Applying Content and Language Integrated Learning (CLIL) in Business English Education: An Exploratory Study on Pedagogical Strategies, Challenges, and Student Perceptions

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Abstract

This study investigated the application of Content and Language Integrated Learning (CLIL) in the English Listening and Speaking Skills for Business course for third-year Marketing undergraduates at a Thai university. It examined students' perceptions of CLIL-based instruction, explored the challenges of integrating CLIL into Business English teaching, and proposed strategies to enhance its effectiveness. Using an exploratory sequential mixed-methods approach, qualitative data were first collected through a teacher's journal and analyzed to inform the development of a questionnaire, which was then administered to 53 students to gather quantitative data. The findings indicated that CLIL facilitated students' comprehension and spoken communication of marketing concepts, fostered engagement by integrating language learning with their field of study, and increased valuable opportunities for students to learn and share knowledge about English and marketing with classmates. However, challenges such as the complexity of business terminology, the cognitive demands of dual-focused learning, and the extensive preparation required for instructional materials were identified. To address these issues, a team-teaching approach that integrates Business English instructors and subject-matter experts was proposed as a practical alternative to formal CLIL training. These findings contribute to ongoing research on CLIL and provide a structured framework for integrating it into Business English pedagogy in Thai higher education.

Keywords: CLIL, Business English, team-teaching, mixed methods

Introduction

English has become the dominant language of international business, playing a crucial role in global trade, finance, and corporate communication (Nickerson, 2005; Rogerson-Revell, 2010). As multinational companies expand and international collaboration increases, proficiency in English has become essential for professionals across various industries. In non-English-speaking countries, the demand for English proficiency in the workplace has led to the integration of English-language instruction into higher-education curricula, particularly in business-related fields (Evans, 2013).

In Thailand, English proficiency is increasingly critical for business communication due to the growing presence of expatriates in the workforce and the country's expanding role in international business (Baker, 2012). A global survey by the Tourism Authority of Thailand (TAT) in 2021 ranked Bangkok as the top "workcation" destination in 2021, highlighting its appeal to remote-working professionals who blend business with leisure (Tourism Authority of Thailand Newsroom, 2021). Additionally, in 2023, the Educational Testing Service (ETS) reported that Thailand ranks second globally in TOEIC (Listening and Reading) usage for job applications, with 49% of Thai test-takers using it for employment purposes (Educational Testing Service, 2023). These trends indicate that Thai companies recruit employees with strong English communication skills. Consequently, Thai higher education institutions play a vital role in preparing students for the linguistic demands of the modern workplace.

Despite this demand, one of the primary challenges in Business English education in Thailand is the gap between academic instruction and practical workplace communication. Many English instructors lack firsthand experience in business settings, as their expertise is typically in linguistics or language teaching rather than industry-specific communication (Howchatturat, 2023). This disconnect raises concerns about the effectiveness of traditional Business English instruction in equipping students with the necessary language skills for real-world professional contexts (Amatayakul, 2019; Komintarachat, 2012). Thus, alternative approaches to Business English instruction are needed to enhance learners' ability to use English in specific professional domains, such as marketing.

Content and Language Integrated Learning (CLIL), an approach that integrates subject-specific content with language instruction, is one method that enables students to develop both linguistic and disciplinary knowledge simultaneously (Coyle, 2015). CLIL can be applied to foster an immersive learning environment by providing a meaningful context for language acquisition (Marsh, 2012). Previous studies have demonstrated its effectiveness in enhancing English language proficiency. For instance, a comparative study conducted across secondary schools in the Netherlands, Germany, and Italy found that students in CLIL programs significantly outperformed their peers in English as a Foreign Language (EFL) skills, highlighting the positive impact of CLIL on language development (Goris et al., 2013). Similarly, research on Bhutanese secondary school students reported substantial improvements in English proficiency and learner engagement following the implementation of CLIL-

based instruction (Tamang & Chayanuvat, 2020). Thus, these findings suggest that CLIL can serve as a powerful pedagogical approach for teaching English, facilitating both language acquisition and subject-matter comprehension.

In Thailand, CLIL has been widely applied in non-language subjects within Thai educational programs, for example, the English Program (EP), Mini English Program (MEP), and International English Program (IEP) initiatives (Charunsri, 2019). Its implementation in English-language classes, particularly in Business English courses that emphasize listening and speaking skills, remains underexplored. Previous studies in EFL contexts, including Taiwan (Tsou, 2018), China (Rong & Nair, 2021), and Cambodia (Saint, 2021), have demonstrated the effectiveness of CLIL in enhancing English writing proficiency and subject-matter comprehension.

