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Policy

Journal of English Language and Linguistics (JEL) is the double-blind peer-reviewed journal organized and published by the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. The journal welcomes the submissions of manuscripts both from Thailand and other countries.

The aims of the journal are 1) to strengthen the collaboration and networking of academic and research works among educators, scholars, and researchers from the fields of English language and linguistics based on empirical academic and research studies, and 2) to provide an academic platform for authors to share their new insights and discoveries about theoretical and experimental implications.

The journal welcomes manuscripts for publication in the scope covering the following disciplines: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).

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The following two categories of manuscripts can be submitted to JEL:

1. Research Article

The research article must be based on the language-related areas specified in the aims and scope of the journal. The article should range from 2,500 to 8,000 words in length, including figures, tables, and references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.

2. Academic Article

The article should provide discussions on all aspects related to the language-related areas specified in the aims and scope of the journal. It should range in length from 1,500 to 4,000 words, including references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.

Frequency of Publication

The journal is published biannually (January-June and July-December).

Editor's Note

Vol. 1 No. 1 ((January-June) 2020

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English Program, Faculty of Humanities and Social Sciences

I am very delighted to introduce the English Program's inaugural volume of Journal of English Language and Linguistics (JEL) in volume 1 No. 1 (January-June) 2020. The journal covers the following disciplines: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).

The collection of this volume contains a total of eight articles, consisting of seven research articles and one academic article. These articles are published with the current trends in English language teaching and learning, English language, linguistics, translation, world Englishes, and language acquisition. All of these eight articles have been reviewed by at least two peer reviewers with their interest in the relevant fields. Most importantly, this journal is the double-blind peer review to ensure that the identities of authors and reviewers are concealed from each other.

Last but not least, I would like to fully thank the authors for contributing to their original articles based on the empirical academic and research studies. Their insightful articles will be invaluable sources and direct references for those who are involved in the fields of English language and linguistics.

To keep collaborating on academic and research works, I would like to sincerely invite authors, educators, scholars, and researchers to submit their own manuscript for publication in this journal via this website: <http://jelep.bru.ac.th>.

Assistant Professor Suphakit Phoowong

Editor-in-Chief

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Proposed Directions for the Meaningful Learning in the Thai EFL Context

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Abstract

I have revisited this paper and updated some information to provide recommendations and the rationale for the curriculum changes to the central educational administration in Thailand. There are many stages to discuss in the new curriculum planning. However, at this stage, I emphasize on the overall rationale why we need a new curriculum policy. That is what is urgently needed to bring about the changes. I am trying to point out some issues for those concerned to understand the present situation of teaching English in Thailand. I also explain what needs to be done to improve the students' performance in learning English. Broadly speaking, this paper analyzes the curriculum of English as a foreign language (EFL) context in Thailand. The reasons why the curriculum in use needs to be changed in order to support meaningful learning are discussed.

Keywords: Classroom practice; Curriculum change; Thai EFL curriculum

The EFL Classroom Practice in Thailand

This section describes the EFL curriculum practice in Thailand in general, and what seems to account for its existence and persistence. In Thailand, where English is taught as a compulsory foreign language, I have discovered that the instruction methodology, especially in reading, is not effective enough to make the English class really successful and stimulating one. Some previous studies revealed that more than half of the undergraduate students could not interact satisfactorily and efficiently when they had to communicate in English. In addition, their reading skill was the weakest skill they performed. The research noted that teachers failed to provide adequate practice for students to become strategic readers. In other words, teachers often emphasized word meanings and content acquisition over building reading strategies. They failed to provide meaningful learning, critical thinking, and problem-solving activities to the students. To sum up, when students attend schools, the instruction and practice in reading classes mainly involve translation method used by the instructors. As a consequence of the passive learning experiences, students develop a bottom-up view of reading, interacting passively with the text with the main purpose of knowing every unknown word and mastering the details of the text.

Furthermore, in a recent academic preview, Ministry of Education in Thailand profiled national scores indicating that only one-third of high school students read proficiently. In addition, approximately 75% of the tenth and eleventh graders scored below the proficient range—which represents a significant decline in reading performance from the prior years. More specifically, they are failing to achieve to be skilled English learners due to the traditional curriculum and instruction. Thus, I would like to see the change in the English curriculum that promotes study skills and reading strategies for students to promote meaningful learning as well as critical thinking.

The Proposed Changes in Classroom Practice

The issue of learners' knowledge and control of their cognitive activities has captured many educators' and researchers' interest (Flavell, 1979; Nickerson, 1988; Sternberg, 1984). Since the turn of the century, researchers

have been aware that reading involves the planning, checking, and evaluating activities. As an EFL student, I am aware that the ability to read English well and strategically is the key factor to reach the goal in higher education where numerous materials are in English. Many Thai students still struggle and are not proficient enough to read course materials required for the courses. Thus, the new English curriculum should promote reading strategies for Thai students to create meaningful, strategic, and independent learning for the academic purpose. I would like to see the changes in the extent to which the teaching of English in the Thai classroom context incorporates reading strategy approaches and in how teachers can be supported in making their students more aware of the study skills and problem-solving strategies. If this policy is not nationally implemented, there will not be much improvement in learning English among Thai students who are taught with the same traditional method as previously discussed.

Curriculum Change: A National Concern?

