Affairs or the Faculty of Liberal Arts? Why? ท่านเคยเข้าร่วมกิจกรรมเกี่ยวกับการพัฒนาความสามารถอังกฤษที่จัดโดยสำนักกิจการต่างประเทศหรือคณะศิลปศาสตร์บ้างหรือไม่ เพราะอะไร</p>				
<p>20. Based on your first-year learning experiences, how should first-year students in the program be supported or helped regarding the English language? จากประสบการณ์การเรียนในชั้นปีที่ 1 ของท่าน นักศึกษาชั้นปีที่ 1 ในหลักสูตรนี้ควรได้รับการสนับสนุนหรือช่วยเหลือด้านภาษาอังกฤษอย่างไรบ้าง</p>				
<p>Semi-Structured Interview Questions</p>	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>21. What are your suggestions for the program or the faculty on support and help to first-year students concerning their studies and English language? ท่านมีข้อเสนอแนะใดให้กับหลักสูตรหรือคณะเกี่ยวกับการสนับสนุนและช่วยเหลือนักศึกษาปี 1 ด้านการเรียนและด้านภาษาอังกฤษ</p>				

The expert's additional comments

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Semi-Structured Interview Questions for Lecturers in the International Program

The following questions will be used for a semi-structured interview with lecturers in the international program who serve as research participants.

Semi-Structured Interview Questions	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>1. Based on your experiences in teaching first-year students, what challenges of the students in studying in the program have you seen?</p> <p>จากประสบการณ์การสอนนักศึกษาชั้นปีที่ 1 ของท่าน ท่านได้เห็นปัญหาในการเรียนของนักศึกษาชั้นปีที่ 1 ในด้านใดบ้าง</p>				
<p>2. In your opinion, what are the differences in challenges of the first-year students between those studying in the international program and those studying in the Thai (regular) program? How? What could be the causes of those challenges?</p> <p>ท่านคิดว่าปัญหาในการเรียนของนักศึกษาชั้นปีที่ 1 ในหลักสูตรนานาชาติแตกต่างจากหลักสูตรไทย (หลักสูตรปกติ) หรือไม่อย่างไร และน่าจะมีความเหตุมาจากอะไร</p>				
<p>3. In terms of students' challenges in using English in their studies, what challenges have you often seen? What do you think are the causes of those challenges?</p> <p>ปัญหาจากการใช้ภาษาอังกฤษในการเรียนของนักศึกษาชั้นปีที่ 1 ปัญหาใดที่ท่านมักจะเจออยู่บ่อยครั้ง และท่านคิดว่าเพราะเหตุใดนักศึกษาถึงมีปัญหา</p>				

<p>4. According to the challenges mentioned in answers to Question 3, in what way do you think the challenges should be dealt with?</p> <p>จากปัญหาในข้อ 3 ท่านคิดว่าจะมีแนวทางในการแก้ได้อย่างไร</p>				
<p>5. Have you been asked for help or advice from first-year students who have challenges in the study? Could you please give me some examples when you were asked for help or advice from the students?</p> <p>นักศึกษาชั้นปีที่ 1 ที่เจอปัญหาในการเรียนได้ขอความช่วยเหลือหรือคำแนะนำจากท่านบ้างหรือไม่ กรุณายกตัวอย่าง</p>				
<p>Semi-Structured Interview Questions</p>	<p>Expert's opinion</p>			<p>Comments / Suggestions</p>
	<p>+1</p>	<p>0</p>	<p>-1</p>	
<p>6. Have you seen first-year students' use of any adjustment strategies in studying in the program (e.g., when they study in class or work together with their classmates)?</p> <p>ท่านได้เห็นกลยุทธ์การปรับตัวในการเรียนของนักศึกษาชั้นปีที่ 1 บ้างหรือไม่ เช่นการเรียนในห้องเรียน การทำงานกลุ่มกับเพื่อนร่วมชั้น เป็นต้น</p>				
<p>7. What adjustment strategy do you think is likely to be the most beneficial to first-year students in studying in the program?</p> <p>ท่านคิดว่า กลยุทธ์การปรับตัวในการเรียนในชั้นปีที่ 1 ที่นักศึกษาใช้กลยุทธ์ใดน่าจะส่งผลดีต่อการเรียนในหลักสูตรมากที่สุด</p>				
<p>8. Is there any English language support or help, or other types of help for first-year students,</p>				

