PROGRAM & ABSTRACT BOOK

ICON-ELT
2023

15 May 2023

Ph.D. Program in English Language Teaching (ELT),
Faculty of Humanities and Social Sciences,
Buriram Rajabhat University, Thailand

Peer Reviewers

Professor Ni Ni Hlaing	Mandalay University of Distance Education, Myanmar
Professor Dr. Tariq Elyas	King Abdulaziz University-KAU
Professor Dr. Kurt Candilas	Lourdes College, the Philippines
Assistant Professor Dr. Morshed Al-Jaro	Seiyun University, Yemen
Assistant Professor Dr. Muthmainnah	Universitas Al Asyariah Mandar, Indonesia
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Assistant Professor Dr. Kampeeraphab Intanoo	Buriram Rajabhat University
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BRU President's Message

As the President of Buriram Rajabhat University (BRU), I am delighted to welcome scholars, researchers, and graduate students from diverse institutions to the international conference conducted in a hybrid format, both online via Zoom Meeting and on-campus at BRU. The 2nd International Conference on English Language Teaching with the theme "Breakthroughs in ELT in the Post-Pandemic" is being organized by the Ph.D. (ELT) Program in the Faculty of Humanities and Social Sciences (HUSOC). It is of great interest not only to Thai scholars, but also to foreign academicians whose fields are relevant to English Language Teaching (ELT).

I am pleased to learn that ICON-ELT 2023 will be co-hosted by seven prestigious universities: Buriram Rajabhat University, Thailand, Seiyun University, Yemen, Lourdes College - Graduate Studies, the Philippines, Universitas Al Asyariah Mandar, Indonesia, King Abdulaziz University, Saudi Arabia, Van Lang University, Vietnam, and Manipur University, India. Therefore, ICON-ELT 2003 is the conference conducted to strengthen academic collaborations among academic partners.

In addition, we are privileged to have a world-renowned keynote speaker, Professor Dr. Paul Kei Matsuda from Arizona State University, USA, who delivers a speech on the topic "Teaching writing in the age of world Englishes," as well as eminent guest speakers who are ELT specialists. I am confident that the ICON-ELT 2003 will be pertinent and beneficial to all symposium participants.

I, on behalf of Buriram Rajabhat University, would like to express my sincere thanks to the seven co-hosts, keynote speakers, featured speakers, experts, authors, and participants for their academic support and contribution. Last but not least, I wish this ICON-ELT 2003 the best of luck in every way.

(Associate Professor Malinee Chutopama)
President, Buriram Rajabhat University

HUSOC Faculty Dean's Message

World Englishes are indigenized varieties of the English language, especially those established in territories influenced by the United Kingdom or the United States. The outbreak of COVID-19 has led to substantial changes in English instruction, which has shifted from an offline to an online format (Yumin Shen & Hongyu Guo, 2022). In the post-pandemic era, however, there are still many issues with the effective implementation of the English language teaching process, resulting in an inability to improve the quality and efficiency of English language teaching (ELT) and the cultivation of students' practical application ability. According to Mazulfah et al. (2021), in the post-pandemic era, maintaining the continuity of English language instruction faces several obstacles. During the Covid-19 pandemic and in every discussion of national education development, technological infrastructure and curriculum development are central topics. Another difficulty is the transition from traditional (face-to-face) learning to online learning. Learning management must also be modernized to be entirely web-based, such as learning materials utilizing audio, video, YouTube, and Google forms. As Lecturers' roles shifted toward facilitators, the curriculum became their point of reference. It is essential to remember that professors still need assistance, training, and technical direction to prepare for change.

ICON-ELT 2023: The 2nd International Conference on English Language Teaching with the theme "Breakthroughs in ELT in the Post-Pandemic" is hosted for the second time by the Ph.D. (ELT) Program, the Faculty of Humanities and Social Sciences, Buriram Rajabhat University. In addition, Seiyun University, Yemen, Lourdes College - Graduate Studies, the Philippines, Universitas Al Asyariah Mandar, Indonesia, King Abdulaziz University, Saudi Arabia, Van Lang University, Vietnam, and Manipur University, India have been officially invited to co-host this symposium.

On behalf of the conference organizing committee, I would like to express my sincere thanks to Associate Professor Malinee Chutopama, President of Buriram Rajabhat University for being a chair of this academic event. My special thanks go to the keynote speaker, Professor Dr. Paul Kei Matsuda of Arizona State University in the United States, and the featured presenters from various universities. Last but not least, I would like to extend my deepest appreciation to the co-hosts, proceedings editorial board, peer reviewers, commentators, researchers, my Ph.D. (ELT) students, and all Thai and international participants. It is hoped that all disciplines pertaining to ELT and other relevant fields will find this ICON 2023 to be beneficial.

(Associate Professor Dr**.** Akkarapon Nuemaihom**)**
Dean, Faculty of Humanities and Social Sciences
Buriram Rajabhat University
Ph.D. (ELT) Program Chair
Conference Secretariat

ICON-ELT 2023: The 2ⁿᵈ International Conference on English Language Teaching
"Breakthroughs in ELT in the Post-Pandemic"
Date: 15 May 2023
Venue: Buriram Rajabhat University, Thailand & Online (Zoom)

1. ------------------------------------

Rationale

During the seventeenth century, the English language began to be transferred, transplanted, and modified as a result of exploration expeditions and territorial and administrative colonization activities. Later in the eighteenth and nineteenth centuries, British and American imperial expansion spread the English language over Africa, the Indian subcontinent, Southeast Asia, China, and Japan. According to the International Association for World Englishes (IAWE), the concept of world Englishes within a sociolinguistic framework dates back to the early 1960s and mid 1970s (Kachru 1965). However, it wasn't until 1978 that concerted attempts to examine the concept of world Englishes and its formal and practical implications were launched. World Englishes are indigenized variants of English, particularly those created in territories influenced by the United Kingdom or the United States. According to Yumin Shen and Hongyu Guo (2022), the outbreak of COVID-19 has resulted in significant changes in English instruction, which has transitioned from an offline mode prior to the pandemic to an online format during the epidemic. However, in the post-pandemic era, there are still many issues with the effective implementation of the English language teaching process, resulting in an inability to achieve better results in the quality and efficiency of English language teaching (ELT), as well as effective cultivation of students' practical application ability.

In order to insightfully study the development of World Englishes and to explore the breakthroughs and innovations in English language teaching in the post-pandemic era, the Ph.D. Program in English Language Teaching (ELT) under the Faculty of Humanities and Social Sciences, Buriram Rajabhat University will be hosting the ICON-ELT 2023: The 2ⁿᵈ International Conference on English Language Teaching under the theme "Breakthroughs in ELT in the Post-Pandemic." This ICON-ELT 2023 will provide a venue for researchers, academics, and scholars to present academic and research works pertinent to ELT, with a focus on World Englishes in the post-pandemic and digital era. The symposium will also bring together top international specialists on World Englishes to debate the impact of English variations on standard Englishes and their implications for English Language Teaching.

ICON-ELT 2023
The 2nd International Conference on English Language Teaching
"Breakthroughs in ELT in the Post-Pandemic"

Conference Purposes

     1. To disseminate research and innovative works on English Language Teaching that address the conference theme and sub-themes such as Teaching English as a Foreign Language (TEFL), Teaching English to Speakers of Other Languages (TESOL), English as a Lingua Franca (ELF), English as an International Language (EIL), World English, and English as a Global Language, among others.

