THE EFFECTIVENESS OF THE ESP WRITING COURSE BASED ON THE PROCESS-GENRE APPROACH ON THAI BUSINESS ADMINISTRATION UNDERGRADUATES' WRITING ACHIEVEMENT AND WRITING SELF-EFFICACY

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by

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LIST OF ABBREVIATIONS

ANCOVA	Analysis of Covariance
CLIL	Content and Language Integrated Learning
EAP	English for Academic Purposes
EBE	English for Business and Economics
EFL	English as a Foreign Language
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
ESS	English for Social Studies
EST	English for Science and Technology
GE	General English
H_0	Hypothesis
ICC	Intraclass Correlation Coefficient
IELTS	International English Language Testing System
IOC	Index of Item-Objective Congruence
L1	First Language
L2	Second Language
NR	New Rhetoric
RQ	Research Question
SFL	Systematic Functional Linguistics
SMEs	Small- to Medium-Sized Enterprises
SPSS	Statistical Package for the Social Sciences
TESOL	Teaching English to Speakers of other Languages
TLU	Target Language Use
ZPD	Zone of Proximal Development

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KEBERKESANAN KURSUS PENULISAN ESP BERDASARKAN PENDEKATAN PROSES GENRE TERHADAP PENCAPAIAN DAN EFIKASI PENULISAN PELAJAR IJAZAH SARJANA MUDA PENGURUSAN PERNIAGAAN DI THAILAND

ABSTRAK

Memandangkan keupayaan menulis dalam bahasa Inggeris dan efikasi penulisan kendiri yang terhad dalam kalangan pelajar jurusan sarjana muda pentadbiran perniagaan di Thailand, kajian ini telah dijalankan dengan empat objektif: a) untuk membangunkan kursus penulisan ESP berdasarkan keperluan penulisan bahasa Inggeris pelajar prasiswazah pengurusan perniagaan di Thailand, b) untuk mengkaji keberkesanan kursus penulisan proses-genre ESP dalam pencapaian penulisan dan kandungan sub-kriteria, organisasi, format dan gaya, tatabahasa dan perbendaharaan kata c) untuk menilai keberkesanan kursus dalam efikasi penulisan kendiri dan dalam tiga domain efikasi diri linguistic, efikasi kawal selia diri sendiri dan efikasi kendiri prestasi, dan d) untuk meneroka pengalaman pelajar yang mengikuti kursus ini. Kursus ini dibangunkan berdasarkan tujuh langkah yang diadaptasikan daripada Kerangka Graves (2000), iaitu mentakrifkan konteks dan menyatakan kepercayaan, menilai keperluan, merumuskan matlamat dan objektif, mengkonseptualisasikan kandungan, organisasi kursus, membangunkan bahan pengajaran, dan merancang pelan pentaksiran. Pendekatan proses genre digunakan sebagai rujukan dalam merancang pembangunan bahan pengajaran. Kajian ini menggunakan reka bentuk kajian campuran yang mengabungkan eksperimen kuasi. Dua buah kelas sedia ada pelajar jurusan pentadbiran perniagaan tahun dua daripada sebuah universiti awam di Thailand telah dipilih secara persampelan bertujuan untuk

mengambil bahagian dalam kajian ini dengan N=39 dalam kumpulan kawalan. Manakala, N=40 dalam kumpulan eksperimen yang diajarkan dengan kursus penulisan ESP proses genre. Data yang diperolehi adalah daripada ujian pra penulisan, pasca penulisan, penulisan skala efikasi kendiri, log pelajar dan temu bual separa berstruktur. Pelajar telah diajarkan melalui proses genre dalam kursus penulisan ESP telah memperolehi skor min yang lebih tinggi dalam ujian pasca penulisan dalam lima sub-kriteria seperti terbukti dalam dapatan ANCOVA. Penulisan efikasi kendiri, keputusan ANCOVA menunjukkan perbezaan signifikan dalam skor min penulisan efikasi kendiri pasca dan dalam tiga domain efikasi diri linguistic, efikasi kawal selia diri sendiri dan efikasi kendiri prestasi dalam kalangan dua kumpulan, dengan kumpulan yang diajarkan dengan kursus penulisan proses genre ESP memperolehi skor min yang lebih tinggi. Hasil temu duga yang dianalisis secara tematik menunjukkan kursus penulisan proses genre meningkatkan efikasi penulisan kendiri pelajar dalam empat bidang iaitu; berkeyakinan menulis secara am dalam bahasa Inggeris, berkeyakinan dalam pengetahuan linguistik, berkeyakinan dalam regulasi diri semasa proses penulisan, dan berkeyakinan dalam penulisan tiga genre tersebut. Selain itu, dua tema yang relevan dengan pengalaman pelajar yang dilaporkan meliputi pengalaman positif dan pengalaman negative. Dapatan ini adalah bermanfaat dan menunjukkan kursus penulisan proses genre ESP dapat menyumbang terhadap pencapaian pelajar, peningkatan efikasi penulisan kendiri, dan pengalaman pembelajaran yang positif. Kursus penulisan genre ESP ini patut dibangunkan dalam pelbagai konteks pembelajaran yang berbeza dengan tumpuan yang seimbang terhadap pengetahuan elemen genre dan kemahiran mengarang yang terlibat dalam proses penulisan.