Although CLIL has had a positive impact on various English language classes, as previous studies have found, there is a lack of empirical research on its application in Business English instruction, particularly in developing listening and speaking skills within a marketing context in Thailand. To address this gap, this study examines the application of CLIL in a Business English Listening and Speaking course for third-year undergraduate Marketing students at the university in Thailand. This research investigated how CLIL could be effectively applied to develop students' English communication skills in marketing-related contexts and explored students' perceptions of this approach. By identifying best practices and potential challenges, this study contributes to the academic literature on CLIL in Business English education. It provides practical insights into the application of CLIL in Thai higher-education curricula. This study, therefore, seeks to answer the following questions:

1. How can CLIL be effectively implemented in a Business English Listening and Speaking course for Marketing undergraduates in Thailand?
2. What are the students' perceptions of learning Business English through CLIL?
3. What challenges and best practices emerge from integrating CLIL into Business English education in Thai higher education?

Literature Review

The concept of Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which a foreign language is used to teach subject-specific content, enabling students to acquire both linguistic competence and subject knowledge simultaneously (Coyle, 2015). This pedagogical model requires a shift in instructional strategies to ensure an effective integration of language and content into standard curricula (Coyle, 2015). The implementation of CLIL has gained momentum since the mid-1990s, particularly with the expansion of globalization and the establishment of the European Union, when David Marsh formally introduced the concept in 1994 (Hussein, 2020). CLIL has since evolved into a widely recognized approach for enhancing language proficiency while fostering cognitive

development and intercultural understanding. A fundamental principle of CLIL is its emphasis on the interconnectedness of content learning and language acquisition. This approach allows students to engage with subject matter in meaningful contexts, thereby promoting more profound understanding and retention of both language and content (Coyle et al., 2010).

Coyle (2015) introduced the 4Cs framework—Content, Communication, Cognition, and Culture—to guide the implementation of CLIL in educational settings, as shown in Figure 1.
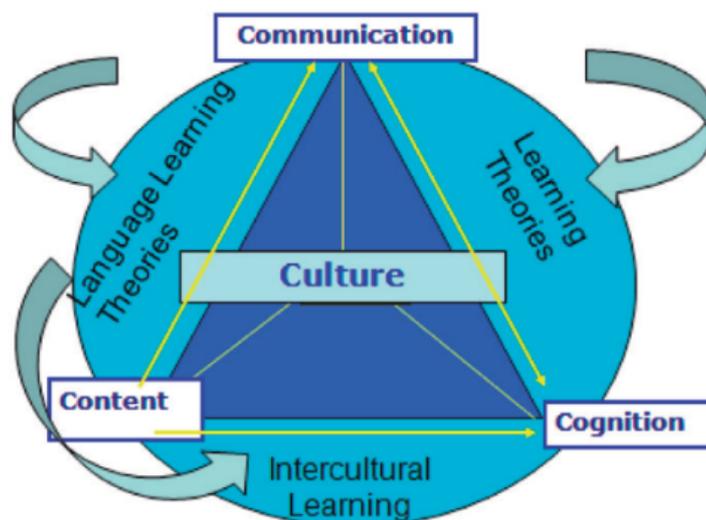
Figure 1. *The 4Cs Conceptual Framework* (Coyle, 2015)

Each component plays a crucial role in shaping the learning experience:

1.   **Content:** CLIL promotes the progression of knowledge, skills, and understanding in a specific discipline while using a foreign language as the medium of instruction. The emphasis is on developing subject-specific competencies alongside language skills.

2.   **Communication:** The integration of language learning with content acquisition enables students to use the target language as a tool for learning while simultaneously developing their linguistic proficiency. This interactive and immersive approach fosters authentic language use in meaningful contexts.

3.   **Cognition:** Higher-order thinking skills, such as analysis, evaluation, and problem-solving, are an essential aspect of CLIL. Learners engage in cognitively demanding tasks that promote deep conceptual understanding and language processing.

4.   **Culture:** Exposure to different cultural perspectives is a key feature of CLIL. By engaging with content through a foreign language, students develop intercultural competence, gain awareness of global issues, and enhance their understanding of their own cultural identity (Coyle et al., 2010).