     2. To provide a forum for academics, scholars, lecturers, and students from both within and beyond the country to exchange knowledge and experiences, as well as to present high-quality academic and research work in English Language Teaching (ELT) and World Englishes (WE).

     3. To build academic networks both in Thailand and abroad.

Theme and Sub-themes of ICON-ELT 2023

     Oral and poster presentations of academic and research papers cover the following conference themes and sub-themes:

Conference Theme: **Breakthroughs in ELT in the Post-Pandemic**

     Sub-themes:

1. Language, Linguistics, and Literature
2. Applied Linguistics and Language Education
3. Approaches and Methods in English Education
4. Culture and Literature in English Education
5. Teaching English as a foreign language (TEFL)
6. Teaching of English to Speakers of Other Languages (TESOL)
7. English as a Lingua Franca (ELF)
8. English as an International Language (EIL)
9. World English
10. English as a Global Language
11. English for Academic Purposes
12. English for Specific Purposes
13. English Language Curriculum and Teaching Materials
14. Intercultural Communication
15. Language Learning and Acquisition
16. Language Policy
17. Language Testing and Evaluation
18. Life-long Language Learning
19. Distance Language Education
20. Multimedia and ICT in English Education
21. Teacher Training and Education
22. Translation Studies & Language Teaching
23. Other fields related to the conference theme

Program

**ICON-ELT 2023: The 2nd International Conference on
English Language Teaching**
"Breakthroughs in ELT in the Post-Pandemic"
<u>**Date: 15 May 2023**</u>
Venue: Buriram Rajabhat University, Thailand & Online (Zoom Meeting)
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08.00 am. - 09.00 am.	Registration in front of Bhudharaksa Meeting Hall, 3rd Floor, 15th Building
09.00 am. - 10.00 am.	- BRU / HUSOC / ELT Program Video Presentations - Opening ceremony by Assoc. Prof. Malinee Chutopama, President of Buriram Rajabhat University - Report speech by Assoc. Prof. Dr. Akkarapon Nuemaihom, Dean of Faculty of Humanities and Social Sciences, and Ph.D. (ELT) Program Chair - A thankful message by Asst. Prof. Dr. Nawamin Prachanant, BRU Vice-President, and Ph.D. (ELT) Curriculum Committee
10.00 am. - 12.00 pm.	Keynote address on "Teaching writing in the age of world Englishes" by Professor Dr. Paul Kei Matsuda, Arizona State University, USA.
12.00 - 01.00 pm.	Lunch
01.00 - 3.30 pm.	Poster Presentation, beside Phuttaraksa Meeting Room, 3rd Floor, 15th Building
01.00 - 04.00 pm.	Oral Presentation, 7th -8th - 9th Floors, 15th Building & Online via Zoom Meeting

(https://us02web.zoom.us/j/86423570746?pwd=dG5tUmwyd3BCSy9taVFWYURXWG5pUT09)

N.B.: The schedule is subject to change as appropriate.

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Featured Speaker, Commentator, and Paper Presenter
ICON-ELT 2023: The 2ⁿᵈ International Conference on English Language Teaching

"Breakthroughs in ELT in the Post-Pandemic"
Date: 15 May 2023
Venue: Buriram Rajabhat University, Thailand / Zoom
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Online Session via Zoom Meeting (3 Sessions)

Online Session I

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Prof. Ni Ni Hlaing Ministry of Education, Myanmar	Professor Dr. Irom Gambhir Singh Manipur University, Imphal, India	*Prof. Ni Ni Hlaing (Featured speaker 1) * Professor Dr. Irom Gambhir Singh (Featured speaker 2)	Pedagogical Authority Practices of English Language Teaching in the Early Time of Pandemic and Post-Pandemic Time Feedback in classroom instruction and its Role	1.00 - 1.30 pm. 1.30 - 2.00 pm.	Ms. Wiphaporn Dangsri	Ms. Ohnmar Win

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
2			Assistant Professor Dr.Yahya Ameen Tayeb	The Teaching-Testing Nexus: Embracing the Challenges and Opportunities for Optimal Learning Outcomes	2.00-2.15 pm.	Ms. Wiphaporn Dangsri	Ms. Ohnmar Win
3			Mrs. Kwansiri Phoomsakha	Effects of Picture Describing Activities on English Speaking Ability for Primary School Students	2.15-2.30 pm.		
4			Ohnmar Win	Professional Challenges Faced by Teachers of English as a Foreign Language in Some Myanmar Universities	2.30-2.45 pm.		

NB: 1) The Zoom link together with the Meeting ID and the Passcode for all presenters attending the ICON-ELT online: https://us02web.zoom.us/j/86423570746?pwd=dG5tUmwyd3BCSy9taVFWYURXWG5pUT09
Meeting ID: 864 2357 0746 / **Passcode:** 123456

2) It is noted that 30 minutes are allocated for the featured speaker's presentation, 15 minutes for each author, and 5 minutes for Q & A.

Online Session II

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Professor Dr. Tariq Elyas King Abdulaziz University-KAU (Saudi Arabia)	Assistant Professor Dr. Muthmainnah Universitas Al Asyariah Mandar Sulawesi Barat, Indonesia	* Professor Dr. Tariq Elyas (Featured speaker1) * Assistant Professor Dr. Muthmainna (Featured speaker 2)	Writing for Publication: Where do I start? Unleashing IT Innovation in Education based on Meta learning Approach in English Language Classroom	1.00 - 1.30 pm. 1.30 - 2.00 pm.	Ms. Siraprapha Ratanaruamkarn	Ms. Yee Mon Cho
2			Su Mon Aung	Enhancing Reading Comprehension Ability of High School Students of Pin Ma Private School in Myanmar by Using TBLT	2.00-2.15 pm.		
3			Associate Professor Dr. HASSAN SAEED AWADH BA-UDHAN	EFL Male and Female Pre-Service Teachers' Perceptions about the Advantages and Disadvantages of their Peer Team Teaching Experiences	2.15-2.30 pm.		

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No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
4			Professor Nasser Al-Tamimi	Impacting Attitudes towards Reading in Secondary School Students: A Direct Reading Strategy Intervention	2.30-2.45 pm.	Ms. Siraprapha Ratanaruam karn	Ms. Yee Mon Cho
5			Yee Mon Cho	The Experiential and Civic-minded Components of Global Citizenship Education in English Language Teaching	3.00 – 3.15 p.m.		

NB: 1) The Zoom link together with the Meeting ID and the Passcode for all presenters attending the ICON-ELT online:
https://us02web.zoom.us/j/86423570746?pwd=dG5tUmwyd3BCSy9taVFWYURXWG5pUT09
Meeting ID: 864 2357 0746 / **Passcode:** 123456

2) It is noted that 30 minutes are allocated for the featured speaker's presentation, 15 minutes for each author, and 5 minutes for Q & A.

Online Session III

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Assistant Professor Dr. Morshed Salim Al-Jaro College of Women, Seiyun University, Seiyun, Yemen	Professor Dr. Kyi Shwin Yangon University of Foreign Languages Yangon, Myanmar	* Assistant Professor Dr. Morshed Salim Al-Jaro (Featured speaker1) *Professor Dr. Kyi Shwin (Featured speaker 2)	Towards Professional Development of EFL Students Teachers during Practicum	1.00 - 1.30 pm. 1.30 - 2.00 pm.	Miss Jansuda Boontree	Asst. Prof. Somyong Som-In
2		Assoc. Prof. Pham Vu Phi Ho Van Lang University, Vietnam	Assoc. Prof. Pham Vu Phi Ho		2.00- 2.30 pm.		
3			Professor Dr. Himadri Sekhar Roy	English Teachers' Dimensions in Foreign Language Context: Theories to Classroom Teaching	2.30- 2.45 pm.		