THE EFFECTIVENESS OF THE ESP WRITING COURSE BASED ON THE PROCESS-GENRE APPROACH ON THAI BUSINESS ADMINISTRATION UNDERGRADUATES' WRITING ACHIEVEMENT AND WRITING SELF-EFFICACY

ABSTRACT

Considering the limited English writing ability and writing self-efficacy of Thai business administration students, this study was conducted with four objectives: (a) to develop the ESP process-genre writing course based on the English writing needs of Thai business administration undergraduates, (b) to investigate the effectiveness of the course on students' writing achievement and its sub-criteria of content, organisation, format and style, grammar, and vocabulary, (c) to assess the effectiveness of the course on students' writing self-efficacy and its three domains of linguistic self-efficacy, self-regulatory efficacy, and performance self-efficacy, and (d) to explore student experiences with the course. The course was developed following seven stages adapted from Graves' (2000) framework, and the process-genre approach was used to guide the design of learning activities and teaching materials. This study employed the mixed-method research in combination with the quasi-experiment. Two intact classes of second-year business administration students from one public university in Thailand were purposively selected to participate in this study with 39 students in the control group instructed with the traditional method and 40 students in the experimental group instructed with the ESP process-genre writing course. The data were drawn from the writing pre-test, writing post-test, writing self-efficacy scale, student log, and semi-structured interview. The results revealed that the students instructed with the ESP process-genre writing course obtained significantly higher

mean scores of the writing post-test in writing achievement and its five sub-criteria, as evidenced in the ANCOVA results. For writing self-efficacy, the ANCOVA revealed that there was a significant difference in the mean scores of the post-course writing self-efficacy and its three domains between the two groups with the students instructed with the ESP process-genre writing course obtaining significantly higher mean scores. The interview findings analysed using thematic analysis indicated that the course enhanced writing self-efficacy in four areas, namely the confidence in English writing in general, confidence in linguistic knowledge, confidence in the ability to regulate themselves in the writing process, and confidence in writing the three genres. Moreover, two themes regarding student experiences were reported, namely positive experiences and negative experiences. The findings offer valuable insights into how the ESP process-genre writing course contributed to greater writing achievement, enhanced writing self-efficacy, and positive learning experiences. It is thus recommended that ESP process-genre writing courses be developed across differing learning contexts with the balanced focus on the knowledge of genre elements and the composing skills involved in the writing process.

CHAPTER 1

INTRODUCTION

1.1 Introduction

English is a global language spoken by more than billion native and non-native speakers around the world. Recognised as an international language across different fields, English has undeniably been acknowledged as an integral element enabling individuals to establish effective cross-cultural communication in today's globalised and technologically advanced world.

In the business world, the crucial importance of English stems from the fact that English is considered an official language of international business (Rao, 2019) as the world is witnessing a growing number of intercultural exchanges in business, economics, politics, education, and technology. It is believed that the mastery of English language skills can potentially provide better job opportunities for individuals in various disciplines (Ahmad, 2016; Durga & Rao, 2018; Pandey & Pandey, 2014).

Thailand, the context of this study which has never been colonised by any countries, is dominated by its official language – Thai. Nevertheless, in order to keep pace with the globalisation era and the growing significance of English as an international language, English has become another language of focus in the Thai business context. Not only is English used as a medium for career advancement (Honsa, 2013; Patarapongsanti et al., 2022; Ulla & Winitkun, 2017), but it is also used for various business-related matters as it is the language for international trade, economics, and negotiation (Foley, 2005; Thitthongkam et al., 2011). Moreover, the role of English as the main foreign language in business administration is deemed vital for operating businesses, securing business deals, minimising communication

difficulties with clients, and creating positive first impressions with customers (Thitthongkam et al., 2011).

Among the four main English language skills, namely listening, speaking, writing, and reading, English writing skills have the dominant significance in today's globalised world as stated by Hamp-Lyons (2002) that opportunities for people to write are everywhere with the technological advancement in the era of the 21st century. Furthermore, the borderless economy in today's globalised world has intensified the importance of English writing in the business world, especially in terms of the professional English genre (Hyland, 2013). This is because performing job duties using English writing is a fundamental requirement of business personnel in order to succeed in international negotiations in the business context (Jitpanich et al., 2022), and writing is a desirable skill for graduates as perceived by employers (Ranaut, 2018). To support the importance of business writing further, it is suggested that businesspeople need to be equipped with English writing skills to perform business-related tasks, such as writing correspondence and reports (Rao, 2019). Thus, students and graduates need to master their English writing skills so as to communicate effectively in the workplace and meet the potential employers' requirements in English writing proficiency.