Previous studies have demonstrated the effectiveness of the 4Cs framework in various educational contexts. For instance, Yang (2016) Applied the 4Cs model in a Taiwanese university CLIL program and found that students significantly improved their linguistic and cognitive abilities. Llinares and Llinares and Morton (2017) found that the CLIL framework facilitated meaningful communication and higher-order thinking skills in a Spanish primary school context. Similarly, Tamang and Chayanuvat (2020) applied CLIL for teaching English to Bhutanese students in a secondary school and found the effectiveness in English language learning. Therefore, these studies highlight the practicality of the 4Cs framework in fostering both language and subject-specific learning, reinforcing its relevance in language education.

Issues and Challenges of Implementing CLIL for English Language Teaching

While previous studies highlight the benefits of Content and Language Integrated Learning (CLIL) in English language classrooms, it is crucial to examine the challenges associated with its implementation. Understanding these challenges provides valuable insights for designing effective CLIL-based instruction, particularly in Business English courses.

One of the primary challenges is the application of the 4Cs Framework (i.e., Content, Communication, Cognition, and Culture) in Business English courses, Suwannoppharat and Chinokul (2015) identified that while this framework enhances language learning, it also presents obstacles, particularly in English for Specific Purposes (ESP) contexts. The complexity arises from the aim of ensuring that the selected content and learning activities align with students' linguistic and professional development needs. As Suwannoppharat and Chinokul (2015) emphasize, "the teacher is an important factor in processing the CLIL classroom." This challenge is particularly evident in Business English courses, where many English language teachers, though experts in language instruction, often lack industry-specific knowledge. Unlike general English courses that cover familiar topics such as daily routines, weather, and travel, Business English requires instructors to curate and deliver specialized content related to professional communication, including client negotiations, customer service, and workplace conflict resolution.

To address this challenge, several researchers advocate for CLIL-specific training programs for English teachers (Kaewkamnerd et al., 2023; Suwannoppharat & Chinokul, 2015). However, such training remains scarce in Thailand, thereby limiting teachers' ability to implement CLIL effectively in ESP courses. Furthermore, training alone may be insufficient to implement CLIL effectively in ESP courses such as Business English. A needs analysis is essential to identify relevant content and suitable pedagogical approaches for Business English instruction. Needs analysis, though effective, is a time-intensive process requiring input from multiple stakeholders, including industry professionals, learners, and subject-matter experts (Howchatturat, 2023; Kaewkamnerd et al., 2023). This complexity makes it challenging for teachers to implement CLIL without structured institutional support.
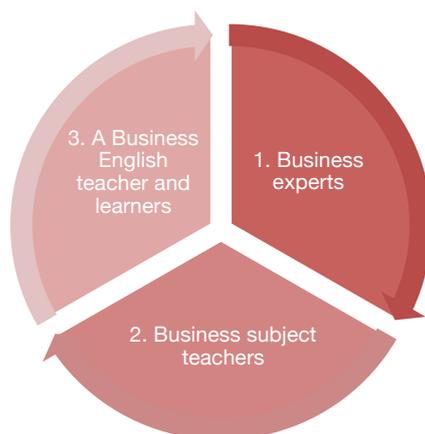
Team-teaching Approach

While current research highlights limitations in appropriate training and systematic needs analysis, it also underscores the potential of CLIL to bridge the gap between language learning and professional communication. A collaboration among a Business English language instructor, Business instructors, and content specialists could be a potential solution to enhance the effectiveness of CLIL-based Business English courses. The idea of this collaboration is related to the term "Team Teaching". This term means two or more teachers working together with the same aim for the same group of students(Spasić et al., 2015).In ESP teaching, team teaching usually involves the ESP teacher and a subject specialist co-operating fully throughout the course, delivering instruction simultaneously in the same classroom (Barron, 1992; Dinitz et al., 1997, cited in Spasić et al., 2015).

Spasić et al. (2015) explored the effectiveness of a team-teaching approach combined with hybrid learning in an English for Computer Programming course for Business School students in Serbia. Their model leveraged the synergy between content and language by integrating instruction within a virtual classroom, creating an immersive environment for language use within the discipline. In this setup, the English for Specific Purposes (ESP) teacher played a supportive role, focusing on linguistic structures, while the programming instructor clarified technical vocabulary and contextual meaning. The learning process was further enhanced by conducting lessons in computer laboratories, where students could simultaneously engage with both linguistic and subject-specific content through practical demonstrations, joint studies, and online research (Spasić et al., 2015).