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
4			Associate Professor Win Kyi Kyi Naing	Influence of Schema Activation on Undergraduate Students' Reading Comprehension of Poetry in English	2.45 – 3.00 p.m.	Miss Jansuda Boontree	Asst. Prof. Somyong Som-In
5			Roongrawan Sawangwong	Investigating the Effects of Digital Storytelling on Thai Secondary School Students' Speaking Ability	3.00 – 3.15 p.m.		

NB: 1) The Zoom link together with the Meeting ID and the Passcode for all presenters attending the ICON-ELT online:
https://us02web.zoom.us/j/86423570746?pwd=dG5tUmwyd3BCSy9taVFWYURXWG5pUT09
Meeting ID: 864 2357 0746 / **Passcode:** 123456

2) It is noted that 30 minutes are allocated for the featured speaker's presentation, 15 minutes for each author, and 5 minutes for Q & A.

**Featured Speaker, Commentator, and Paper Presenter
ICON-ELT 2023: The 2ⁿᵈ International Conference on
English Language Teaching**

**"Breakthroughs in ELT in the Post-Pandemic"
Date: 15 May 2023
Venue: Buriram Rajabhat University, Thailand / Zoom**

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On-site Session at BRU (4 Sessions)

On-site Session I (Room 150701)

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Prof. Dr. Paul Kei Matsuda Arizona State University, USA.	Asst.Prof. Dr. Chookiat Jarat Buriram Rajabhat University	-	-	.	Mr. Yuttachak Lamjuanjit	Miss Tatiya Tanuanram

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
2			Asst. Prof. Dr. Arnon Chaisuriya	The Development and Effectiveness Study of a Mobile Application for Learning English for Academic Purpose	1.30 – 1.45 p.m.	Mr. Yuttachak Lamjuanjit	Miss Tatiya Tanuanram
3			Li Xiangrong	Using Interactive Whiteboards in Teaching: Beliefs and Practices of Chinese Kindergarten English Teachers	1.45 – 2.00 p.m.		
4			Miss Pattama Panyasai	Problematizing Existing BEP Courses for Thai EFL Undergraduates: A Multimodal Perspective	2.00 – 2.15 p.m.		
5			Miss Tatiya Tanuanram	Investigating the Impact of Technology on the English Grammar of First-Year Business English Students	2.15 – 2.30 p.m.		

NB: It is noted that 30 minutes are allocated for the featured speaker's presentation, 15 minutes for each author, and 5 minutes for Q & A.

On-site Session II (Room 150704/1)

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Associate Professor Dr. Pragasit Sitthitikul Thammasat University, Thailand	Asst. Prof. Dr. Nawamin Prachanant Buriram Rajabhat University	* Associate Professor Dr. Pragasit Sitthitikul (Featured speaker)	Exploring L2 Reading Strategies and Their Effects on Academic Learning in the USA: A Case Study of Thai Doctoral Students	1.00 - 1.30 pm.	Asst. Prof. Wanchana Boonchom	Mary
2			Assistant Professor Onsiri Wimontham	Paradigm Shift: Understanding and Implementing Change in ELT in the Century of the Cross-Cultural Competence Framework Emergence	1.30 – 1.45 p.m.		
3			Miss Lolita Labfey Uminga	Assessing the TPACK Integration in Teaching English Intensive Courses	1.45 – 2.00 p.m.		

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
4			Assistant Professor Wanchana Boonchom	Enhancing English Vocabulary Knowledge through the Application of Digital Platforms of Thai EFL Undergraduates	2.00 – 2.15 p.m.	Asst. Prof. Wanchana Boonchom	Mary
5			Assistant Professor Wanchana Boonchom	Enhancing English Vocabulary Knowledge through the Application of Digital Platforms of Thai EFL Undergraduates	2.00 – 2.15 p.m.		
6			Mrs. Mary	Teaching English through Drama in the Language Classroom: Myanmar Context	2.15 – 2.30 p.m.		

NB: It is noted that 30 minutes are allocated for the featured speaker's presentation, 15 minutes for each author, and 5 minutes for Q & A.

On-site Session III (Room 150704/2)

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Dr Eric Ambele Mahasarakham University	Assoc.Prof.Dr.Akkarapon Nuemaihom Buriram Rajabhat University	* Dr Eric Ambele (Featured speaker)	Re-evaluating language pedagogy: Serving the needs of learners	1.00 - 1.30 pm.	Asst. Prof. Sittisak Pongpuehee	Miss Pattanan Sujaritjan
2			Mr. Smith Gasi Tekeh	Translanguaging for English Language Education in Cameroon	1.30 – 1.45 p.m.		
3			Brian A. Enyiawah	Cameroon English Accent in a Diasporic Context: Perceptions of ESL Cameroonian Teachers in Thailand	1.45 – 2.00 p.m.		

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
4			Miss Pattanan Sujaritjan	Investigating English Writing Problems and Writing Strategies Used by Business English Students at Ubon Ratchathani Rajabhat University	2.00 – 2.15 p.m.	Asst. Prof. Sittisak Pongpuehee	Miss Pattanan Sujaritjan
5			Assistant Professor Sittisak Pongpuehee	Move Analysis of the Narrative Essays Written by Thai Undergraduate Students: A Genre-Based Approach	2.15 – 2.30 p.m.		

NB: It is noted that 30 minutes are allocated for the featured speaker's presentation, 15 minutes for each author, and 5 minutes for Q & A.

On-site Session IV (Room 150902)

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Asst. Prof. Dr. Surachai Piyanukool Buriram Rajabhat University	Dr. Saowarot Ruangpaisan Buriram Rajabhat University	-		-	Asst. Prof. Sittisak Pongpuehee	Miss Pattanan Sujaritjan
2			Miss Pikul Kulsawang	Apology and Request Strategies in Southeast Asia Context: Research in the Era of Globalization	1.30 – 1.45 p.m.		
3			Dr.Sirikanya Worachin Pisitpaibool	An Investigation of Thai English Major Students' Intercultural Awareness	1.45 – 2.00 p.m.		
4			Miss Rosesamon Panduangkaew	Improvement in CEFR-Based English Speaking Ability of Supporting Personnel at Buriram Rajabhat University	2.00 – 2.15 p.m.		
5			Mrs. Wang Yili	A Synthesis Study of Reading Strategies Employed in the Researches on Teaching Reading	2.15 – 2.30 p.m.		

NB: It is noted that 30 minutes are allocated for the featured speaker's presentation, 15 minutes for each author, and 5 minutes for Q & A.

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Keynote Speech / Feature Speech

Teaching Writing in the Age of World Englishes

Paul Kei Matsuda

Prof. Dr., Arizona State University, USA.

Abstract

The notion of World Englishes was proposed in the mid 1980s by Braj Kachru. At that time, the field of English language teaching was fixated on the idea of the native speaker norm as the golden standard for language teaching and assessment. Today, many of the ideas about the English language as well as its users and uses that were controversial four decades ago have become an undeniable reality. Yet, in many classrooms, we still hold on to assumptions and practices that were developed before this transition. In this presentation, the speaker will discuss some of the principles of world Englishes as well as common assumptions and practices of teaching writing. He will then discuss how to transform the teaching of writing in ways that is more appropriate for today's English language, and its users and uses.