In Thailand, English writing is also integral to the business sector, especially for career advancement and professional accomplishment (Jitpanich et al., 2022; Patarapongsanti et al., 2022; Sureeyatanapas et al., 2016). To support this claim, Jitpanich et al. (2022) and Sureeyatanapas et al. (2016) assert that English writing skills should be more emphasised in the workplace as numerous employers perceive writing as more important than English speaking skills. What is more, it is suggested that Thai businesspeople also exercise their English writing skills more frequently than

their speaking skills in workplace communication since they use written English to communicate more regularly than oral English given the significance of email communication in the business context. In support of this, Hiranburana (2017) adds that written communication, especially in the form of email writing, is the most frequent type of communication occurring in the Thai workplace, even more frequently than telephoning. In addition, in pursuit of becoming professionally successful, individuals need to be well-equipped with English writing skills since English writing is mainly used in the workplace in various job-related responsibilities, which are inclusive of writing for internet communication, writing correspondence, and writing reports (Chuenchaichon, 2014; Jitpanich et al., 2022; Patarapongsanti et al., 2022; Thitthongkam et al., 2011). Writing for business purposes is thus considered crucial for Thai individuals to secure a job position, advance in their careers, and perform tasks in the workplace.

Considering the critical role of English writing in the business world, there is an immediate necessity to equip Thai learners with necessary English writing skills for professional purposes, especially those from the field of business administration who will directly enter the international business workforce after graduation. This is in pursuit of preparing them to meet the employers' expectations, become competitive in the job market, and perform work-related tasks effectively in their professional field of expertise. As such, one method of achieving such a goal is the introduction of an English writing course based on the English for Specific Purposes (ESP) approach to tailor to the specific needs of business administration students and the expectations of key stakeholders owing to the fact that ESP courses can assist students in preparing them to use English in a specific field and a particular target situation (Dudley-Evans & St. John, 1998).

1.2 Background of the Study

As English writing is a vital medium for business communication, it is of immerse significance for Thai entrepreneurs, investors, and businesspeople to be proficient in English writing to enable them to establish effective communication with individuals from differing countries (Jitpanich et al., 2022; Patarapongsanti et al., 2022.) This is because Thai businesspeople working in the field of business administration typically need to complete work-related tasks and frequently liaise with customers and colleagues in writing given the fundamental necessity of email communication in the business context (Cheep-Aranai et al., 2017; Jitpanich et al., 2022; Thitthongkam et al., 2011). As such, it is necessary for Thai learners to establish an adequate level of English writing competency for their future business careers.

In response to the vital role of English writing in business communication, the Office of the Higher Education Commission has issued varying English language teaching reforms, basically mandating Thai undergraduate students to complete at least twelve credits or four compulsory English courses prior to graduation in order to enhance Thai students' English language ability and respond to the demand for more English courses with the focus on English communication skills (Taladngoen, 2019; Wiriyachitra, 2002). Furthermore, in Thai universities, attempts have been made to foster Thai students' English writing achievement from learning English in different elements, including content, organisation, format and style, grammar, and vocabulary (Changpueng, 2009; Janenoppakarn, 2016; Jarunthawatchai, 2010; Yamalee & Tangkiengsirisin, 2019).

Consequently, several attempts have been pursued in quest of identifying compatible methods to enhance Thai students' English writing skills and achievement (Chaisiri, 2010; Changpueng, 2009; Janenoppakarn, 2016; Jarunthawatchai, 2010;

Puengpipattrakul, 2014; Stone, 2017; Yamalee & Tangkiengsirisin, 2019). In spite of the efforts to implement various teaching approaches to inform practices in teaching English writing, the product approach, which is closely associated with the teacher-centred pedagogy, remains dominant and is widely employed as the traditional method in English writing classes across different instructional contexts in Thailand (Glass, 2008; Kulsirisawad, 2012; Puengpipattrakul, 2014; Stone, 2017; Yamalee & Tangkiengsirisin, 2019). The product approach or the traditional method in the Thai context places an emphasis on equipping learners with grammatical competence and vocabulary knowledge necessary to compose a text as a result of imitating the input provided by the teacher (Badger & White, 2000). In traditional English writing classes in Thailand, students usually take the role of passive learners and rely heavily on the teacher input to help them produce texts (Kulsirisawad, 2012).

In contrast, the process-genre approach, which combines the positive elements of the genre and process insights to teaching writing (Badger & White, 2000; Rusinovci, 2015; Yan, 2005), is considered a relatively novel method in the Thai context since it has not been widely practiced. The process-genre approach is driven by the key notions of the genre approach as grounded in the sociocultural theory, including the social context of writing, the communicative purposes, the awareness of genre elements, the scaffolding technique, and the explicit instruction of key linguistic and textual features associated with each genre (Badger & White, 2000; Gao, 2007; Rusinovci, 2015). Simultaneously, the progress-genre approach also draws on the main concepts of the process approach as driven by the cognitive process theory of writing in combination with the sociocultural theory, namely the recursive writing process, the collaborative learning, and the composing skills involved in the writing process (Badger & White, 2000; Gao, 2007; Rusinovci, 2015). In this regard, Thai

learners could benefit from the approach as the process-genre approach is proven to be beneficial in enhancing writing achievement and performance in many differing contexts through the consideration of the writing contexts, the reflection of the communicative purposes, the knowledge of linguistic and textual features, the practice of composing skills, and the exposure to the recursive writing process (Babalola, 2012; Ghufron, 2016; Huang & Zhang, 2020; Reonal, 2015).