This team-teaching model presents an innovative approach to ESP instruction, as it ensures that students receive specialized content knowledge while also developing language proficiency in a meaningful context. However, while inspiring, this model poses significant challenges when applied to Business English education in Thai higher education. One key limitation is the logistical difficulty of coordinating English-language instructors and Business subject specialists in the same classroom. Due to heavy teaching loads and diverse responsibilities, simultaneous co-teaching is often impractical. Therefore, rather than fully adopting Spasić et al.'s (2015) model, an adapted approach is necessary for a CLIL-based Business English course. A more feasible alternative would involve structured collaboration between language and Business subject instructors outside the classroom, in which business experts also provide content guidance and English teachers tailor language instruction accordingly. This modification allows for the integration of subject-specific content without imposing unrealistic scheduling demands. Adjusting the roles within the teaching team ensures that Business English students benefit from content-rich instruction while maintaining the feasibility of CLIL implementation within Thai higher education institutions.

To clarify the modification of the team-teaching approach inspired by Spasić et al. (2015), Figure 2 illustrates how the approach was applied in this study.

Figure 2. *The model of team teaching for preparing appropriate content for the CLIL-Business English course*

As discussed earlier, the application of the team-teaching approach aims to identify and tailor content for a Business English course. In this context, the process of content selection can be compared to making a homemade pizza for friends and family. In this analogy, the various stakeholders—such as business experts, employees working in target business settings, Business subject teachers (e.g., marketing instructors), Business English teachers, and students—are like the people gathering to share the meal. Each stakeholder has unique needs and limitations, but ultimately, they all contribute to and consume the final product—the selected course content.

Beyond the modifications illustrated in Figure 1, this team-teaching model emphasizes a sequential collaboration process with stakeholders. The first step involves engaging with business experts, who represent the macro-level perspective. As professionals working in the target industry, they provide insights into the real-world skills and knowledge that students will need in their future careers. Their input ensures that the course content aligns with actual business practices.

Although this process may initially seem time-consuming for Business English teachers, as noted by several researchers, the data used in this study were collected from Business English teachers who visited interns working in marketing departments. This approach significantly reduces the time and effort required of Business English instructors who will teach English to Marketing students in future semesters by leveraging firsthand insights gained from internship supervision.

The second stage involves collaboration with Business subject teachers (e.g., marketing instructors). Since it is impractical to incorporate all content suggested by business experts, these subject specialists help prioritize relevant topics while accounting for students' limited business backgrounds. By identifying concepts already covered in their marketing courses, Business subject teachers help ensure coherence and reinforce students' understanding. This alignment enhances content relevance, making it easier for students to engage with Business English instruction in a meaningful way.

In the final stage—the third "slice of pizza"—the Business English teacher and students refine the selected content. At this point, the content must align with the course description, learning objectives, students' marketing knowledge, and the Business English teacher's expertise. This ensures that the material is both pedagogically appropriate and practically applicable.

By tailoring content to each stakeholder's needs, the final "pizza" is carefully prepared for integration into the CLIL-based Business English course, ensuring a balanced and relevant learning experience.

The Application of the 4Cs Framework on this Research

Coyle's (2015) 4Cs framework was adopted as the foundation for implementing CLIL in this research. The specific application of each component within the framework is detailed in Table 1, with adaptations made to align with the team-teaching model illustrated in Figure 2.

Table 1

The information on each component within the 4Cs framework applied in this research

Content	Communication	Cognition	Culture
Unit 1: Small Talk at the Workplace (e.g., weather, food, drinks, holidays, hobbies, etc.)	Using appropriate English vocabulary, grammar, and body language to engage in small talk naturally and professionally with colleagues.	Identifying suitable topics for workplace small talk and discussing their relevance.	Exploring social etiquette in Thai and international workplaces when engaging in small talk.
Unit 2: Presenting New Products and Services (e.g., case studies of product development, current business trends, and marketing strategies)	Using accurate English vocabulary, grammar, body language, and storytelling techniques to deliver a compelling product/service presentation.	Structuring a strategic presentation by incorporating key business components such as product development background, market research insights, target market information, product/service descriptions, marketing strategies, and sales forecasts.	Analyzing the successes and failures of companies operating with and without cultural considerations.
Unit 3: Business Meetings (identifying appropriate marketing strategies for new products or services)	Using precise English vocabulary, grammar, and body language to organize, participate in, and handle disagreements during business meetings.	Determining effective ways to conduct, participate in, and navigate disagreements in business meetings.	Examining Thai and international cultural considerations in business meetings.