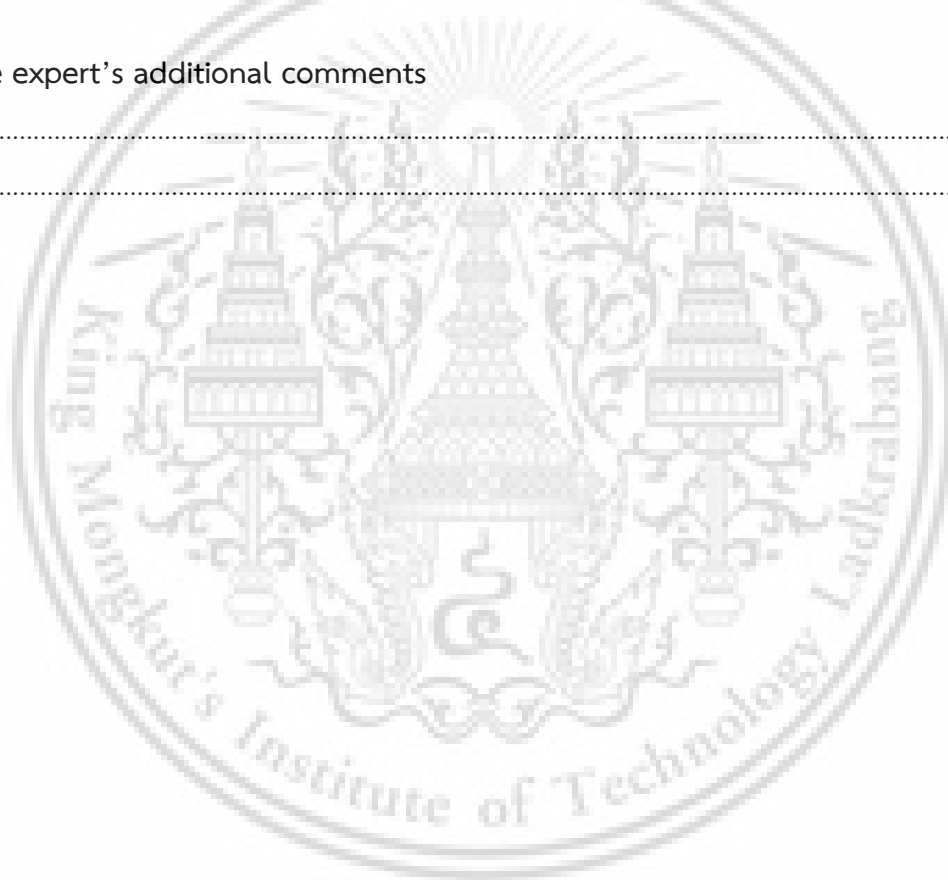
<p>particularly for those having linguistic challenges in studying?</p> <p>ทางหลักสูตรมีการสนับสนุนหรือช่วยเหลือด้านภาษาอังกฤษหรือให้ความช่วยเหลือประเภทอื่นแก่นักศึกษาชั้นปีที่ 1 โดยเฉพาะผู้ที่มีปัญหาในด้านการใช้ภาษาอังกฤษในการเรียนอย่างไรบ้าง</p>				
<p>9. In your opinion, what type of English language support and help should be provided for first-year students? How could the support be beneficial to the students in studying in the program (e.g., English language training held before the first semester starts (pre-sessional) or throughout the first year (in-sessional), extra-curricular activities, and a one-on-one consultation to students who need help with academic English)?</p> <p>ท่านคิดว่า ทางหลักสูตรควรมีการสนับสนุนและช่วยเหลือด้านภาษาอังกฤษแก่นักศึกษาชั้นปีที่ 1 ในรูปแบบใด และจะเป็นประโยชน์ต่อนักศึกษาในการเรียนในหลักสูตรอย่างไร เช่น การฝึกอบรมด้านภาษาอังกฤษก่อนเริ่มภาคเรียนที่ 1 หรือระหว่างเรียน การจัดกิจกรรมเสริมหลักสูตรการเรียน และการให้คำปรึกษาแบบตัวต่อตัวแก่นักศึกษาที่ต้องการความช่วยเหลือด้านภาษาอังกฤษ เป็นต้น</p>				
<p>Semi-Structured Interview Questions</p>	<p>Expert's opinion</p>			<p>Comments / Suggestions</p>
	<p>+1</p>	<p>0</p>	<p>-1</p>	
<p>10. In your opinion, in the context of the university and faculty where most of their programs are delivered in Thai, what are the</p>				

<p>impacts of this educational context on the pedagogical management of the international program, and on the English skills development of students in the program?</p> <p>ในความคิดเห็นของท่าน ท่านคิดว่าบริบทของสถาบันและคณะที่หลักสูตรส่วนใหญ่เป็นหลักสูตรไทย มีผลกระทบอย่างไรกับการจัดการเรียนการสอนหลักสูตรนานาชาติและการพัฒนาทักษะภาษาอังกฤษของนักศึกษาในหลักสูตรของท่าน</p>				
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The expert's additional comments

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Semi-Structured Interview Questions for an Academic Support Staff Member in the International Program

The following questions will be used for a semi-structured interview with an academic support staff member in the international program who serves as a research participant.