There are many factors in changing a curriculum. The heart of the curriculum change depends on what causes the change. When students do not make much progress in their learning, it is important to know the reasons why, and necessary actions must be taken to find suitable solutions to subside the situation (Watkins, 2000). There is no single model of learning that could be implemented to improve students' failure (Mosenthal, 1982). However, Reid (1999) suggests that good models of the role of the teacher and effective teaching can help to increase students' study performance. According to Carroll (1963), the success or failure of students rests in three important components: (1) characteristics of the learner; (2) the time devoted to learning and objectives; (3) the quality of education. As earlier discussed, it is evident that quality education seems to be the major influence that affects the learning outcomes in teaching English to Thai students. To modify the idea, quality of instruction is affected by the quality of instructional tools available to teachers and the quality of instructional techniques that teachers use to teach their students.

In Thailand, a new EFL curriculum is needed, or the learning has little meaning, regardless of where or by whom it is offered. The focus of interest is on what is learned and how it is presented. The objective is to provide grounds for the development of theories of effective practice to guide the conduct of curriculum tasks. To be specific, what needs to be changed to support meaningful learning for Thai students is that the new curriculum frameworks develop according to student-centered goals. The National Curriculum Development Group must be set up for the special aspects of the English curriculum to promote reading skills for students to solve the failure of learning English in Thailand. Due to the constraints and many factors involved in the change in curriculum such as the budgets, professional expertise, and politics, there are two practical and possible ways that can be urgently put into implementation in the present situation. That is, the emphasis in the new curriculum on the student as an active learner, a collaborator in the construction of knowledge in the classroom, and a contributor to the domain of literacy must be considered for the first place. Teachers must focus more on issues of learner-centered perspective. Secondly, National framework documents must provide clear guidance on reading development, instruction, and assessment for teachers to transform the new knowledge into classroom practice. English teachers need standards that are specific, and they need opportunities for collaborative, professional development to build knowledge for change and relate new learning to their local contexts.

To reach the goals is very important if we want to make the curriculum work for all students. It is indeed a challenging mission. What we will need to do to accomplish the national education goals depends on a wide range of considerations having to do with the meaningful and lifelong learning and how best to promote it. These factors involve the effective instructions, and language teachers' expertise.

Possible Practices for the Change

The above reflects and explains the problems of the current English curriculum in Thailand, and the outcomes of the reading instruction in particular. A central policy, and the question of effective practice rest in the implementation of new methods and programs. There are many factors involved in supporting the curriculum change, namely, textbook policies, cultural, linguistic, intellectual, socioeconomic status diversity, family or community groups, and so on. However, after the analysis of the situation in Thailand, I would propose three possible and practical ways to promote the learning of English, especially the reading strategies, in the reform plan at the primary stage. These include setting clear goals of the curriculum policy, a national professional development program to increase teachers' expertise in effective instructions, and the guidelines for classroom practice.

1. Setting clear goals

The first step is to set clear goals and standards, which require much thought. The standards must spell out what students need to learn. In other words, the curriculum policy must provide a solid foundation for content based on the national standards. The main theme of the curriculum policy is that teachers must foster study skills/strategies for students in a meaningful learning environment. The curriculum component that is developed must reflect the following criteria:

- Focuses on students and their learning: Teaching and learning activities focus on student-generated knowledge and problem-solving processes as can be seen from the expected learner outcomes.
- Reflects the practices for teaching and learning: Includes best practices to activate student interest and literacy and enhance student achievement.
- Provides experiences based on various knowledge sources. Students engage in problem-solving and high-level thinking activities.

2. Professional Development

Special training for teachers must be carried out to make sure that teachers possess adequate understanding and expertise of the instructions. This can be done in the form of seminars, and teacher training—schoolwide, districtwide, and nationwide. Teachers must be equipped with new knowledge of a variety of strategies in teaching their students to become independent and critical learners. The new instruction techniques that should be promoted include using the think-aloud for reading instruction (Oster, 2001), reader response approaches (Spiegel, 1998), implementing graphic organizer notebooks (Fisher, 2001), and Collaborative Strategic Reading (Klingner & Vaughn, 1999). The trainers will be recruited from the veteran teachers who have a lot of experience in teaching and from those who have graduated from abroad with the expertise in the field of teacher education or similar fields. The training must emphasize the workshop format so that the attending teachers have a chance to demonstrate these techniques and know clearly what they are supposed to follow in each step of the techniques. The useful manuals of important instructional strategies must be prepared and distributed to the training teachers for future references.

3. Classroom Practice

The curriculum framework must be well-done for teachers to transform the standards into classroom practice. There must be instruction guidelines or suggested activities that bear relationships to the national standards. The new curriculum must emphasize the uses of language. The curriculum framework must allow students to examine the broad connections of ideas, information, issues, themes, and perspectives across different genres of readings and writings. The major areas of reading in the curriculum must appear to be activities rather than concepts. In classroom practice, it is important that schools and teachers provide students with enough opportunities to interact with the texts in meaningful and practical manners. They must encourage students to reflect and explore what strategies help them to complete the tasks. In addition, teachers should regularly read with them using texts of different genres and enhance their active participation in the discussion. Such techniques are more likely to develop students as strategic learners.

Teachers must bear in mind that they should explain why the strategy is important for a particular task. They should model the strategy and have students practice it immediately in class and again in homework assignments. They should have a class discussion about the strategy they use after students have practiced it. Teachers must be aware that they need to change their teaching style from translating everything to students to spending some time practicing new strategies with them so that they can use them independently.