Pedagogical Authority Practices of English Language Teaching in the Early Time of Pandemic and Post-Pandemic Time

Ni Ni Hlaing

Prof., Ministry of Education, Myanmar

Abstract

If teaching is the act of encouraging learning activities through discovery and acquired knowledge, pedagogy is the method of teaching, both as an academic subject or theoretical concept. Having a well-thought-out pedagogy can improve the quality of teaching and the way students learn, helping them gain a deeper grasp of fundamental material. This study explores the practices of pedagogical approach in English language teaching by using pedagogical authority (PA), which has three dimensions: didactic (teaching particularly in having moral instruction), pedagogic (relating to teaching), and deontic (expressing duty or obligation) in university context of Myanmar. The study especially expresses its importance on the implementation during the COVID pandemic: the early time of the pandemic, when teaching followed the online mode, and after returning to campus, when teaching in in-class mode. Based on the interviews with English language teachers who have varying degrees and length of teaching experience, the study found various pedagogical authority practices representing the three dimensions in the two stages. According to the findings, language teaching during and after the pandemic covered nearly all the three dimensions of PA. PA is created during teacher-student interactions which is also thought to increase the quality of teaching and learning processes. It was also found that didactic and pedagogic interactions were identified as very important aspects of virtual classrooms in the early time of the Pandemic, while pedagogic and deontic were found to be more frequent in face-to-face classrooms of post-pandemic time. The findings of this study will encourage language teachers to rethink their teaching practices in the new post-pandemic time. Additionally, it will contribute to available practices for language teaching during emergencies.

Keywords: English language teaching, Pandemic time, Pedagogical authority (PA)

Feedback in classroom instruction and its Role

Irom Gambhir Singh
Prof. Dr., Department of English and Cultural Studies, Manipur University, Imphal, India

Abstract

To achieved learning feedback provides a great opportunity to reinforce learning and achievement. Feedback has a major influence on students' academic success and gives a better prospect in every learning and teaching situation, thus a positive feedback has the power to initiate further action and it improves both teaching and learning. Therefore, feedback and instruction are both side of the same coin. The importance of instruction is to provide new information about students' understanding of a fact or achievement of a skill. It gives new information specifically related to the task or process of learning that fills a gap between what is understood and what is aimed to be understood. Hence, feedback is an essential part of effective learning. It helps students understand the subject better and gives them clear guidance on how to proceed with their learning.

Writing for Publication: Where do I start?

Tariq Elyas

Prof. Dr., King Abdulaziz University, Saudi Arabia

Abstract

Academic writing and publishing are skills   that are vital to the success of new scholars. Yet, research has demonstrated that writing support is limited in terms of supported languages and genres (Strobl et al., 2019). Writing of research articles, which is critical to the success of new scholars, receives far less attention in institutional units dedicated to writing support as compared to more traditional essay writing structures. One of the first, and perhaps most important, things to remember is that writing for academic publication is a process and even experienced authors need to maintain and explore new writing strategies (Strobl et al., 2019). In this talk, I will share my own personal story in articles publication: how did I start? And I will shed some light on the importance of mentoring in academia.

Unleashing IT Innovation in Education based on Meta learning Approach in English Language Classroom

Muthmainnah
Asst. Prof. Dr., Universitas Al Asyariah Mandar Sulawesi Barat, Indonesia
muthmainnahunasman@gmail.com, muthmainnah@unasman.ac.id

Abstract

Both computational thinking (CT) instruction and research into reliable techniques of gauging CT proficiency have lagged behind. There have been enormous shifts in where, when, and what students study nowadays. Changes in the learning environment and the possibility for transformative learning experiences tailored to the needs of generation Z are on the horizon as a result of the COVID-19 pandemic and artificially assisted digitalization. This paper aims to characterise the level of meta-learning in higher education institutions and examine the implications of virtual reality from the perspective of metacognition. Next, we look into whether or not it is possible to use VR to study the impact of technology on meta-learning. The purpose of this article is to investigate how undergraduates feel about using VR for meta-learning and how it might affect their success in the classroom. Faculty computer English classes have a digital technology strategy centred on the students. There were 350 populations and 64 students who volunteered to take part in this study. Using a mixed-methods strategy, we gathered quantitative data from student surveys and qualitative data from in-depth interviews with those who had been using VR to improve their English skills. This paper findings lend credence to the use of active learning environments in which students are actively engaged throughout the learning process, the paper also presents the perspectives of college and university students as a new theoretical framework for meta-learning supported by smart gadgets or computers, paving the way for future language learners (or "meta thinkers") to move beyond a merely surface level of understanding and into deeper, more nuanced understanding. This study proposes a revised English language education strategy and curriculum, stressing the importance of technology and metalearning in the learning process.

Keywords: Information Technology, Innovation, Meta Learning, Virtual Reality, English Language

Towards Professional Development of EFL Students Teachers during Practicum

Morshed Salim Al-Jaro

Asst. Prof. Dr., Department of English, College of Women, Seiyun University, Yemen
maljaro@seiyunu.edu.ye

Abstract

English as a Foreign Language (EFL) continues to be a vital part of global communication, thus the demand for being competent and skilled EFL teachers is on the rise. As such, the professional development of EFL student teachers during their early preparation is of utmost importance. This research report highlights the key factors that contribute to the professional development of EFL student teachers during practicum. Three theories, namely, Experiential Learning Theory, Sociocultural Theory of Learning and Reflective Practice are adopted to provide a theoretical framework that underpins this report. Based on this framework, the report necessitates the integration of pedagogical knowledge, reflective practice and supervisory support for successful teaching practice during practicum. Additionally, the report presents a construct for the EFL student teachers' readiness. It concludes with some practical, pedagogical and theoretical implications to be directed to the EFL teacher education programme administrators and developers for a better teaching practice.

Keywords: pedagogical knowledge, professional development, reflective practice, supervisory support

Exploring L2 Reading Strategies and Their Effects on Academic Learning in the USA: A Case Study of Thai Doctoral Students

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Abstract

This study examined the use of reading strategies of graduate Thai students who were studying in the US. to describe the ways in which they created meanings when reading for academic purposes. The analysis across the data collection methods including the interview transcriptions, observations, and think-aloud protocols, provided information in three areas: (a) the reading strategies of the participants before they came to the U.S.; (b) the reading strategies they employed during their studies; and (c) their emergent reading strategies.

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Re-evaluating language pedagogy: Serving the needs of learners

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Abstract

As the English language continues to diversify and adapt to the needs of its users worldwide, it is important to consider how English is taught in the classroom. Traditional approaches to teaching English have focused heavily on native varieties and norms, often neglecting the diverse range of Englishes and the needs of non-native speakers. However, with the emergence of new paradigms such as World Englishes, English as an International Language, and English as a Lingua Franca, it is necessary to re-evaluate language pedagogy to better serve the needs of learners in multicultural contexts. Language teachers should understand that there is no one-size-fits-all approach to teaching English. Learners come from diverse backgrounds and have varying levels of proficiency in English. Therefore, teachers should be prepared to adapt their teaching methods to the specific needs and goals of their learners. They should also be aware of the cultural and linguistic backgrounds of their learners to avoid linguistic and cultural biases. Additionally, language teaching should not solely focus on teaching grammar and vocabulary but also on developing learners' communicative competence. Learners should be provided with opportunities to practice using English in authentic communicative contexts, which may involve interactions with native and non-native speakers. This can be achieved through activities such as role-plays, debates, and collaborative projects. Furthermore, language pedagogy should also emphasize the importance of intercultural competence. Learners should be exposed to different cultural perspectives and taught to navigate cultural differences in their interactions with others. This can help promote understanding and respect for diversity, which is crucial in today's globalized world.