Semi-Structured Interview Questions	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>1. Based on your experiences in working in the program, what challenges of first-year students in studying in the program have you seen?</p> <p style="text-align: center;">จากประสบการณ์การทำงานในหลักสูตรของท่าน ท่านได้เห็นปัญหาของนักศึกษาชั้นปีที่ 1 ด้านใดบ้าง</p>				
<p>2. In your opinion, are there any differences in challenges of the first-year students between those studying in the international program and those studying in the Thai (regular) program? What could be the causes of those challenges?</p> <p style="text-align: center;">ท่านคิดว่า ปัญหาของนักศึกษาชั้นปีที่ 1 ในหลักสูตรนานาชาติแตกต่างจากหลักสูตรไทย (หลักสูตรปกติ) หรือไม่ และน่าจะมีสาเหตุมาจากอะไร</p>				
<p>3. Have you been asked for help from first-year students who have challenges in the study? Could you please give me some examples when you were asked for help from the students?</p> <p style="text-align: center;">นักศึกษาชั้นปีที่ 1 ที่มีปัญหาในการเรียนได้ขอความช่วยเหลือจากท่านบ้างหรือไม่ กรุณายกตัวอย่าง</p>				

<p>4. Have you seen first-year students' use of any adjustment strategies in studying in the program (e.g., when they study in class or work together with their classmates)? How beneficial do you think students' adjustment strategies could be?</p> <p>ท่านได้เห็นกลยุทธ์การปรับตัวในการเรียนของนักศึกษาชั้นปีที่ 1 บ้างหรือไม่ และการใช้กลยุทธ์การปรับตัวน่าจะส่งผลดีต่อการเรียนในหลักสูตรอย่างไร</p>				
<p>Semi-Structured Interview Questions</p>	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>5. Is there any English language support or other types of help for first-year students, particularly for those having linguistic challenges in studying?</p> <p>ทางหลักสูตรมีการสนับสนุนด้านภาษาอังกฤษหรือให้ความช่วยเหลือประเภทอื่นแก่นักศึกษาชั้นปีที่ 1 โดยเฉพาะผู้ที่มีปัญหาในด้านการใช้ภาษาอังกฤษในการเรียนบ้างหรือไม่</p>				
<p>6. In your opinion, what type of English language support should be provided for first-year students? How could the support be beneficial to the students in studying in the program (e.g., English language training held before the first semester starts (pre-sessional) or throughout the first year (in-sessional), extra-curricular activities, and a one-on-one consultation to students who need help with academic English)?</p> <p>ท่านคิดว่า ทางหลักสูตรควรมีการสนับสนุนด้านภาษาอังกฤษแก่นักศึกษาชั้นปีที่ 1 ในรูปแบบใด และจะเป็นประโยชน์ต่อนักศึกษาในการเรียนในหลักสูตรอย่างไร เช่น การฝึกอบรมด้านภาษาอังกฤษก่อนเริ่มภาคเรียนที่ 1</p>				