In addition to the pedagogical approaches, writing self-efficacy, which is grounded in the social-cognitive theory, is deemed as a crucial element, which can contribute to greater writing achievement (Hetthong & Teo, 2013; Sun & Wang, 2020; Woottipong, 2020). Additionally, writing self-efficacy is believed to have positive influences on learners' usages of self-regulatory strategies when writing (Wilby, 2020; Woottipong, 2020). In the Thai context, due to the difficulty of English writing as perceived by Thai business administration students (Jitpanich et al., 2022) as well as Thai students studying business English to pursue business careers (Goldsmith & Sujararitjan, 2020; Sundrarajun, 2020), it is thus imperative to enhance writing self-efficacy as it is believed that writing self-efficacy is vital in stimulating student interests in writing (Pajares, 2003; Pajares & Johnson, 1996; Pajares & Valiante, 1997; Woottipong, 2020), and it plays a pivotal role when writing tasks are complex and challenging (Bruning et al., 2013; Chung, 2021). To elaborate, possessing strong self-efficacy beliefs regarding their ability to accomplish English writing tasks could aid learners in the event that they encounter challenging and difficult writing tasks since it is believed that self-efficacious students can more efficiently handle complex writing tasks and possess more motivational readiness to write (Bruning et al., 2013).

When considering the context of this study, one renowned public university in Thailand with more than 29,729 undergraduate and postgraduate students, students are

mandated to complete the minimum of four mandatory English classes, namely Foundation English, English for Communication, English for Academic Purposes, and one elective English class in order to comply with the graduation requirements and the national education reform in English language teaching.

At this university, business administration students are among students who need to complete English courses as part of their graduation requirements, and the focus of the business administration program at this university lies in industrial business management and entrepreneurship in the globalised world (KMITL Business School, 2023). Therefore, English writing is vital for business administration students (Jitpanich et al., 2022; Thitthongkam et al., 2011) whose future careers include but not limited to an entrepreneur, a supply chain and logistic analyst, a purchasing officer, a sales and marketing officer, a human resources officer, a social media marketer, an import and export officer, and a finance officer (KMITL Business School, 2023). This is largely because their needs to enhance their English writing skills stem from the fact that effective English writing skills are a requirement for them to initiate workplace communication and succeed in their professional pursuits in the business field, both in terms of job application and career advancement (Cheep-Aranai et al., 2017; Hiranburana, 2017; Jitpanich et al., 2022; Ranaut, 2018).

Nonetheless, similar to other Thai universities, English writing receives a slight emphasis in the English language curriculum at this university even though English is the main foreign language instructed at the university. That is, most of the English classes focus on overall speaking and listening skills as well as grammatical knowledge with a slight focus on English writing skills considering the greater amount of English speaking and listening courses being offered each semester (Jitpanich et al., 2022; Office of the Registrar, 2021). Moreover, ESP courses offered as elective

courses at this university are mostly speaking courses designed on the basis of one-size-fit-all business communication for general students with no specific focus on the particular needs of dissimilar groups of students. As a matter of fact, the identical English courses are offered for students from every faculty.

In pursuit of facilitating business administration students in enhancing their writing achievement, it is of necessity that required English writing skills and target situations in which English writing will be used in the workplace need to be identified since it is suggested that the close collaboration between universities and employers is encouraged in designing tailor-made English language syllabi (Cheep-Aranai et al., 2017; Schneider & Andre, 2005) in order to develop students' specialised writing skills for specific business contexts (Glass, 2008). Thus, the ESP approach, which is the communicative teaching approach entailing the emphasis on learners and their needs in learning English (Hutchinson & Waters, 1987), is highly relevant in this matter as it could serve as the foundation in assessing student needs and designing language courses to meet the needs of a particular group of learners through the concentration on particular language skills essential for learners to perform specific work-related responsibilities (Dudley-Evans & St. John, 1998; Rahman, 2015).

Therefore, it is imperative to design a tailor-made ESP writing course for business administration students that best captures their English writing needs and maximises their writing achievement, writing self-efficacy as well as learning experiences in pursuance of sufficiently preparing them for careers in the ever-changing business world since empirical evidence in the field of ESP course development in Thailand have been predominantly devoted to developing English courses for professional purposes with the emphasis on oral communication skills rather than English writing (Boonteerarak, 2021; Kaewpet, 2009; Pattanapichet &

Chinokul, 2011; Thepseenu, 2020; Uampittaya, 2019). Only one study conducted by Changpueng (2009) concentrated on ESP writing course development based on the genre-based approach with the focus on professional English for Thai engineering students. Considering this, it is of critical importance that the present study be conducted to bridge the gap in literature.

1.3 Problem Statement

Despite the crucial role of English writing in the business field, problems in communicating in written English remain evident among Thai businesspeople and learners (Hiranburana, 2017; Jitpanich et al., 2022; Kawinvasin et al., 2021; Khruawan et al., 2021). For businesspeople, English writing, in particular, is identified as one of the problem areas of Thai businessmen, both in the management and operational levels (Hiranburana, 2017). In addition, it is further suggested that Thai employees working in multinational companies have insufficient English writing skills, and there is a need for them to improve their writing as it is one mode of communication required for workplace communication (Karachedee et al., 2017). Typically, ineffective written communication as a result of insufficient language skills can hinder comprehension and obstruct communication in the business context. To elaborate further, this insufficient proficiency in English writing can also consequently give rise to more communication problems in organisations (Hiranburana, 2017). Based on these assertions, it can be concluded that Thai businesspeople have problems using English writing to communicate which may arise from their insufficient English writing skills (Jitpanich et al., 2022).