Teachers will need to update themselves with new knowledge about multiple instructions that can support the learners. That is why the plan must emphasize the continual teacher development. Teachers must promote adoption of instruction strategies, materials, etc., based on what works best for the students. To illustrate, the suitable activities, the use of technology, materials, and assessments must be designed to foster the study skills and strategies. Teachers should incorporate cooperative learning format, student research projects, and lessons that require students to seek knowledge from sources other than the textbooks or the teacher because this will make students feel that they really learn something meaningfully, which is the ultimate goal of the new curriculum policy.

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Teaching Poetry to Increase the Comprehension of University Students: Myanmar Context

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Abstract

Dramatic play can be defined as a type of play where students accept and assign roles, and then act them out. It is a time when they break through the walls of reality, pretend to be someone or something different from themselves, and dramatize situations and actions to go along with the roles they have chosen to play. This research aimed to investigate university teachers' views of teaching poetry through dramatic play at universities in Myanmar and evaluate students' responses in such an approach to teaching poetry. A qualitative research study was conducted in language classrooms of selected universities in Myanmar. This research included the questionnaire data obtained over a one-year period (2018-2019) from 85 university teachers and 210 undergraduate students. Statistical analysis of the data revealed that only some of teachers asserted their role to the development of aesthetic appreciation among their students. They also make play possible. Dramatic play provides an excellent context for

students to develop and practice many important skills and behaviors that contribute to later success at university and life. Some of the students asserted themselves with greater confidence about their understanding of poetry. Thus, more attention should be paid to appreciate poetry as an artistic and aesthetic medium. Some of the benefits of dramatic play mentioned by the students are having relief from emotional tension, feeling powerful, using social interaction skills, having language development, using symbols, and sorting out fantasy and reality.

Keywords: Teaching poetry, University students, Myanmar context

Introduction

This research uses the combined theoretical framework of positivist and interpretative educational research paradigms (Onwuegbuzie & Leech, 2005). In doing so, it takes a ‘pragmatic research approach’ which focuses on an individual decisionmaker within an actual real-world situation. The process of undertaking a pragmatic study is first to identify a problem and view it within its broadest context. This leads to research inquiry, which seeks to better understand and ultimately solve the problem (Schwandt, 2001).

Literature Review

The success of the teaching poetry is measured by how far the objectives of teaching can be reached. Tiwari (2008) proposes the objective of teaching poetry into two objectives: general objectives and specific objectives. The general objective of teaching poetry basically is to increase students’ appreciation of poems which is drawn into several points. In addition, the objectives of teaching poetry are to address the students to be able to understand, appreciate, and analyze the literary works deeply in order to increase the students’ comprehension and other achievement such as critical thinking, cultural competence, personal pleasure, and language competence. Poetry is a broad area of literature offering teachers and students the opportunity to both dip their toe and completely dive into creative writing. One of the central ideas behind the teaching of poetry lies

in its ability to bring a fresh sense of life to language. It communicates through sound as well as sight and works its magic by tone as well as by engaging the eye with the pearl-bright moments of words moving along the currents of our changing times. Sarac (2003) divides the benefits of comprehending poems into four points. First, poems provide students with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary. Second, poems can trigger unmotivated students to explore different interpretations. Third, poems evoke feelings and thoughts in heart and in mind. The last, poems make students familiar with figure of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use. In recent years, Myanmar educational system continues to focus on a cognitive rather than an interpersonal and aesthetic dimension. As a result, within this educational framework there are no necessary conditions for intuitive insight and subjects such as poetry become even more difficult to withstand the patterns of standardization, evident across the elementary university curriculum (Higgins, 2009). A curriculum that recognizes the central importance of emotion, body, and spirit as well as the mind is of vital importance. For this reason, many scholars recognize the transformative power of poetry as a means of cultural elevation, emphasizing that universities have the responsibility to lead student to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language (Goodwyn, 1992; Powell, 1999). These scholars argue for an aesthetic approach to the teaching of aesthetic subjects such as poetry where the personal development supersedes the mere transmission of knowledge (Pike, 2004). Poetry is the form of writing that can help to bridge a body-mind dualism and undoubtedly mould student's life soul and the character. It tends to beget a love of beauty and of truth in alliance; it indirectly suggests high and noble principles of action, and it encourages people to regard emotion as a functional whole so helpful in making principles operative (Benton, 1984). Over the past decades, there has been an increasing interest by educators in understanding the positive impact of dramatic play on student's overall development. Many scholars regard dramatic play as a playful activity and as a means of inspiring student to develop symbolic, artistic and innovative

behaviours (Benton, 1984). The importance of incorporating both the subjective and objective, the cognitive and affective and the emotional and intellectual simultaneously within the framework of teaching poetry through dramatic play becomes evident (Horsman, 2000). The term dramatic play is generally used to describe all kinds of pretend play, that is, symbolic play, role-play, imaginative play, fantasy play, make-believe play, and socio-dramatic play (Miller, 2002). This kind of play appears in the form of artistic behaviour between symbolic play and dramatic art. Dramatic play is a student-oriented activity and includes the following elements: imitative role play, make-believe with regard to objects, make-believe in regard to actions and situations, interpersonal interaction, verbal and non-verbal communication and narratives (McCullough, 2000). Student's participation in dramatic play signifies symbolic transformation and personal imagination in real or imaginary situations (Crouch, 2009). The students use their internal symbolic abilities giving shape to their shared experience through the transformation process serving the general function of maintaining social contact (Minks, 2013). Participants in dramatic play maintain two types of shape in their improvisations. On the one hand, they represent their vision in the form of symbols and images which are directly related to their personal experiences of cultural identities, roles, social events, language varieties and different ways of representing an action. On the other hand, students uncover what they have internalized in relation to dramatic play. Dramatic play provides excellent opportunities for fine-tuning the roles which student play. It helps them to acknowledge and demonstrate their competence and provides a safe setting for exploring and practicing new and more satisfying ways for them to play their current roles. Aside from being lots of fun, taking on fantasy roles helps student to spark their spontaneity and creativity (Newman & Newman, 2011). Dramatic play gives them a time out from their daily concerns and a chance to deal with them in a figurative way. It also provides a culture medium for student to learn how to be group members and to learn how to express their individuality (Grainger, 2003).