Unit 4: Market Research Presentation (e.g., research methodology for conducting a mini market research, current business trends)	Using accurate English vocabulary, grammar, body language, and visual aids to deliver a persuasive market research presentation.	Developing critical and creative techniques for presenting market research effectively.	Evaluating the cultural background of the target market and audience when delivering a market research presentation.

Since the English Listening and Speaking Skills for Business course aimed to develop both English language proficiency and business knowledge in the field of marketing, a blended CLIL (Content and Language Integrated Learning) approach was implemented in this study. This approach aligns with previous research indicating that CLIL enhances both linguistic competence and subject-specific knowledge by integrating content learning with language acquisition (Coyle et al., 2010). In this course, students were assessed on their performance in each unit (as outlined in Table 1), with consideration of both communicative competence and business-related knowledge. Specifically, assessments included marketing strategies, market research methodologies, and current business trends—key competencies required for professionals in the field. By employing a blended CLIL approach, this study ensured a balanced integration of language and content learning, fostering both students' linguistic proficiency and their understanding of fundamental marketing concepts. This aligns with research suggesting that successful CLIL implementation supports the development of both communication skills and domain-specific expertise.

Methodology

Research Method

This study is classified as mixed-methods research. The mixed methods approach is a methodology in which researchers collect and analyze data, integrate findings, and draw conclusions using both qualitative and quantitative methods within a single investigation or program (Tashakkori & Creswell, 2007). The mixed-methods approach effectively enabled researchers to conduct research in Applied Linguistics in the Thai context, yielding rich data (Howchatturat, 2023; Kongtham, 2020; Thepseenu, 2020). Creswell and Creswell (2014) identify three primary mixed methods designs for integrating qualitative and quantitative data. The Convergent Design collects both types of data simultaneously and integrates them to provide a comprehensive understanding, often to validate or corroborate findings. The Explanatory Design follows a two-phase approach: quantitative data collection, followed by qualitative data to explain or interpret the results. Lastly, the Exploratory Design begins with qualitative data collection, which informs subsequent quantitative data collection, often to

develop measurement tools or to explore a phenomenon further. As this study aimed to examine the application of CLIL in a Business English course and to explore students' perceptions of learning Business English through CLIL, qualitative data, including pedagogical considerations and the teacher's journal, were initially collected. These data included observations of classroom atmosphere and students' reactions to content, learning activities, materials, and tasks. The qualitative data informed the creation of a research tool, such as a questionnaire, to assess students' perceptions of learning Business English through CLIL. Therefore, this mixed-methods research follows an Exploratory Design.

Participants

This research involved two key participant groups: a Business English teacher and 53 of 121 third-year undergraduate students majoring in Marketing who were enrolled in the English Listening and Speaking Skills for Business course.

Table 2.

The gender of participants

Genders		*n*	%
1) Female		38	71.7
2) Male		13	24.5
3) LGBTQ		2	3.8
4) Prefer not to mention		0	0
	Total	**53**	**100**

Table 2 shows that 53 of 121 students responded to the online questionnaire for this study. 71.7% of them are female (*n*=38). Thus, the perceptions in this study are those of female students.

Research Tools

Teacher's journal

The Business English teacher played a crucial role in implementing CLIL, guided by pedagogical considerations and a teacher's journal. To establish a solid foundation for CLIL integration, relevant literature was critically reviewed to determine effective implementation strategies. Throughout the semester, the teacher maintained a journal documenting the CLIL application process, enabling deeper analysis of instructional practices and challenges. In addition to participating in this research, the teacher served as a Business English teacher and as a researcher, conducting the study. Thus, keeping a journal for this teaching was considered a record of classroom observations and a review of the application of CLIL in her classroom.

Questionnaire

An online questionnaire was administered to assess students' perceptions of the implementation of CLIL. The questionnaire was designed to assess their experiences and attitudes toward the instructional approach. In the final week of the course, all students were invited to participate, providing valuable feedback on the effectiveness of CLIL in their learning process. The questionnaire items were designed as Likert-scale items, in which students rated their satisfaction on a scale from 1 to 5. These items primarily focused on content, learning objectives, activities, tasks, and students' ability to apply marketing content to English tasks, as well as their confidence in using English for business communication in marketing. Consequently, the content items were assessed for appropriateness from the students' perspective. In contrast, the other items were included to evaluate students' perceptions of how each content item was integrated into practice.