Keywords: English as a global lingua franca, learners' needs, reshaping language classroom, language pedagogy

Online Presentation

The Teaching-Testing Nexus: Embracing the Challenges and Opportunities for Optimal Learning Outcomes

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Abstract

This paper adopts a new approach to analyze the interrelationship between teaching, learning, and testing, comparing the dynamic between these significant pedagogical elements. The paper examines how the quality of teaching influences student learning and performance on tests, and how well-designed tests can support and enhance the learning process. Furthermore, the study investigates how testing can be used as a tool to shape and guide teaching strategies, and how teaching can in turn shape testing practices. Drawing on a range of theoretical and empirical literature from the fields of educational psychology, assessment, and instructional design, the paper offers insights into effective teaching and testing practices that promote student learning and engagement, with a special focus on the challenges and limitations of different approaches. The review concludes that a balance between teaching and testing is critical to achieving optimal learning outcomes, and that teachers should adopt student-centered strategies that encourage active engagement with the materials and foster a deep understanding of key concepts. Finally, the paper proposes a conceptual framework for understanding the interplay of teaching and testing, offering practical recommendations for educators to navigate this dynamic educational phenomenon.

Keywords: assessment, feedback; interplay, teaching; learning outcomes, testing

Effects of Pictures Describing Activities on English Speaking Abilities for Primary School Students

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Abstract

Using pictures to practice English speaking skills has commonly been applied to teaching primary school students. This technique has been utilised with real life situations (e.g. describing pictures of everyday objects, people, or activities) to help students express their ideas with vocabulary and grammar provided. The objectives of this study were to examine the effects of using picture-describing activities on English speaking ability for primary school students and to explore the students' perceptions towards picture describing activities in English speaking lessons. The participants were 12 students of the 5th grade level at Ban Wang PhoSchool. The data were collected from pre-test and posttest, speaking observation form and semi-structured interviews. Findings of this study indicated that picture-describing activities improved English speaking ability for primary school students and they had positive perceptions towards describing pictures activities. Moreover, the students tended to use more appropriate vocabulary in sentences, to enjoy more in English speaking classes, pronounce English more clearly and apply grammar structures more correctly.

Keywords: Picture-describing activities, English speaking ability,
Primary school students

Professional Challenges Faced by Teachers of English as a Foreign Language in Some Myanmar Universities

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Abstract

This study aimed to identify the professional challenges faced by EFL teachers in some universities of Myanmar at tertiary educational sectors. Through the literature six main areas of investigation were identified: motivation, 21st century competencies, peer coaching, knowledge-sharing, professional learning communities and measurement/ assessment. The data was collected through semi-structured interviews with 20 EFL teachers who work in some universities of Myanmar. The findings of the study were discussed through interpretation of teacher's experiences from interview responses. The results identified challenges around individualistic work cultures, lack of purposeful systems of measurement, trust and fear issues, all of which were underpinned by time constraints. It was observed that there were more organisational structures at tertiary level. Despite some differences were found in the themes of environment, systems, culture and time, there are still common challenges, such as effective knowledge-sharing and timely measurement to inform effective 21st century professional development.

Enhancing Reading Comprehension Ability of High School Students of Pin Ma Private School in Myanmar by Using TBLT

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Abstract

The aim of the present paper was to enhance the high school students' reading comprehension skills at Pin Ma Private School in Myanmar. It was significantly lower than it ought to have been for a number of reasons, most notably the subpar teaching and learning process. As a result, task-based language teaching (TBLT) was used in this study to enhance both the teaching and learning process as well as the students' reading comprehension skills. In this work, a mixed-methods strategy was used. In two cycles, a Classroom Action Research (CAR) study was conducted. Data was gathered through observation and interviews, and then it underwent qualitative analysis. The data was supported by the students' performance on daily tests, their self-reflection in the form of rating formats, and their performance on post-tests. According to the study's findings, TBLT can enhance not only the teaching and learning process but also the reading comprehension of recount texts by 9B students. The findings of this study show that students are actively participating in reading and the teaching and learning of reading utilizing TBLT. Prior to the intervention, the students' mean score was 61.78. The mean score for cycle one is 71.83, whereas cycle two's mean score is 78.96. In other words, student performance improves from cycle to cycle.

Keywords: reading comprehension ability, Task-based Language Teaching, recount text

EFL Male and Female Pre-Service Teachers' Perceptions about the Advantages and Disadvantages of their Peer Team Teaching Experiences

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Abstract

This study aimed at investigating perceptions of EFL male and female preservice teachers towards the advantages and disadvantages of their peer team teaching experiences. The sample consisted of 52 participants, with equal numbers of males and females from the English Language Department in the College of Education at Seiyun University. Qualitative and quantitative techniques were employed for the purpose of gathering the data: the participants' reflective reports and answers to a questionnaire. The findings suggested that while peer team teaching can be advantageous in many ways, it may also have some limitations or challenges. The finding also indicated that there are no significant gender-based differences in the perceptions of preservice teachers towards the advantages and disadvantages of peer team teaching.

Keywords: Peer team teaching, preservice teachers, advantages and disadvantage, perception

Impacting Attitudes towards Reading in Secondary School Students: A Direct Reading Strategy Intervention

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Abstract

The purpose of this study was to investigate whether the direct reading strategy instruction (DRSI) would be effective in enhancing attitudes towards reading in Yemeni pre-university students who study English as a foreign language. Participants were 60 Yemeni students who were given the adult survey of reading attitude questionnaire before and after the treatment to investigate their attitudes towards reading after four months of focus on reading strategy instruction DRSI is the core of this investigation (the independent variable) whereas reading attitude (the dependent variable) constitutes the target of DRSI activities. The data for this study were collected through using adult survey of reading attitude questionnaire (ASRA). The results revealed significant improvement in reading attitudes of students in the experimental group compared to their pre-test performance and to that of the control group. The mean scores of the experimental group in the pre-and post-ASRA were 2.28 and 3.81 respectively, indicating an improvement in their attitudes towards reading. However, the mean scores of the control group in the pre and post ASRA were 2.39 and 2.35 respectively, indicating no improvement in their attitudes towards reading. Such results are consistent with some related studies which suggest that strategy-based instruction could be rewarding for improving reading attitudes.

Keywords: Attitudes, reading, direct reading instruction, intervention

The Experiential and Civic-minded Components of Global Citizenship Education in English Language Teaching

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Abstract

This study covered to explore how English language teachers understood civic-minded components of global citizenship education based on their experiential learning and teaching experiences for curriculum development. A qualitative research methodology was used in this study through semi-structured interview. The sample consists of 20 English language teachers from the selected Universities in higher education of Myanmar. The purposeful or purposive sampling was employed in collecting the data. Quantitative data were analyzed by using descriptive statistics and qualitative data were analyzed by examining emerged themes. The results suggested significant points in global civic engagement and awareness occur only in the context of a carefully constructed, deliberate global citizenship. The findings of this study indicated that implementation of global citizenship education in ELT is essential for the curriculum development in order to prepare a civilized generation. The findings were also highlighting that teachers showed insufficient level of training experience towards global citizenship education; however positive attitude towards global citizenship education was counted.