1. The Benefits of Dramatic Play

Experts agree that dramatic play is an integral part of a well-rounded program as it is healthy for student development. Here are just a few of the many incredible benefits of dramatic play.

2. Dramatic play teaches self-regulation.

Students are known for acting with impulse, so dramatic play is a great stepping stone for learning to self-regulate their emotions and actions. Interestingly, when students assign and accept roles in dramatic play they are motivated to stick to them, thinking of them as rules to follow. This helps them develop the ability to coordinate and plan with others as well as control their impulses.

3. Dramatic play encourages language development.

Dramatic play teaches and encourages expressive language. Students are motivated to communicate their wishes to their peers and therefore must learn to speak from the perspective of their pretend roles. Dramatic play is often a very comfortable place for children who are shy or withdrawn to participate in a group.

4. Dramatic play teaches conflict resolution.

Both unstructured and structured dramatic play offer teachable moments of conflict resolution. Inevitably, disagreements will naturally arise during dramatic play, which offers children a chance to work through their differences and arrange a compromise. It also encourages students to consider alternate perspectives as they recognize various roles of people in their lives and communities.

5. Dramatic play supports Math and Literacy.

Dramatic play provides the perfect play setting for students to interact with functional math and print. Consider the students who is playing server at a restaurant. He will interact with both print and numbers as he takes orders, fills them and then rings up the total owed for the meal. Dramatic play is

also known for increasing comprehension as students love to act out their favorite storybooks.

6. Dramatic play relieves emotional tension.

Dramatic play offers a safe place for children to act out real life situations. Adults tend to cope with dramatic events by retelling it again and again. Children cope with dramatic events by acting them out.

7. Dramatic play is empowering to students.

This is not only because children can assign and accept their own roles in the play setting, but also because dramatic play offers a safe play for children to act out traumatic experiences. Typically, when students act out dramatic or frightening experiences, they place themselves in a powerful role. They choose to play mommy or daddy, two important figures in their lives, or a superhero with great powers. A child who has lived through real trauma, like a car accident, for example, might choose to be a paramedic or doctor.

8. How to Encourage Dramatic Play

There are so many important benefits of dramatic play, the more important it to encourage it whenever possible. And it's simple to do because kids naturally gravitate toward it. Some programs have huge dramatic play centers with an even greater amount of dress-up clothing. But dramatic play can happen in the home, too. If you don't have a lot of room for full on dress-up costumes, go smaller. Try starting with a box of play silks, and some hats or masks. Add a few dolls or stuffed animals. Let students define objects for use and let them pretend whatever to be whatever they would like.

Research Objectives

Some of the studies deal with the significance of the student's personality in the form of acting out behaviours in dramatic play and some focus on the importance of dramatic play in supporting student's cognitive, social, and affective development. However, the goals of this research are:

1. To investigate university teachers' views of teaching poetry through dramatic play
2. To evaluate students' responses in such an approach to teaching poetry

Methodology

1. Research Design

The study comprised two main phases. Phase one was consisted of the completion of a self-administered questionnaire by teachers and phase two for students. The questions focused on the teachers' and students' perceptions towards teaching poetry through dramatic play.

2. Population and Samples

Altogether 320 students and 115 teachers from selected universities took part in this research.

3. Instrument and Procedures

A questionnaire was designed to collect the data of the teachers' and students' perceptions towards teaching poetry through dramatic play. Phase one was consisted of the completion of a self-administered questionnaire by teachers and phase two for students.

4. Data Collection

The questionnaire was disseminated in the university classrooms of first year, second year, third year and fourth year English Specialization students by the researchers. Since any research needs to adhere to the relevant ethical principles, students and teachers were asked to provide pseudonyms so as to protect their identities and maintain privacy.

5. Data Analysis

Statistical analysis was performed by the use of a concrete methodology and organizing data into categories based on emerging themes. Each category was codified, and simple descriptive analysis was used to analyze the data and to provide an account of the practices and embraced views of the teachers and students involved.

Table 1

Illustration of the Gender Distribution of the Research Cohort

Sr No	Gender	Sample Size and Composition Gender			
		Teachers		Students	
		no	%	no	%
1	Male	33	28.70%	150	46.88%
2	Female	82	71.30%	170	53.12%
	Total	115	100%	320	100%

Information of a more qualitative nature, gathered through phase two, included detailed interviews that were of a semi-structured nature in order to enable data gathering related to specific beliefs and issues of particular significance to teachers. The purpose of this phase was to conduct an in-depth inquiry into the issues emergent from phase one. Phase two data were transcribed, analyzed and interpreted, via thematic content analysis, for emergent themes reflective of participants' visions of poetry teaching in higher education.