Data Collection and Analysis

Qualitative data collection and analysis

The Business English instructor played a pivotal role in the implementation of CLIL, guided by pedagogical principles and documented through a teacher's journal. To establish a robust framework for CLIL integration, a comprehensive review of relevant literature was conducted to identify effective strategies for its application. Throughout the semester, the teacher maintained a reflective journal documenting the CLIL implementation process, which provided a rich source of data for analyzing instructional practices and challenges. The data from the teachers' journals were subjected to content analysis to extract key insights into the implementation process.

Quantitative data collection and analysis

The second group of participants consisted of 53 third-year Marketing students enrolled in the Business English course. Their perceptions of CLIL were assessed via an online questionnaire designed to evaluate their experiences and attitudes toward the instructional approach. In the final week of the course, all students were invited to complete the questionnaire, thereby contributing valuable feedback regarding the effectiveness of CLIL in enhancing their learning experience. The quantitative and qualitative data collected from the questionnaire were analyzed using Microsoft Excel, allowing for the identification of patterns and insights into students' perceptions of CLIL's impact on Business English instruction.

The rationale for the criteria and the interpretation of mean scores in the quantitative data analysis is based on the interval class formula, which was used to calculate the range of values within each satisfaction level (Huang, 2016). The mean scores were then categorized into five satisfaction levels, each corresponding to a specific range of scores:

Very Satisfied:	Mean scores from 4.22 to 5.00
Satisfied:	Mean scores from 3.43 to 4.21
Neutral:	Mean scores from 2.62 to 3.42
Dissatisfied:	Mean scores from 1.81 to 2.61
Very Dissatisfied:	Mean scores from 1.00 to 1.80

The average score for each item was used to determine students' overall satisfaction based on the ranges outlined above.

Ethical Consideration

This classroom research was conducted based on the awareness of the ethics in human research as the researcher has been certified by the Institutional Review Board Association of Legal and Political that she has participated in the training Ethics in Human Research dated February 12th, 2024. Thus, all participants were fully informed about the project details, their rights as participants, and the use of the data collected. The participants' anonymity and confidentiality were strictly maintained, and no personally identifiable information was disclosed.

Results

The results of students' perceptions towards the application of CLIL are presented in Table 3 below.

Table 3

The results of students' perceptions towards the application of CLIL

Unit 1 Small talk at the workplace (*N*=53)	Mean	*S.D.*	Interpretation
1. The teacher communicated the clear purpose of this unit.	2.87	1.39	Neutral
2. The teacher was well-prepared for this unit.	3.02	1.38	Neutral
3. The teacher allowed me to practice English in class and provided supportive feedback for this unit.	3.08	1.55	Neutral
4. The teacher encouraged me to study outside of class for this unit.	2.96	1.45	Neutral
5. The teacher introduced the assessment process, including the criteria for this unit.	2.98	1.50	Neutral
6. I could apply my marketing knowledge in this English lesson creatively.	3.04	1.27	Neutral
7. The teacher allowed me to use my cognitive skills in this unit.	3.00	1.47	Neutral

8. I had opportunities to learn and exchange knowledge about English and marketing with my classmates.	3.08	1.57	Neutral
9. I feel more confident using English after studying this unit.	2.94	1.29	Neutral
10. Overall, I appreciate this unit.	3.04	1.44	Neutral

Unit 2 Presenting new products and services (*N*=53)	Mean	*S.D.*	Interpretation
1. The teacher communicated the clear purpose of this unit.	2.92	1.41	Neutral
2. The teacher was well-prepared for this unit.	3.02	1.37	Neutral
3. The teacher allowed me to practice English in class and provided supportive feedback for this unit.	3.08	1.49	Neutral
4. The teacher encouraged me to study outside of class for this unit.	2.87	1.45	Neutral
5. The teacher introduced the assessment process, including the criteria for this unit.	3.02	1.47	Neutral
6. I could apply my marketing knowledge in this English lesson creatively.	2.98	1.47	Neutral
7. The teacher allowed me to use my cognitive skills in this unit.	3.00	1.47	Neutral
8. I had opportunities to learn and exchange knowledge about English and marketing with my classmates.	2.94	1.36	Neutral
9. I feel more confident using English after studying this unit.	2.94	1.38	Neutral
10. Overall, I appreciate this unit.	3.06	1.43	Neutral