As a matter of fact, the deficiency in English writing competency among Thai businesspeople can be a consequence of the inadequate preparation of Thai students in

terms of university coursework as it is suggested that English language curricula offered at Thai universities do not sufficiently prepare students to meet the actual demands for English usage in the workplace (Dueraman, 2012; Wiriyachitra, 2002). Even following several years of formal schooling and differing teaching methods, Thai students' adeptness in English writing, especially in terms of business writing, is relatively far from satisfactory, and their issues in writing to express their ideas in English remain predominantly constant based on ample empirical evidence and concerns raised by employers (Boonyarattanasoontorn, 2017; Chuenchaichon, 2014; Dueraman, 2012, 2015; Kaweera, 2013; Padgate, 2008; Rodsawang, 2017; Seensangworn & Chaya, 2017; Stone, 2017; Sureeyatanapas et al., 2016; Thitthongkam et al., 2011; Watcharapunyawong & Usaha, 2013; Wiriyachitra, 2002).

Business administration students, in particular, become one of the major concerns for educational authorities and practitioners since the majority of them will pursue careers in the business workforce upon graduation as there have been complaints from employers in various business disciplines stating that Thai graduates have insufficient English writing abilities to perform duties in the international workplace (Dueraman, 2012; Jitpanich et al.,2022). Moreover, to further advocate this point, it is specified by Thai business administration graduates who work in different sub-fields of business that more training in English writing is required, especially in writing emails and using the formal writing style so as to enhance their career opportunities and work performance (Low, 2020). In addition, it is reported that Thai business administration students have limited English writing skills, especially in terms of writing English emails and correspondence (Jitpanich et al., 2022; Kawinvasin et al., 2021; Khruawan et al., 2021) in consequence of their difficulties in using proper technical vocabulary and appropriate grammar when composing emails

in English (Khruawan et al., 2021). Hence, it is imperative to design English writing courses to improve business administration students' writing achievement and English writing skills to meet the demands of English usage in the business world.

English writing courses, therefore, need to focus on increasing student achievement in writing with relation to the improvement of English writing skills. Typically, in language courses, English writing skills can be measured through the evaluation of writing achievement since achievement tests in the form of writing tests are designed with the purpose of gauging students' writing skills (Sako, 1969). As for the main assessing areas in writing tests, Bachman and Palmer (1996) suggest five areas of language knowledge to evaluate in language tests, namely functional and content knowledge which is pertaining to content, textual knowledge which is regarding organisation, sociolinguistic knowledge which is relative to format and style, grammatical knowledge which is concerning grammar, and vocabulary knowledge which is pertinent to vocabulary. Therefore, these elements altogether form the five sub-criteria of assessing writing achievement in the present study, consisting of content, organisation, format and style, grammar, and vocabulary. Such elements of writing achievement are problem areas for Thai business administration students and graduates, which are consistent with the findings from the studies of Jitpanich et al. (2022) and Khruawan et al. (2021), which indicate that grammar and vocabulary are the most serious problems in English writing for business administration students and graduates. Similarly, issues in using appropriate writing styles according to the context as well as formulating ideas when writing in English are also the problem areas for business administration students and graduates (Jitpanich et al., 2022).

Moreover, another prominent issue leading to the limited English writing ability of Thai learners is the low writing self-efficacy. Empirical evidence has

suggested that Thai learners possess relatively moderate or low writing self-efficacy (Khamyon & Eamoraphan, 2020; Peerakuntrakorn & Meesri, 2020; Woottipong, 2020). As Thai students believe that English writing is arduous and requires them to exert a great amount of effort to master (Boonyarattanasoontorn, 2017; Dueraman, 2012; Goldsmith & Sujaritjan, 2020; Nguyen & Suwannabubpha, 2021; Puthikanon, 2015; Yamalee & Tangkiengsirisin, 2019), their confidence in their ability to write in English could be limited, which could in turn impact their writing achievement and performance (Hetthong & Teo, 2013; Woottipong, 2020).

In a similar vein, the low writing self-efficacy is also the case for business administration students. At the target university, business administration students have low confidence in their English writing ability because of the perceived difficulty and complexity of English writing (Jitpanich et al., 2022). They consequently express profound preferences over speaking courses considering the enrolment record that most speaking classes are fully enrolled every semester (Office of the Registrar, 2021). Thus, these deficiencies in English writing ability and writing self-efficacy among Thai business administration students remain a major issue for the likes of educators, educational authorities, and future employers.