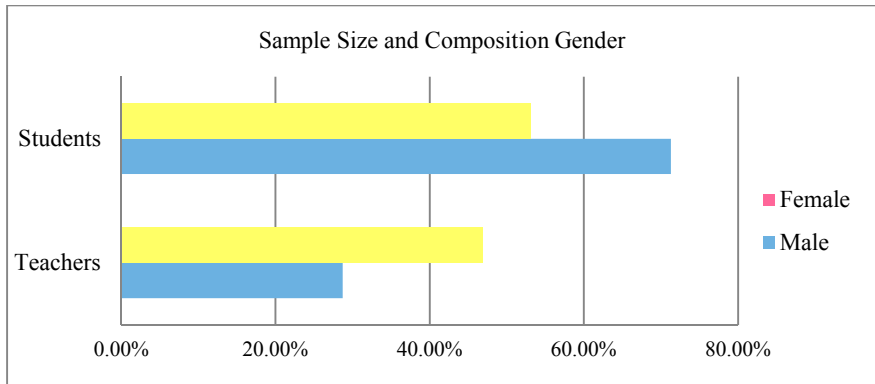


Figure 1. Gender distribution of the research cohort.

The main purpose at this stage of the research process was to present preliminary findings on research question item (i). This data served to highlight the principal areas of interest and relevance for phase two.

Table 2

Interview Responses of the Teachers to Survey Question Item (i)(n=115)

SN	Question item	Responses of the teacher participants on the general aims				
(i)	What is your purpose in the teaching of poetry at undergraduate level?	To enable students to appreciate the beauty, rhyme and style of poem	To help students appreciate poetry as an artistic and aesthetic medium to which they can relate perfectly	To sensitize students to the pleasure of appreciating a high literary genre, by helping them understand themes, structure and imagery	To foster a passionate form of engagement with poetry and to cultivate a lifelong love of poetry	To explain poems to their class and to help prepare students by supplying various notes and questions on selected poems
		13%	38%	14%	17%	18%

According to the data, 38% of teachers asserted their role to the development of aesthetic appreciation among their students, by stressing that their purpose was to help students appreciate poetry as an artistic and aesthetic medium to which they can relate perfectly. Aesthetic means the pleasant, positive or artful appearance of a person or a thing. Only 13% of the participants mention that their purpose in the teaching of poetry at undergraduate level is to enable students to appreciate the beauty, rhyme and style of poem.

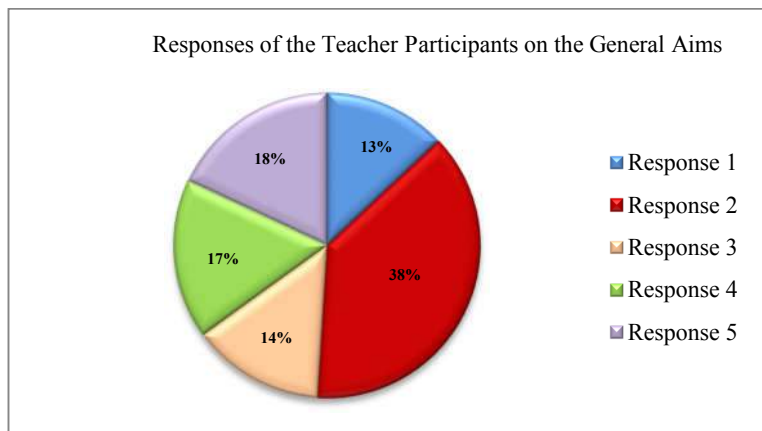


Figure 2. Interview responses of the teachers to survey question item (i)(n=39).

Increasingly, we are recognizing the creative talents of students and providing opportunities for them to develop their skills through an alternative way of creative art expression and to encourage students to write their own poems by using dramatic techniques. Creating poetry is a wonderful way for students to share information they learned through class or independent study.

Table 3

Interview Responses of the Teachers to Survey Items(ii) & (iii) (n=115)

SN	Questionnaire statements	Responses		
		Always	Sometimes	Never
(ii)	I could ask students to illustrate poems through an alternative way of creative art expression.	23%	22%	55%
(iii)	I could encourage students to write their own poems by using dramatic techniques.	22%	20%	58%

According to the data, some teachers were more likely to ask students to illustrate poems through an alternative way of creative art with a high percentage of answering ‘never’ (55%), and a much lower ‘sometimes’ (22%) or always (23%) using these instructional strategies. Twenty-two percent of the teachers interviewed answered that they ‘always’ encourage students to write their own poems by using dramatic techniques for the teaching of poetry, 20% ‘sometimes’ and 58% ‘never’. The composition of a poem is also noted as a vital necessity for students. Within the class, composition provides rich terrain for students’ affective development who may write poems through dramatic conventions as a daily diary or various forms of writing in role. However, only 22% of teachers surveyed answered ‘always’ and 20% ‘sometimes’ encourage their students to write their own poems with the use of dramatic techniques.

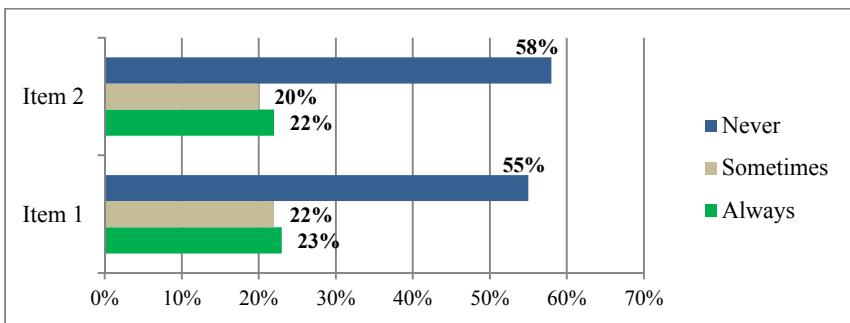


Figure 3. Interview responses of the teachers to survey items (ii) & (iii) (n=39).