Unit 3 Business Meetings (*N*=53)	Mean	*S.D.*	Interpretation
1. The teacher communicated the clear purpose of this unit.	3.00	1.48	Neutral
2. The teacher was well-prepared for this unit.	3.00	1.48	Neutral
3. The teacher allowed me to practice English in class and provided supportive feedback for this unit.	3.08	1.55	Neutral
4. The teacher encouraged me to study outside of class for this unit.	2.92	1.34	Neutral
5. The teacher introduced the assessment process, including the criteria for this unit.	2.98	1.38	Neutral
6. I could apply my marketing knowledge in this English lesson creatively.	2.98	1.43	Neutral
7. The teacher allowed me to use my cognitive skills in this unit.	2.98	1.49	Neutral
8. I had opportunities to learn and exchange knowledge about English and marketing with my classmates.	2.96	1.44	Neutral
9. I feel more confident using English after studying this unit.	2.87	1.39	Neutral

10. Overall, I appreciate this unit.	2.96	1.48	Neutral

Unit 4 Market Research Presentation (*N*=53)	Mean	*S.D.*	Interpretation
1. The teacher communicated the clear purpose of this unit.	2.92	1.36	Neutral
2. The teacher was well-prepared for this unit.	2.81	1.35	Neutral
3. The teacher allowed me to practice English in class and provided supportive feedback for this unit.	2.94	1.50	Neutral
4. The teacher encouraged me to study outside of class for this unit.	2.94	1.43	Neutral
5. The teacher introduced the assessment process, including the criteria for this unit.	2.94	1.41	Neutral
6. I could apply my marketing knowledge in this English lesson creatively.	3.06	1.46	Neutral
7. The teacher allowed me to use my cognitive skills in this unit.	3.00	1.48	Neutral
8. I had opportunities to learn and exchange knowledge about English and marketing with my classmates.	3.08	1.47	Neutral
9. I feel more confident using English after studying this unit.	3.00	1.36	Neutral
10. Overall, I appreciate this unit.	2.96	1.47	Neutral

Table 3 shows that most students rated all 10 items as neutral, indicating they were not dissatisfied with the CLIL implementation. Most students rated Item 3 highest, with an average score of 3.08 out of 5, indicating that they appreciated practicing English in class and receiving supportive feedback. Throughout the course, students received continuous feedback during exercises and speaking tests, which is known to promote learning (Watson Todd et al., 2021). Previous research also suggests that supportive feedback during performance assessments, such as final speeches, helps students learn effectively (Dixson & Worrell, 2016). Therefore, these findings indicate that continuous feedback and performance assessments could increase student satisfaction with the CLIL implementation in the Business English classroom.

In addition, most students rated Item 8 highest, with an average score of 3.08 out of 5.00, indicating that they valued opportunities to learn and share knowledge about English and marketing with classmates. This suggests that *"CLIL makes English lessons more meaningful and enjoyable by integrating relevant content, such as marketing"*. Moreover, engaging materials and teaching approaches that provide valuable tasks that ensure students receive rich, meaningful exposure to language in use could enhance second-language acquisition (Tomlinson, 2018). For this reason,

implementing CLIL through meaningful tasks in this research could enhance students' second-language acquisition.

Discussion

This study provides valuable insights into the integration of Content and Language Integrated Learning (CLIL) in Business English instruction, specifically for Marketing undergraduates in Thai higher education. The discussion is divided into two key areas: the approaches used to implement CLIL in a Business English course and the findings related to factors that enhanced students' language and marketing learning.

Regarding the application of CLIL, this research adopted the 4Cs framework proposed by Coyle (2015). While this framework has been successfully implemented in English language instruction, some researchers have pointed out challenges associated with its use, particularly the limited content knowledge of English language teachers (Kaewkamnerd et al., 2023; Suwannoppharat & Chinokul, 2015). Consequently, English teachers interested in applying CLIL are often advised to attend CLIL training programs—though such opportunities are rarely available in Thailand—or to conduct a needs analysis to determine appropriate content for integration (Howchatturat, 2023; Kaewkamnerd et al., 2023; Suwannoppharat & Chinokul, 2015).