Apart from such issues, there have also been pedagogical issues involved. Firstly, in comparison to the speaking and listening skills, English writing appears to receive solely slight attention from educators and policy makers in Thailand when it comes to English communication skills (Dueraman, 2012; Glass, 2008; Jitpanich et al., 2022; Suwanarak, 2012; Tangpermpoon, 2008). To illustrate, English writing is not typically emphasised in English language curricula in Thailand (Glass, 2008; Tangpermpoon, 2008), and the Thai educational reform has placed a slight emphasis on English writing when compared to speaking, resulting in Thai students' limited

exposure to English writing practices (Dueraman, 2012). This is not to mention that there is a limited number of English writing courses tailored to the student needs and employer expectations, especially in the ESP context in Thailand (Changpueng, 2009; Jitpanich et al., 2022). By the same token, the limited emphasis is placed on developing English writing as a skill at the target university. ESP courses offered for undergraduate students are mostly speaking and listening courses, and the available English writing courses are more academic writing with no relevance to the nature of business administration students (Jitpanich et al., 2022; Office of the Registrar, 2021). Irrespective of the crucial significance of English writing in the business world, an ESP writing class tailored to the needs of business administration students does not exist at this university. ESP courses are designed for the one-size-fit-all purpose for students in every faculty, focusing solely on general business English with no particular emphasis on sub-skills and contexts appropriate for business administration students (Jitpanich et al., 2022). Needless to say, the employer expectations are not taken into account in developing these courses as well even though it is highly suggested that close collaboration between employers and universities are essential in ensuring that coursework truly prepares students to use English in actual work-related tasks (Cheep-Aranai et al., 2017; Jitpanich et al., 2022). To further elaborate, there are no fixed syllabi and textbooks prescribed for these courses. The textbooks are selected by instructors each semester, and they are mostly commercial textbooks, which sometimes might not be entirely appropriate for particular groups of students. As such, there is an evident necessity to develop the tailor-made English writing courses that can meet the needs of learners as well as the expectations of employers (Changpueng, 2009; Jitpanich et al., 2022), especially for business administration students at the target university (Jitpanich et al., 2022).

In response to these issues, a writing course which is developed based on the ESP approach bearing the focus on specific needs of business administration students could be an ideal solution to assist this group of students in enhancing their writing self-efficacy and English writing skills that are appropriate to their area of expertise. This is because not only does an ESP writing course foster student-centered learning with the focus on the learner needs and learning purposes (Hutchinson & Waters, 1984, 1987), but it also increases student motivation to learn due to the fact that students can feel more related to their field of expertise (Bracaj, 2014).

In addition, considering the dominant role of the product approach as the traditional method employed in English writing classes in Thailand (Kulsirisawad, 2012; Stone, 2017; Yamalee & Tangkiengsirisin, 2019) and the problems in Thai students' limited English writing ability and writing self-efficacy, the use of a new approach can serve as a remedy for such issues since there is a growing demand for a more effective teaching method to facilitate Thai students' writing skill enhancement (Glass, 2008; Yamalee & Tangkiengsirisin, 2019). As such, the theoretical framework of process-genre approach, which has never been practiced in the context of ESP instruction in Thailand, is suitable for the instruction of this tailor-made writing course since it can promote more critical and reflective aspects of learning to write by exposing students to a variety of positives elements of the genre, product, and process insights (Badger & White, 2000). The usages of scaffolding, positive feedback, peer-review activities, collaborative writing practices, and peer modelling in the approach are also in line with Bandura's (1977) principles of self-efficacy sources and Margolis and McCabe's (2006) suggestions on how to increase self-efficacy. Therefore, it would be interesting to determine the effects of the process-genre approach in the Thai ESP context since it has been proven beneficial in other educational contexts in enhancing

students' English writing ability (Babalola, 2012; Ghufron, 2016; Huang & Zhang, 2020; Reonal, 2015) and fostering writing self-efficacy (Truong, 2022; Zhang, 2018).

Furthermore, based on the extensive literature review, there was an evident gap in literature in the aspect that there had not been any empirical study in Thailand embarking on a pursuit of developing an ESP writing course guided by the process-genre approach for business administration students since the majority of empirical studies in the field focus on developing English courses for other groups of Thai learners with the concentration on different English language skills (Bosuwon & Woodrow, 2009; Boonteerarak, 2021, Kaewpet, 2009; Pattanapichet & Chinokul, 2011; Thepseenu, 2020; Uampittaya, 2019). Only one empirical evidence provided by Changpueng (2009) focused on ESP writing course development. Nonetheless, Changpeung's (2009) research targeted Thai engineering undergraduates with the use of a differing approach, particularly the genre approach, to develop the course. Moreover, businesspeople, business administration students, business administration graduates are in consensus that they are in need of more training in English writing to enable them to establish effective workplace communication (Jitpanich et al., 2022; Low, 2020), and one alternative to address this predominant issue was to develop an ESP writing course to cater to the English writing needs of Thai business administration undergraduates. This is owing to the fact that the foremost characteristic of the ESP approach is to prepare learners to utilise English in a specific field and a target situation (Dudley-Evans & St. John, 1998). As a result, in pursuit of bridging this existing gap in literature, this study is conducted in order to develop the ESP process-genre writing course with an aim to enhance writing achievement and writing self-efficacy of Thai undergraduate business administration students to prepare them

to be well-equipped with necessary English writing skills to perform work-related tasks in the business administration context.