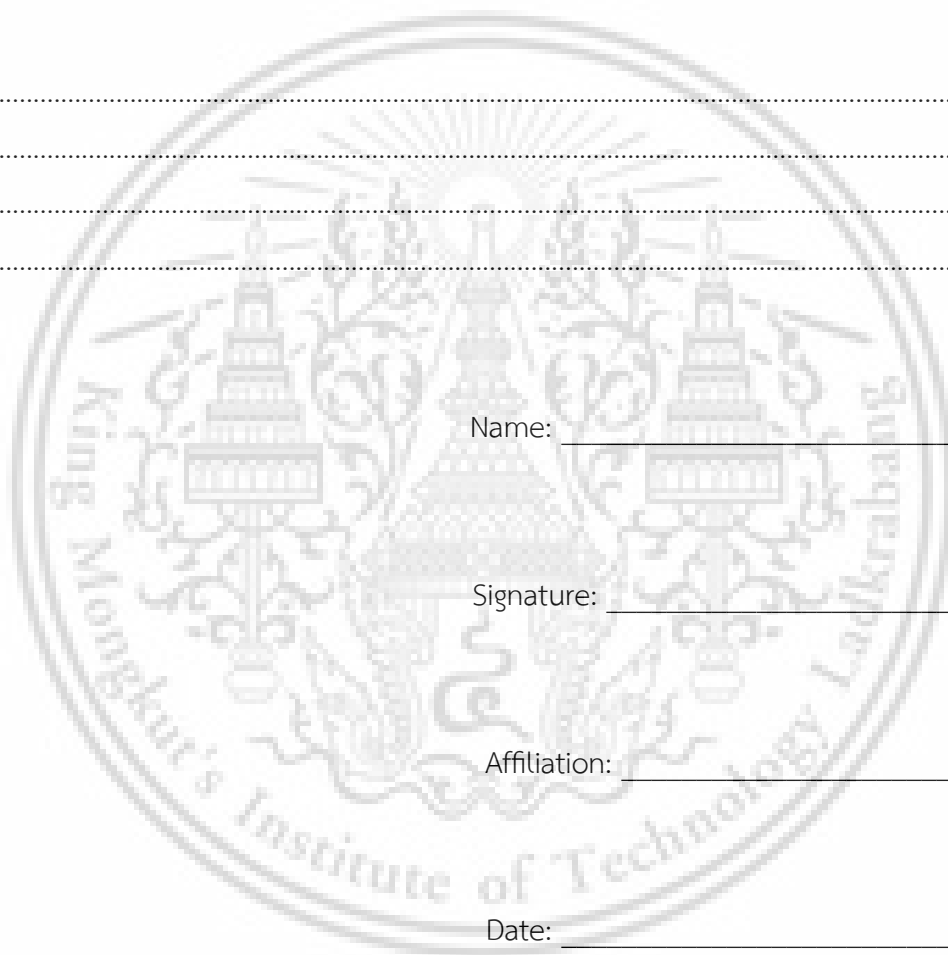
หรือระหว่างเรียน การจัดกิจกรรมเสริมหลักสูตรการเรียน และการให้คำปรึกษาแบบตัวต่อตัวแก่นักศึกษาที่ต้องการความช่วยเหลือด้านภาษาอังกฤษ เป็นต้น				
Semi-Structured Interview Questions	Expert's opinion			Comments / Suggestions
	+1	0	-1	
<p>7. As you are an academic support staff member in this international program, what do you think is your role in helping or cooperating with students and lecturers in the program?</p> <p>ท่านคิดว่าในฐานะที่ท่านเป็นเจ้าหน้าที่สนับสนุนด้านวิชาการในหลักสูตรนานาชาติ ท่านมีบทบาทอย่างไรในการให้ความช่วยเหลือหรือประสานงานกับนักศึกษาและอาจารย์ในหลักสูตร</p>				
<p>8. How would you like to be supported by the program or faculty (e.g., attending additional training, having a visit to international programs of other academic institutions, and attending additional English language training for communicating with students) for benefits to your work?</p> <p>ท่านต้องการให้หลักสูตรหรือคณะให้การสนับสนุนท่านอย่างไร (เช่น การเข้าร่วมอบรมเพิ่มเติม การดูงานการจัดการหลักสูตรนานาชาติในสถาบันการศึกษาต่าง ๆ การอบรมภาษาอังกฤษเพิ่มเติมเพื่อการสื่อสารกับนักศึกษา เป็นต้น) เพื่อประโยชน์ในการปฏิบัติงานของท่าน</p>				

The expert's additional comments

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The Appropriateness in Translating the Questionnaire and the Interview Questions
from English into Thai

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Name: _____

Signature: _____

Affiliation: _____

Date: _____

Appendix K

List of Experts Validating Instruments

1. **Dr. Sakolkarn Insai**
(Faculty of Liberal Arts, Dhurakij Pundit University, Thailand)
2. **Assistant Professor Dr. Jantima Simpson**
(Faculty of Humanities, Naresuan University, Thailand)
3. **Dr. Juthamas Thongsongsee**
(Chulalongkorn University Language Institute,
Chulalongkorn University, Thailand)



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- 2020 - 2023: Master of Arts (Applied Linguistics - English for Professional Purposes), King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand
- 2009 - 2013: Bachelor of Arts (English) (Second-class honors), Chiang Mai University, Chiang Mai, Thailand

Professional Experience:

- 2023 - Present Sales Associate
Versace Thailand
- 2016 - 2020: Cabin Crew
Bangkok Airways
- 2013 - 2016: Cabin Crew
Asia Atlantic Airlines