Exploring poetry gives students the chance to develop higher levels of self-awareness on their own responses, emotional, imaginative, and intellectual to aesthetic texts on the ultimate goal of fostering an aesthetic pedagogy in the classroom (Cockett & Fox, 1999). In order to realize this ambition of teaching poetry teachers need to focus on the student's personal response to a poem. To this end, students were asked to list the most frequently occurring pedagogical activities in their class. Table 3 displays students' responses to survey questions regarding various issues for the teaching of poetry.

Table 4

Students' Responses to Survey Questions (n=320 Undergraduate Students)

Sr No	Question Items	Emerging themes		
		Yes	Not Sure	No
(iv)	Could you list the most frequently occurring pedagogical activities in the teaching of poetry in your class?	41%	33%	26%
(v)	Do you feel confident about your understanding of poetry?	37%	41%	22%

So increasingly it seems in Table 3 that while 41% of the students can name the most frequently occurring pedagogical activities in the teaching of poetry in your class, only 37% still feel confident about their understanding of poetry. Soteachers should encourage them to be confident about understanding of poetry.

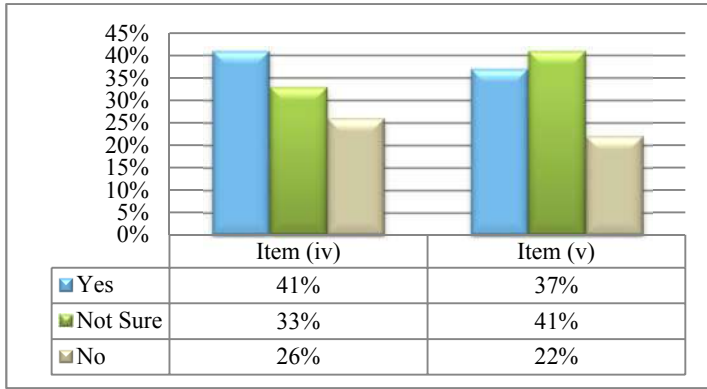


Figure 4. Students’ responses to survey questions (n=320 undergraduate students).

The resource materials focus on developing students’ poetry analysis skills and provide guidelines on how to approach a poem and develop critical responses to it. It is intended for use by literature in English teachers either as a learning task in the class or as supplementary materials to promote self-directed learning and extend students’ learning beyond the classroom. The materials consist of two sets, each with the student’s copy and teacher’s notes. The student’s copy includes handouts and worksheets for students, while the teacher’s notes provide teaching steps and ideas, as well as the suggested answers and resources for teachers’ reference.

Table 5

Students’ Responses to the Most Effective Class Resources for Enhancing their Understanding of Poetry (n=320 Undergraduate Students)

SN	Survey question	Percentage of Respondents		
		Dramatic play	Teacher’s notes	Poetry textbook
(vi)	Which are the most effective class resources for enhancing your understanding of poetry?	53%	26%	21%

Table 5 displays students' responses to survey question (vi) regarding various issues for the teaching of poetry. Most of them (53%) wrote about poetry positive experiences with drama, music and painting. Some of the students (21%), however, mentioned negative experiences in memorizing and reciting poetry in the textbook in front of the class, as well as 26% trying to figure out the teacher's interpretation in their notes.

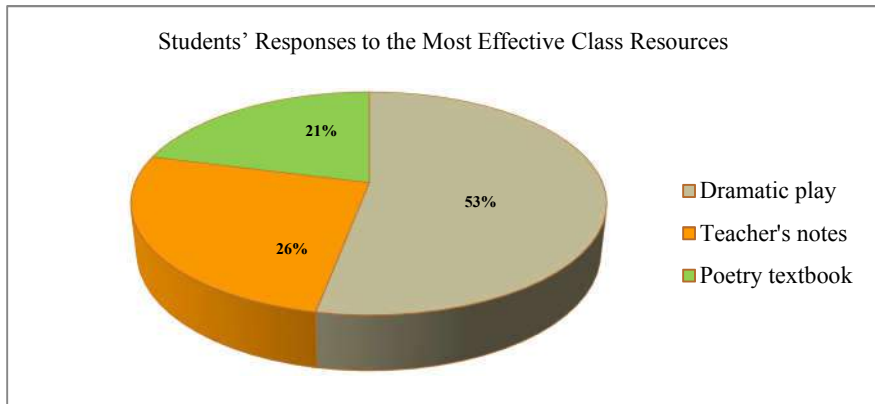


Figure 5. Students' responses to the most effective class resources for enhancing their understanding of poetry (n=320 undergraduate students).

Benefits of dramatic play mentioned by the students are having relief from emotional tension, feeling powerful, using social interaction skills, having language development, using symbols and sorting out fantasy and reality. Most of the students, through questionnaire responses, made positive comments about the value of dramatic play as a means of teaching poetry in tertiary education.

Table 6

Students' Responses to the Benefits of Dramatic Play for Enhancing Their Understanding of Poetry (n=320 Undergraduate Students)

Sr No	Benefits of dramatic play	Percentage of respondents		
		Agree	Not Sure	Disagree
(i)	Having relief from emotional tension	67%	13%	20%
(ii)	Feeling powerful	48%	33%	19%
(iii)	Using social interaction skills	79%	11%	10%
(iv)	Having language development	90%	8%	2%
(v)	Using symbols	35%	36%	29%
(vi)	Sorting out fantasy and reality	41%	22%	37%

According to the data, dramatic play teaches and encourages expressive language. Students are motivated to communicate their wishes to their peers and therefore must learn to speak from the perspective of their pretend roles.