1.4 Research Objectives

Acknowledging the issues in the limited English writing skills and writing self-efficacy of Thai businesspeople and business administration students, this present study is thus mainly involved with the development of the ESP writing course guided by the process-genre approach for Thai business administration undergraduates and the assessment of the course effectiveness.

In pursuit of achieving such goals, this study is divided into two main phases, namely the development of the ESP process-genre writing course and the course implementation with these following objectives in mind:

1. To develop the ESP process-genre writing course based on the English writing needs of Thai business administration undergraduates.
2. To examine if there is a significant difference in writing achievement between Thai business administration undergraduates who are instructed with the ESP process-genre writing course and those instructed with the traditional method.
    - 2.1 To examine if there is a significant difference in terms of content between the two groups of students.
    - 2.2 To examine if there is a significant difference in terms of organisation between the two groups of students.
    - 2.3 To examine if there is a significant difference in terms of format and style between the two groups of students.
    - 2.4 To examine if there is a significant difference in terms of grammar between the two groups of students.

2.5 To examine if there is a significant difference in terms of vocabulary between the two groups of students.

3. To identify if there is a significant difference in writing self-efficacy between Thai business administration undergraduates who are instructed with the ESP process-genre writing course and those instructed with the traditional method.
   3.1 To identify if there is a significant difference in terms of linguistic self-efficacy between the two groups of students.
   3.2 To identify if there is a significant difference in terms of linguistic self-regulatory efficacy between the two groups of students.
   3.3 To identify if there is a significant difference in terms of performance self-efficacy between the two groups of students.
4. To investigate Thai business administration undergraduates' experiences with the ESP process-genre writing course.

1.5 Research Questions

In pursuit of developing and determining the effectiveness of the ESP process-genre writing course, this research is guided by the following research questions:

1. Is there any significant difference in writing achievement between Thai business administration undergraduates who are instructed with the ESP process-genre writing course and those instructed with the traditional method?
   1.1 Is there any significant difference in terms of content between the two groups of students?
   1.2 Is there any significant difference in terms of organisation between the two groups of students?

1.3 Is there any significant difference in terms of format and style between the two groups of students?

1.4 Is there any significant difference in terms of grammar between the two groups of students?

1.5 Is there any significant difference in terms of vocabulary between the two groups of students?

2. Is there any significant difference in writing self-efficacy between Thai business administration undergraduates who are instructed with the ESP process-genre writing course and those instructed with the traditional method?

2.1 Is there any significant difference in terms of linguistic self-efficacy between the two groups of students?

2.2 Is there any significant difference in terms of self-regulatory efficacy between the two groups of students?

2.3 Is there any significant difference in terms of performance self-efficacy between the two groups of students?

3. What are Thai business administration undergraduates' experiences with the ESP process-genre writing course?

1.6 Research Hypotheses

In this study, the following null hypotheses are formulated for the quantitative part to be aligned with the research questions:

$H_0$1: There is no significant difference in writing achievement between Thai business administration undergraduates who are instructed with the ESP process-genre writing course and those instructed with the traditional method.

$H_0$1.1: There is no significant difference in terms of content between the two groups of students.

$H_0$1.2: There is no significant difference in terms of organisation between the two groups of students.

$H_0$1.3: There is no significant difference in terms of format and style between the two groups of students.

$H_0$1.4: There is no significant difference in terms of grammar between the two groups of students.

$H_0$1.5: There is no significant difference in terms of vocabulary between the two groups of students.

$H_0$2: There is no significant difference in writing self-efficacy between Thai business administration undergraduates who are instructed with the ESP process-genre writing course and those instructed with the traditional method.

$H_0$2.1: There is no significant difference in terms of linguistic self-efficacy between the two groups of students.

$H_0$2.2: There is no significant difference in terms of self-regulatory efficacy between the two groups of students.

$H_0$2.3: There is no significant difference in terms of performance self-efficacy between the two groups of students.

1.7 Significance of the Study

As previously mentioned, the ESP process-genre writing course could potentially facilitate business administration students in mastering their English writing skills and enhancing their writing self-efficacy. As a result, the study could contribute to the new body of knowledge in the fields of English language education

and ESP course development in Thailand, and it is considered beneficial for ESP course designers, educational authorities, English writing teachers, employers in the business field, and business administration students for many reasons.

First of all, the ESP process-genre writing course, as a matter of fact, is deemed as a novel concept in the ESP context in Thailand, where most English writing classes are dominated by the traditional product approach (Glass, 2008; Puengpipattrakul, 2014; Yamalee & Tangkiengsirisin, 2019). Additionally, most research studies in the field of English writing instruction in Thailand have focused their attention more on the process approach, the product approach, or the genre approach. The highly limited studies have investigated the use of the integrated approach – the process-genre approach – in the Thai context with the focus on academic writing. This is not to mention that there has never been any study employing the process-genre approach in the ESP writing context in Thailand. The implementation of the process-genre pedagogy could consequently introduce a new and effective teaching practice in the Thai ESP context, taking advantages of the strengths of both the process-oriented pedagogy and the genre-oriented approach.