Keywords: English language teachers, global citizenship education, Myanmar universities

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English Teachers' Dimensions in Foreign Language Context: Theories to Classroom Teaching

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Abstract

English teachers in foreign language (FL) contexts always encounter numerous challenges and try to adapt various approaches to supersede those obstacles. Earlier studies revealed that EFL teachers instigated both contemporary and classical theories in the classroom but found insignificant consequences in the learners' language acquisition. This study, emphasizing the EFL teachers' dimensions from renowned theories to unrecognized teaching methodologies, tried to discover their perceptions on why EFL learners still find learning English a massive task. Moreover, this research incorporated a qualitative design in a view to bring the details from the respondents. 10 tertiary level English teachers from different universities, both public and private, of Sylhet, a divisional city of Bangladesh where English is taught as an EFL, were interviewed and 2 classroom teaching observation were incorporated to bring the insight on what approaches from classical to contemporary, recognized to teachers' made were approached in the classroom and how the teachers imply changes for successful teaching. This study came up with some substantial findings concerning the teachers' experiments of using appropriate techniques in their academia. It was revealed that none of the teachers had serious concern of using teaching approaches that were discussed in classical theories rather enjoyed teaching the learners according to their own method that sometimes, in teachers' complete ignorance, infused classical language teaching philosophies. The study also has discovered that EFL teachers apply various dimensions in teaching as they cannot change the expensive barriers like teaching equipment and curriculum.

Keywords: EFL, Dimension, Theories, Classroom, Methodology

Influence of Schema Activation on Undergraduate Students' Reading Comprehension of Poetry in English

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Abstract

Schema activation, an encoding strategy, involves activating relevant prior knowledge so the new knowledge can be connected to it. It has a positive influence on memory of humans and it is very popular in psychology and in education, especially in reading. Written text does not carry meaning itself and it can only provide direction for learners as to how they should retrieve or construct meaning from their own previously acquired knowledge (An, 2013). Learners can learn best when the new material being taught can be anchored into existing cognitive information in the learners (Ausubel,1966). Windonson (1983) claims that effective comprehension depends on reader's ability to relate what is being read to a familiar pattern or schema. Background knowledge of students can be enhanced by the teacher. Poetry is one of the most useful transmitters of cultural knowledge of different nations. It really helps readers understand different cultures and ideologies, different social behaviour, and opens eyes towards a new world. Students have still difficulty in grasping meaning of poetry texts. Only the schema activation can make foreign students easy in comprehending reading poetry. This study examined how does schema activation influence on undergraduate students' reading comprehending poetry in English. The results showed that students have difficulty in comprehending English poetry without accessing schema activation. It also shows that teachers should activate prior knowledge of students in the classroom and students should be encouraged to develop their own schemata.

Investigating the Effects of Digital Storytelling on Thai Secondary School Students' Speaking Ability

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Abstract

Although most secondary school students in Thailand have learned a great number of English class hours, their English speaking ability is still low and needs to be improved. In order to find the solutions for these speaking problems, digital storytelling activities seemed to be the most suitable way for secondary school students to develop their speaking ability. Therefore, this paper aimed (1) to investigate the effects of Digital Storytelling on Thai Secondary School students' speaking ability. and (2) to investigate students' attitudes towards Digital Storytelling Lessons. Quantitative and qualitative data were collected via pre-test, post-test, questionnaire, and semi-structured interview in this study. The findings revealed that secondary school students' speaking ability was significantly improved at 0.05 level. They also had positive attitudes towards digital storytelling lessons. Moreover, the study showed that digital storytelling could give a safe environment for students to practice and develop their English speaking without embarrassment and anxiety with their peers or teachers. Additional, digital storytelling can foster learner autonomy, and interaction among student and the student with the teacher. Suggestions of this study that should consider various DST topics and provide high-speed Internet sufficient and comprehensive.

Keywords: Digital Storytelling, English speaking ability, secondary school students

On-site Presentation

The Development and Effectiveness Study of a Mobile Application for Learning English for Academic Purpose

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Abstract

The objectives of this research were to develop and test the efficiency of a mobile application for promoting out-of-class English practice for Thai university students enrolling in an English for academic purpose course. This mobile application featured interactive flashcards, multiple- choice quizzes, matching quizzes, spelling quizzes, and news update. The participants were 79 undergraduate students divided into two groups based on their voluntary use of the application. In the experimental group, sixty-three students downloaded and used the application for one month after the pretest, while the control group consisted of the 16 students who did not download or use the app after the pretest. Both the pretests and posttest consisted of listening, vocabulary, grammar, and reading. Their pretest and posttest scores were compared by using the pair-sample t-test in the experimental group and the Wilcoxon signed-rank test in the control group. Additional data regarding usability and perceived effectiveness of the app were collected by using the online questionnaire which were analyzed by using mean and standard deviation. It was found that students who used the app performed significantly better in the posttest than in the pretest, but that was not the case in the control group. The data from the questionnaire show that users were satisfied with the app features and frequently used the matching quiz, usage quiz, and meaning quiz. They also agreed that the app was usable and effective, and they supported further development in terms of contents.

Using Interactive Whiteboards in Teaching: Beliefs and Practices of Chinese Kindergarten English Teachers

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Abstract

This study aimed to investigate Chinese kindergarten English teachers' beliefs, practices, and reasons for using interactive whiteboards in Education First (EF) schools in Kunming. 26 teachers were the questionnaire respondents among whom 4 teachers were randomly selected for classroom observation and 8 voluntary teachers for semi-structured interviews. The questionnaire data analysis indicated that the teachers believed that the interactive whiteboard was an effective teaching tool ($\bar{X} = 4.346/SD = 0.689$) and that it could enrich the teaching context and the teaching quality ($\bar{X} = 4.315/SD = 0.697$). Analysis of the classroom observation checklist and semi-structured interview data confirmed the questionnaire findings. However, the data revealed that some teachers needed support in developing positive beliefs about teaching with interactive whiteboards. They needed to be professionally developed in the use of the whiteboards to improve their confidence and teaching effectiveness. The teachers' reasons for using the whiteboards were for adopting the student-centered approach, vocabulary teaching, and game-based learning. (148 words)

Keywords: Kindergarten English Chinese Teachers, Interactive Whiteboards, Beliefs, Practices

Problematizing Existing BEP Courses for Thai EFL Undergraduates: A multimodal perspective

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Abstract

To conduct an effective presentation, particularly in business English presentation courses that include business English presentation elements/requirements, all teachers are required to incorporate a multimodal perspective into their courses in order to engage all students in the learning process, encourage critical thinking, and boost their self-confidence. This study investigated a multimodal perspective on BEP courses, highlighting problematizing existing BEP courses for Thai EFL undergraduates. This qualitative research study employed document analysis to analyze the data. Five English business courses were investigated, including the course descriptions, purposes, and assignments. The exploration revealed that the problems within existing BEP courses for Thai EFL undergraduates were the lack of particular BEP patterns or instructional models, including the implementation of multiple modes in delivering presentations: visual, verbal, and non-verbal communication, modeling of business English practices, and course contents. Pedagogical implications are equally highlighted for further research discussions.

Keywords: Business English, Presentation skills, multimodal perspective, Thai EFL classroom

Investigating the Attitudes toward Use of Technology for EnhancingEnglish Grammar

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Abstract

This present study investigated the students' attitudes towards the use of technology in English grammar instruction and how they perceive its impact on their learning, to assess the effectiveness of technology-enhanced English grammar instruction in improving students' grammar skills and language proficiency, and to identify the extent to which technology is currently being used to support English grammar instruction for first-year Business English students. However, few studies have shown the effectiveness of technology in all four English skills: speaking, listening, reading, and writing. First-year students of the Business English program at Buriram Rajabhat University spent a week on this study. The questions revolved around learning English and using technology to learn English. The researchers collected all the responses. The findings of using technology in English grammar provided insights into the most commonly used technology tools and resources for English grammar instruction among first-year Business English students, which are useful for language teachers and curriculum designers. This information also helps students identify the most effective and efficient ways to use technology to support their English grammar learning. After examining the effects of learning English grammar after using technology to learn English, this impact is expressed as a percentage based on the results obtained from the questionnaires.