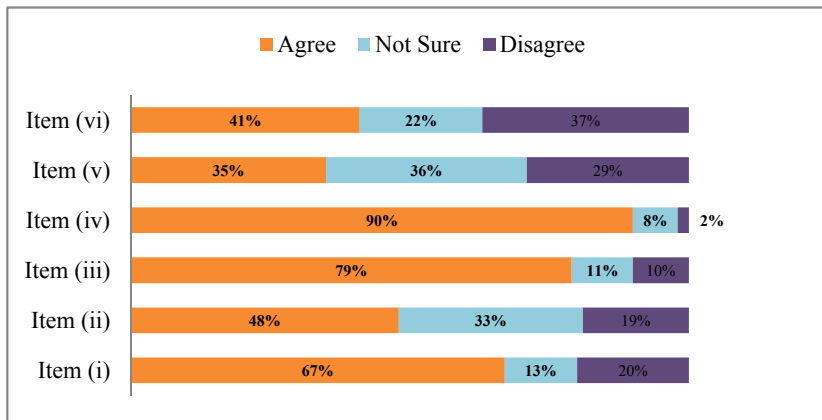


Figure 6. Students' responses to the benefits of dramatic play for enhancing their understanding of poetry (n=320 undergraduate students).

Results

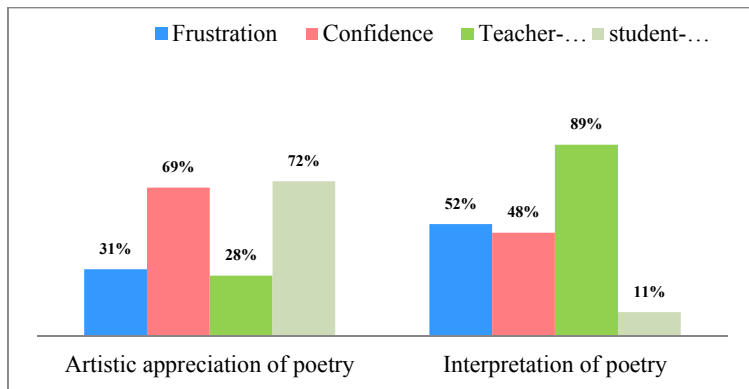
Dramatic play is a type of play where children assign and accept roles and act them out. It's pretending to be someone or something else. Someone different and new like a super villain, or someone well known and familiar like mom. Sometimes students take on real-world roles, other times they take on fantasy roles. Either way, it is a play that involves breaking down the barriers of reality and results in serious and natural learning. The involved educators in the reflective development through this research were not limited to a singular point of view or role. Figure 1 displays teachers' responses to survey question item (i) regarding general aims for the teaching of poetry at undergraduate level.

According to the data, 38% of teachers asserted their role to the development of aesthetic appreciation among their students, by stressing that their purpose was to help students appreciate poetry as an artistic and aesthetic medium to which they can relate perfectly. Aesthetic means the pleasant, positive or artful appearance of a person or a thing. Aesthetics is a branch of philosophy that examines the nature of art and our experience of it. An aesthetic experience could include a mixture of feeling, such as pleasure, rage, grief, suffering, and joy. In addition, 18% of teachers felt their purpose was to explain poems to their class and to help prepare students by supplying various notes and questions on selected poems. However, these teachers reported that this technical focus had a subversive effect on the fulfillment of their primary target in the aesthetic appreciation of poetry. They (14%) also affirmed that their prime aim was to sensitize students to the pleasure of appreciating a high literary genre, by helping them better understand themes, structure and imagery. 17% of the teachers said that what they wanted for themselves was to foster a passionate form of engagement with poetry and to cultivate a lifelong love of poetry to their students.

Table 7

Teachers' Responses to Pedagogical Activities in Teaching Poetry

S N	Teaching poetry	Pedagogical activities	Responses			
			Feeling		Approach	
			Frustration	Confidence	Teacher- centered	student- centered
1	Artistic appreciation of poetry	Dramatization, music and painting	31%	69%	28%	72%
2	Interpretation of poetry	Memorization, recitation, interpretation	52%	48%	89%	11%

*Figure 7. Teachers' responses to pedagogical activities in teaching poetry.*

Students stressed that they felt frustrated towards what they realized as the equivocal nature of poetry, with 52% of them assuring the difficulties of the correct way to understand the multiple meanings of a poem. It was evident, too, a modest sense of dependency on the part of both teacher and student for pre-scripted responses to questions about interpreting the poetry, with time constraint being cited as the primary reason in this tendency. Approximately 69% of the students asserted themselves with greater confidence about their understanding of poetry and cited teacher's

notes as the primordial cause for this sense of self-confidence. Support for the use of dramatic play was also evident in the responses, with students citing this student-centered teaching strategy (72%) as the most effective class resources for enhancing their understanding. Pretending a play can take on multiple forms, and while pretending may just look like “playing”, it is integral to the developmental learning process. It should be encouraged, and students need lots of opportunities to engage.