Additionally, the English writing needs and the English writing problems of Thai business administration undergraduates have never been formally assessed by any existing empirical research. This study, therefore, could potentially yield tremendously beneficial results and gain valuable insights into business administration undergraduates' English writing needs for professional purposes and problems in English writing, which are crucial aspects to consider when developing a tailored-made ESP course.

More importantly, this research also contributes significantly to the area of ESP course development in Thailand. To the researcher's best knowledge, there has never

been any empirical studies conducted in the Thai tertiary context to develop an ESP writing course guided by the process-genre approach for business administration undergraduates. Therefore, this novel empirical study could serve as a case study at a Thai public university in developing and evaluating the effectiveness of the ESP process-genre writing course, which is responsive to the English writing needs of Thai business administration undergraduates and facilitates them in their process of enhancing English writing skills and writing self-efficacy. This could also serve as a model for other universities to apply in the development of their English writing courses and curricula in the future.

1.8 Limitation and Delimitations of the Study

This study has the following limitation and delimitations which need to be taken into consideration when interpreting results and contributions generated from the present study.

With respect to the research limitation, due to the enrolment constraint imposed by the target university, the use of true experimental design to best control for validity threats of research findings was not feasible. That is, it was impractical for the researcher to aim for the randomisation of research participants into groups. Thereby, the quasi-experimental research design with the recruitment of intact classes was instead adopted to address such an enrolment constraint. Nonetheless, the non-randomisation of research participants could pose some validity threats. As such, the interpretation of the research findings should be made with caution.

In terms of the delimitations, it should be noted that this study is only circumscribed to business administration undergraduates from one public university in Thailand, recruiting the sample group from only one university. As a result, the

findings should not be generalised beyond the scope of the study and are not representative of Thai business administration students at different universities due to the differences in English language curricula and main concentrations of each business administration degree program.

Furthermore, another delimitation is that the present study employs the use of self-report data from the writing self-efficacy scale, the student log, and the semi-structured interview. Even though the usage of self-report data is common in educational research, the data generated from these self-report instruments could be subject to certain limitations, namely the response biases and the truthfulness of the data. Hence, the self-report data obtained from this study should be interpreted with caution.

1.9 Operational Definitions

The following key terms are specifically used and defined in this study:

1.9.1 ESP Process-Genre Writing Course

ESP courses in general are courses developed in pursuit of catering to needs and learning desires of particular groups of students in specific contexts. The course content and teaching methods are devised in accordance with students' particular reasons for learning (Hutchinson & Waters, 1987). In this study, the ESP process-genre writing course is defined with relevance to the course specifically developed to meet the English writing needs for professional purposes of Thai business administration undergraduates and expectations of key stakeholders, using the process-genre approach as an instructional method. The course, which consists of twelve instructional lessons as well as three test-administration and course introduction periods, is offered at one public university in Thailand as an English

elective course for business administration undergraduates. It focuses on three professional types of texts, namely emails giving information, e-commerce product descriptions, and progress reports.

1.9.2 Writing Achievement

Writing achievement is defined as the learners' ability to effectively express ideas and thoughts in writing using language-related knowledge with accuracy and coherence, which can be evidently measured by a writing test (Lestari & Holandiyah, 2016). For this study, writing achievement is viewed in a more specific perspective, describing Thai business administration undergraduates' capability in producing three genres of professional texts related to workplace communication in the business administration context, namely emails giving information, e-commerce product descriptions, and progress reports. This also includes learners' demonstration of the knowledge of linguistic and textual features in the specific genres while undergoing the process of writing. In this research, writing achievement is measured through the writing pre-test and the writing post-test. While simultaneously taking into account the students' existing writing ability before the course as reflected in the pre-test scores, the writing achievement can be determined via the comparison of the post-test scores of the two groups of business administration undergraduates involved in the study in pursuance of determining whether which group of students have progressed with their writing more in comparison to another group.

In the present study, in quest of determining the extent to which business administration undergraduates can compose the three texts based on what they have learned from the ESP writing course, writing achievement is assessed from five sub-criteria, namely content, organisation, format and style, grammar, and vocabulary.

1.9.2(a) Content

Writing achievement in terms of content can be assessed based on the students' ability to address key ideas and textual components based on the writing prompts by providing clear and sufficient details relevant to the texts' communicative purposes and central ideas. In this study, the content is within the scope of the three target genres instructed in the course, namely emails giving information, e-commerce product descriptions, and progress reports.

1.9.2(b) Organisation

As for the organisation sub-criterion, the students are required to demonstrate their ability to present the coherent and logically organised texts with a good flow based on the target genres' organisational patterns. This also includes the use of effective cohesive devices according to the context.

1.9.2(c) Format and Style

In the context of this study, the format and style sub-criterion is related to the students' capability to write the three target genres in a proper style and tone of writing according to the context since the course emphasises the awareness of the audience, the writing and social context, and the communicative purpose. For instance, to write an email to inform a client about a project, the students need to employ the informative and formal styles of writing as well as the polite tone to demonstrate the genre awareness.

1.9.2(d) Grammar

In terms of grammar, this study focuses on key grammatical features, types of sentence structure, and appropriate mechanics associated with the three target genres. These include the usages of appropriate types of sentences, verb tenses, verb forms,