While these recommendations are valuable, their practical implementation remains challenging. Drawing from personal experience as a Business English teacher in Thai higher education for over a decade, I argue that such processes can be time-consuming. To address this issue, this research sought alternative approaches to adapting these recommendations to the research context. Instead of attending formal CLIL training, studying CLIL concepts and practices from established scholars proved to be an efficient means of self-education if you have a limited time or cannot find the training when it is time to apply the CLIL concept in your class. Additionally, implementing a team-teaching model facilitated collaboration with business experts, who provided insights into relevant marketing content and English-language tasks commonly used in professional settings. These insights were gathered during internship visits and supplemented by consultations with Business subject teachers regarding the marketing concepts they had covered with their students. This collaborative approach enabled the Business English teacher to tailor content more efficiently for the CLIL-based Business English course, compared to formal training or conducting an extensive needs analysis. Although this method may not be universally applicable across Thai higher education institutions, it offers a viable alternative for Business English teachers with limited time and experience in the target business domain.

The second area of discussion focuses on students' perceptions of CLIL implementation. According to findings in Table 3, the highest-rated item in the questionnaire (Item 8) indicated that students highly valued opportunities to learn and share knowledge about both English and marketing with their classmates. This finding is a crucial indicator of the effectiveness of CLIL in a Business

English course for Marketing students, as it aligns with CLIL's core objective of developing both subject-specific content knowledge and language proficiency. It also suggests that the content integrated into this course was appropriate for the target learners. Therefore, the findings support the notion that implementing CLIL through the 4Cs framework, combined with content selection and adaptation via the team-teaching model (illustrated in Figure 2), can help Business English teachers design more meaningful and engaging courses that enhance both language acquisition and subject-matter learning.

Conclusion

This study investigated the implementation of Content and Language Integrated Learning (CLIL) in a Business English course for third-year Marketing undergraduates at a Thai university. By employing an exploratory sequential mixed-methods approach, the study examined students' perceptions of CLIL-based instruction and identified challenges and effective strategies for integrating CLIL into Business English teaching. The findings revealed that CLIL positively influenced students' comprehension and spoken communication of marketing concepts, enhanced their engagement by linking language learning to their field of study, and increased their confidence in English communication. However, challenges such as complex business terminology, cognitive demands associated with dual-focused learning, and the need for extensive preparation of instructional materials were also identified. The study suggested the use of scaffolding techniques, customized CLIL-based instructional materials, and active learning methods like case studies and role-playing to address these challenges. Overall, this research contributes to the body of knowledge on CLIL in Business English pedagogy and provides practical recommendations for its integration into higher education contexts in Thailand.

Limitations of the Study

While this study provides valuable insights into CLIL implementation in a Business English context, several limitations should be acknowledged:

Limited Generalizability: The study was conducted with a single group of 53 Marketing students at one Thai university, which limits the generalizability of the findings to other disciplines, institutions, or cultural contexts. Future research could explore CLIL implementation in different academic programs and institutions.

Time Constraints: The study was conducted within a single semester, which may not fully capture the long-term impact of CLIL on students' language and business competencies. Longitudinal studies are recommended to assess the sustained effects of CLIL instruction over time.

Self-Reported Data: The study relied on self-reported data from students via an online questionnaire, which may be subject to response bias. Incorporating additional data collection methods,

such as interviews, could provide a more comprehensive understanding of students' learning experiences.

By addressing these limitations and building on the findings, future research can further refine the integration of CLIL in Business English education and contribute to more effective pedagogical practices.

Research Recommendations

Based on the findings, the following recommendations are proposed for future CLIL implementation in Business English courses:

Integration of Team-Teaching Approaches: Business English teachers with limited subject-matter expertise should collaborate with business professionals and subject teachers to ensure the selection of relevant content. The team-teaching model can facilitate a more effective integration of business and language instruction.

Professional Development for CLIL Implementation: Given the scarcity of CLIL-specific training opportunities in Thailand, universities should offer professional development programs focused on CLIL methodologies. Self-directed study of CLIL concepts and frameworks from established scholars may serve as an alternative when formal training is unavailable.

Development of Scaffolding Strategies: To address the complexity of business terminology and the cognitive load associated with CLIL-based instruction, teachers should incorporate scaffolding techniques, such as pre-teaching key vocabulary, using graphic organizers, and providing guided practice before independent tasks.

Customization of Instructional Materials: Learning materials should be adapted to align with both business content and language learning objectives. Authentic materials, case studies, and marketing-related tasks should be designed to facilitate meaningful language use in professional contexts.

Implementation of Active Learning Techniques: CLIL courses should integrate interactive activities, such as simulations, role-playing, and problem-solving, to enhance student engagement and ensure the practical application of both business and language skills.

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