Keywords: Technology, Learning English Grammar, the Impact on Technology, English Skills.

Paradigm Shift: Understanding and Implementing Change in ELT in the Centuryof the Cross-Cultural Competence Framework Emergence

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Abstract

This review article presents a new paradigm shift in English language teaching (ELT) that has emerged and shifted from this century to the next. As a result of globalisation, people leave their homelands to live and study in other countries. Using such digital communicative instruments, two distinct individuals can communicate more effectively and in real-time than in the past. These digital tools impact the sharing and exchange of international cultures on online platforms. In communicating, the English language is a connection for living, researching, and communicating between two or more foreign interlocutors. Between two non-native speakers, the most critical factor is the use of English-speaking principles and the implementation of cross-cultural aspects. Therefore, comprehension of cross-cultural competence is highlighted in ELT classrooms in the present era. The understanding and implementation of changes in the development concepts of 1) the shift from traditional ELT to contemporary ELT pedagogy, 2) the influence of English as a Lingua Franca (ELF) on ELT in the twenty-first century, and 3) the impact of cross-cultural competence phenomena on the development of ELT trends from the current century to the next. Scholars, educators, and instructors in ELT disciplines can learn from this review article that teaching English is not restricted to textbooks or English proficiency. Nonetheless, one essential viewpoint is that we must integrate cross-cultural communicative competence with the English abilities of students. This ELT method prepares our students to be global citizens able to live and learn in the new cross-cultural framework.

Keywords: English language teaching, Paradigm shift, English as a Lingua Franca Cross-cultural competence

Assessing the TPACK Integration in Teaching English Intensive Courses

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Abstract

"Education is not the filling of a pail, but the lighting of a fire." This adage by the renowned Irish poet W.B. Yeats highlights the essence of education as a transformative process that ignites passion and curiosity in learners (Yeats, 1929). As the educational landscape navigates the digital age, technology has become an increasingly important component in facilitating this transformation. With this in mind, this study proposes to explore the level of competency in Technology, Pedagogy, and Content Knowledge (TPACK) integration among English Language Program lecturers of Buriram Rajabhat University (BRU) and its impact on their teaching effectiveness. The study aims to provide insights into the current status of TPACK integration in BRU and identify the strengths and weaknesses of English language program lecturers in utilizing TPACK in crafting their curricular lessons. The study will utilize a self-structured and adapted questionnaire that will be distributed through Google Forms to BRU English language program lecturers. The questionnaire will consist of four parts that will gather data on demographic profiles, level of TPACK competency, common tools used, and level of teaching effectiveness in TPACK integration. The collected data will be analyzed using a weighted mean. The study will also undergo item scrutiny, reliability, and validity testing to ensure the accuracy and credibility of the results. The study's findings are expected to contribute to the development of BRU's English language program lecturers' teaching strategies and improve the quality of education at the university. This study will also provide a basis for further research on TPACK integration in other academic institutions. More importantly in the universal educational realm, this study is crucial in addressing the need for effective teaching strategies in the academic enterprise, especially in this age of technology.

Keywords: technology, pedagogy, content knowledge, TPACK tools, competency

Enhancing English Vocabulary Knowledge through the Application of Digital Platforms of Thai EFL Undergraduates

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Abstract

This research aims to: a) find out the digital platforms for enhancing English vocabulary knowledge, b) investigate the satisfaction of EFL Undergraduates enhancing English vocabulary knowledge through the use of digital platforms. The number of 47 undergraduate students who enrolled in 9022119 English for Learning Skills course in semester 2 of academic year 2022 at Ubon Ratchathani Rajabhat University were purposively selected. Questionnaires were employed to investigate students' the digital platforms use in learning English vocabulary. Moreover, the questionnaires were used to explore their sastifaction towards using the digital platforms to enhance vocabulary knowledge. There were two significant findings. On the one hand, most of the students had experiences in learning English vocabulary through various types of digital platforms and they employed them such as *Websites, Search engines,* and *Apps* when they learned vocabulary through the digital platforms. Besides, they not only used other platforms like Tiktok, Twitter, and Tinder for enhancing English vocabulary knowlegde but also social networks. On the other hand, the students completely agreed that using the digital platforms for enhancing English vocabulary knowledge is a good and effective method.

Keywords: English vocabulary knowledge, digital platforms,
Thai EFL undergraduates

Teaching English through Drama in the Language Classroom: Myanmar Context

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Abstract

The objectives of this quantitative and qualitative research were 1) to examine the attitudes of students and teachers towards incorporating dramas in EFL classrooms 2) to investigate the effectiveness of developing communicative competence through drama-based group projects in an EFL class and 3) to identify certain problems students may face from drama teaching. The samples were composed of 56 First Year English specialization students from Maubin University and 20 English teachers who are currently teaching dramas at selected universities in Myanmar. They were selected through a purposive sampling method. The instruments used to gather information were questionnaire survey and selected teacher's semi-structured interviews. The statistics employed to analyze the quantitative data were percentage, mean, and standard deviation. The results revealed students' positive feedback not only on the part of their improved language ability, but on their enhanced awareness and understanding of the proper use of target language. In addition, positive comments on boosted confidence and gains from collaborative learning were also reported. In addition, the interview with teachers revealed that dramas can motivate students, foster linguistic fluency and cultural enrichment. The results are of pedagogical significance to EFL teaching in that they present how well drama teaching was received in an EFL class, the benefits it offered as well as the difficulties it entailed to the learning process.

Keywords: Drama, EFL teaching, language classroom

Translanguaging for English Language Education in Cameroon

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Abstract

Since the first decade of the 21st century, translanguaging is gaining more and more attention, particularly in bilingual, trilingual and multilingual countries where many official languages and mother tongues are being used. Although the concept of translanguaging is fast growing in the world today, it has been underexploited in Cameroon. Cameroon is a country blessed with linguistic diversity that can be used to the benefit of English Language Teaching (ELT) and learning, but the ideology of "English only" in English Language pedagogy, is limiting the students to make full use of their linguistic repertoire that can facilitate English Language pedagogy. This article gives a rundown of the concept of translanguaging and studies related to translanguaging in the field of ELT. The views of language learning will be discussed from two different angles, and also the background information on the translanguaging concept and how it is used in ELT. This analysis is related to recent studies on translanguaging in ELT context, conducted using different research designs and analytical frameworks from three stages of education: primary, secondary and tertiary education. This analysis seeks to advance the need of researching translanguaging in ELT in Cameroon and also to consolidate a better understanding of the translanguaging concept as a useful tool in ELT pedagogy. My conclusion is based on outlining the benefits of an excellent ELT pedagogy environment that is good for this translanguaging fast evolving era, and to draw the attention of policymakers towards supporting ELT in Cameroon via the concept of translanguaging.

Cameroon English Accent in a Diasporic Context: Perceptions of ESL Cameroonian Teachers in Thailand

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Abstract

This study investigates the accent attitudes of 52 ESL Cameroonian teachers in Thailand towards Cameroon English (CamE) accent. Motivated by the desire to know more about the treatment that CamE accent receives among the Cameroonian community in Thailand, an aspect that had hitherto received little attention, a matched-guise technique and a language attitude questionnaire were used to investigate the phenomenon of linguistic prejudice on the part of the participants. Semantic differential scales, descriptive statistical processing, and thematic analyses were employed to process and interpret the data. Overall, the results show the participants' positive attitudes towards CamE accent. The participants reported that mutual intelligibility and authenticity prevail over language purism, indicating that CamE accent is gaining more recognition even in the diaspora and can stand as an autonomous accent given the global role/uses of English as an international language. This implies that nonnative speakers should not be stigmatized or feel linguistically insecured because of their accent since attitudinal judgments are more of a result of linguistic prejudices.

Keywords: English accent, Cameroon English, linguistic prejudice, ESL teachers, diasporic context, Thailand

Investigating English Writing Problems and Writing Strategies Used by Business English Students at Ubon Ratchathani Rajabhat University

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Abstract

The purpose of this study was to investigate English language writing problems and writing strategies. The study employed a survey design that involved administering questionnaires of rating scales, adopted by Padgate (2008), Boonyarattanasoontorn (2017), and Damanik (2019) for English language writing problems, and adapted and modified by Zhang et al. Writing Strategy Survey Questionnaire (2016) for writing strategies used by 50 third-year Business English majors and undergraduate students at Ubon Ratchathani Rajabhat University. The results of this study revealed that the students had high levels of writing problems, and rated vocabulary as the most problematic. It was also found that students appeared to use writing strategies moderately frequently, with revising, executing, and planning being used more frequently than monitoring. The findings of this study provide teachers, course designers, and educational organizations with insight into the problems students face when learning to write in English. It also emphasizes the importance of introducing writing skills to students so that they can use these techniques to overcome any writing difficulties.

Keywords: English language writing, Writing Problem, Writing strategies

Move Analysis of the Narrative Essays Written by Thai UndergraduateStudents: A Gene-Based Approach

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Abstract

For studying undergraduate and graduate academic writing, particularly research papers and dissertations, the framework of genre analysis has been employed extensively in Thailand. However, there have only been a few research carried out on the narrative essays written by undergraduate students. The current study aimed at analyzing the move in narrative essays written by Thai undergraduate students. It also aimed at identifying the moves that are considered obligatory or optional by the students majoring in English Program. 34 narrative essays written by the student who enrolled in Essay Writing course were purposely selected to be analyzed using the procedure for move analysis of Swale's framework of Genre Analysis. Labov and Waletzky's Personal Experience Narrative (PEN) framework was adopted in move analysis in the narrative essays. The findings of this study revealed moves and steps identified in the compiled narrative essays. The pedagogical implications based on the results of the study were proposed, and the recommendations for future research were presented.

Keywords: Moves, Genre Analysis, Narrative Essays

Apology and Request Strategies in Southeast Asia Context: Research in the Era of Globalization

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Abstract

Numerous studies have been done on the politeness apology and request speech act, but very few have explored these issues in the Southeast Asia context. This Systematic Literature Review (SLR) intends to describe and summarize literature published dealing with apology and request speech acts related strategies regarding the methods used and research trends. This Systematic Literature Review (SLR) process provided in this paper is to gather and analyze the different apology and request strategies used in Southeast Asia research context and the influence of culture and social distance on them. Following a predefined review procedure, 16 papers were identified and analyzed within 2018-2022, presenting research on apology and request strategies in Southeast Asia. The results revealed that many studies considered apologies and requests in different strategies and sub-strategies as culture and language cannot be seen as separate variables in the communication process. Furthermore, recognizing the interlocutor's social power appropriately was crucial for interlocutors to utilize the most appropriate of interacting with others from different cultural backgrounds. Moreover, social distance is also significant in considering the interlocutors' relation to one another in a particular situation and how well they know each other, which is the degree of intimacy between interlocutors.

Keywords: Speech acts, apology, request, strategies, Southeast Asia

An Investigation of Thai English Major Students' Intercultural Awareness

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Abstract

        This study aimed to investigate the intercultural awareness of EFL learners, explore barriers they encountered when communicating with English native speakers, and scrutinize various kinds of intercultural knowledge of English-speaking countries they were eager to acquire. The subjects of the study were sixty third-year English Education major students at Roi Et Rajabhat University who were enrolled in the "Sociocultural Background of Native Speakers" course in the second semester of the academic year 2021. The subjects were drawn through purposive sampling. The instruments for data collection included a constructed intercultural awareness multiple-choice test. The statistics for data analysis were means for the data from the multiple-choice test and content analysis for the open-ended questions. The findings indicated that most Thai EFL university students had low intercultural knowledge of English-speaking countries and intercultural awareness. They lacked knowledge on cultural differences. The findings also showed that the students were eager to acquire intercultural knowledge of English-speaking countries in various aspects such as attitudes, ways of life, values, popularity, family structures, etiquettes, campus cultures, marriage, travelling cultures, and stereotype. These knowledge aspects would help prevent misunderstandings and would develop their intercultural knowledge of English-speaking countries.

Keywords: Intercultural awareness, intercultural communication, barriers,
            EFL learners, English-speaking countries

Improvement in CEFR-Based English Speaking Ability of Supporting Personnel at Buriram Rajabhat University

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Abstract

Supporting personnel's ability of speaking English at Buriram Rajabhat University (BRU) is the key point that a researcher was concerned about. This study aimed 1) to investigate BRU supporting personnel's speaking ability, and 2) to develop an ESP-designed material for BRU personnel with discussion on the possibility and necessity of improving their speaking during the training workshop with foreign lecturers. BRU English Test, interview, and questionnaire were used as instruments of data collection and analysis. In addition, the interview form, oral presentation and ESP material were designed by consulting experts in the related field. The assessment of English speaking was tabulated in the form of counting frequencies and then analyzed through percentages. The result of speaking test (interviewing) as an achievement test presented that BRU supporting personnel had made some progress, the average scores was 41.68, divided into maximum score at 50 and minimum score at 27. These scores indicated an increasing ability from being 'fair' to being 'good'. All of them had their English proficiency levels at A2 of CEFR-based English speaking ability which met BRU Announced Policy. The training workshop of English-speaking activities and the atmosphere was also increasing positively; they were actively involved in the teaching and learning process, indicated by 83.79% participated in these events. They were also highly motivated in joining the teaching learning process. They cooperated, asked, responded, and expressed spontaneously.

Keywords: Speaking ability, Improvement, CEFR, Supporting Personnel, English proficiency

A Synthesis Study of Reading Strategies Employed in the Researches on Teaching Reading

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Abstract

Reading is one of the most essential abilities in learning English, and it plays an important role in learning activities in EFL classes. This synthesis study aims to examine the reading strategies employed in research studies on teaching reading. The study analyzed 14 research articles published in peer-reviewed journals between 2019 and 2022. The articles were selected based on their focus on teaching reading strategies to students in various contexts, including second language learners, and struggling readers. The instrument of this research was a frequency distribution synthesis table. This research was conducted by studying the research articles on the literature review on the reading strategies before being synthesized by using the frequency distribution synthesis table. The findings of the study revealed that the most commonly employed reading strategies in the research studies were cognitive approach, metacognitive approach, bottom-up approach and top-down approach. The results also indicated that the dominant reading approach, metacognitive approach was found as the foremost employed approaches in most studies.

Keywords: synthesis study, reading strategies, teaching reading

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