Discussion

In qualitative research reliability refers to the extent to which findings from a study can be replicated. As Merriam (2002) put it, ‘Reliability is problematic in the social sciences simply because human behavior is never static, nor is what many experience necessarily more reliable than what one person experiences’. As the current study is qualitative in nature, the findings are inevitably specific to the particular time and place and they cannot be applied to a wider population or to different contexts. Moreover, despite being impossible to produce generalizable results, this qualitative study achieved to obtain in-depth knowledge about teachers’ experience of teaching poetry through dramatic play. The aim of the research was to investigate the teachers’ views and perceptions of their role in developing an aesthetic appreciation of poetry by encouraging engagement, interest, enjoyment and inspiring a love of poetry into their students with the use of dramatic play. There were some teachers who appeared more concerned about the standardized approach to poetry analysis in which the lowest level of aesthetic development appears to be well situated rather than a sincere reflection on the poem’s overall aesthetic unity. In this case, students deal with the literal meaning of the verse and the technical analysis of form, rhyme-scheme, mood, tone, etc. However, there were a lot of teachers who attempted to develop students’ emotional and subjective sensibilities. Thus, they have succeeded, through dramatic play, in providing space for a more aesthetic approach to the teaching of poetry. The use of dramatic play, as reported above by students, evidences its significance as a teaching strategy in expedient access to the meaning of the poem. Moreover, some students reported a need for teacher’s notes and

poetry textbook in which meaning is transparent and clearly defined. It is widely recognized that enthusiastic teaching based on a wide range of teaching and learning strategies is the key to keeping students engaged in poetry lessons (Hennessy, Hinchion, & McNamara, 2010). If students only read poetry, their approach to it is often superficial and they might not adequately notice important aspects that are hidden between the lines. Students need to experiment with non-verbal communicative aspects of language (body language, gestures, and facial expressions), as well as verbal aspects (intonation, rhythm, stress, slang, and idiomatic expressions), when analyzing and interpreting poetry. Dramatic play holds the potential to enhance students' subjective understanding and leads to an active exploration of the emotional and imaginative aspects of the poem (Neelands, 1999). Dramatic play is essentially improvised in nature. Drawing on the elements of drama, it enables students to create and inhabit a fictional world for the experiences, insights, emotions and understandings (Machado, 2010). Besides, it encourages students to bring their interests and personalities, their 'cultural capital', to the learning process so that they can become actively involved and personalize their knowledge (Luongo-Orlando, 2010). Dramatic play helps student explore different roles and situations as they play with items and tools adults use in everyday life. The present research stresses the need to support teachers in their attempts to foster enhanced potential for the affective development of students through dramatic play. This study also acknowledges the notable challenges and obstacles that language teachers encounter in the teaching of poetry. Moreover, it underlines the existence of an aesthetic consciousness for poetry pedagogy amongst teachers which encourages dignified levels of students' intellectual and emotional engagement. It should be noted that there are concrete dangers to teaching the arts, especially in disciplines such as poetry which seek to cultivate aesthetic experience (Cockett & Fox, 1999). What is essential, in this regard, is that teachers need to get out of the traditional word-by-word focus on meaning, verbal inflection and figure of speech. Their role is not to impose authoritative interpretations but to develop individual responses, to be non-prescriptive, non-didactic. They should alternatively view the continuity of the poem as a whole, as though it were an oil painting. Teachers

themselves, in general, need to help students enjoy poetry's metaphors, sounds and images through dramatic play.

Recommendations

In conclusion, teachers need to put forth the necessary effort required to promote students' affective and aesthetic sensitivity while they try to find ways to streamline their work in a context of standardization and uniformity. It is also the responsibility of education faculties preparing future teachers to provide them with methods that will enrich and enliven their teaching. Teachers often steer clear of poetry fearing negative reactions because they are not confident about their ability to stimulate and encourage students on the pleasures of dramatizing, reading and writing poetry. The process of introducing poetry into the classroom can be fun, if this is done through movement, dramatic play and art. Enactment, enthusiasm and engagement with students, so as to enhance their self-concepts, allow teachers and students to overcome seemingly insuperable difficulties. Part of what poetry gives student is human connection and fresh ways of interpreting and translating images and signs. But even if poems don't have the strength to change the world, what they do is that they change students' understanding of what's going on in their world and can inspire them to be better human beings.

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Teaching Professionals' Opinions and Views on Experiences of Attending Academic Conferences

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Abstract

The academic conferences are the right place to meet the researchers working in the same area. This is the right place to learn how to present a research work to an audience who can help them by giving comments and asking questions. This research aimed 1) to investigate teaching professionals' perspectives about effectiveness of attending conferences on professional development and 2) to examine post-conference feelings for Myanmar university teachers who attend international conferences. In the recent study, a total of 266 teaching professionals' opinions about the impact of conferences on their professional development were investigated. Instruments of this research used to collect the data consisted of questionnaires and interviews. The descriptive statistics used to analyze the data was percentage. The results of this study revealed that the majority of the participating professionals developed positive feelings after

attending conferences. Overall, the evidence presented here was positive, highlighting a range of benefits that delegates report as a result of conferences. As for the post-conference feelings and the activities the participants are involved, more than half of the participants feel 'confident' as they return home relatively with more knowledgeable after conferences. The majority of the respondents stated that they feel motivated to go to conferences and feel more confident.

Keywords: Teaching professionals, Opinions and views, Experiences of attending conferences

Introduction

A major activity in the life of an academic is the professional conference. A conference is not just an avenue for scientists to present their research to the wider community, but it can be an important venue for brainstorming, networking, and making vital connections that can lead to new initiatives, papers, and funding, in a way that virtual, online meetings cannot. This is why conferences matter. Numerous profession-based events are held every year at both national and international levels, offering teachers and other professionals opportunities to learn, share and network – providing of course there is the appropriate institutional support for teachers to attend these. A recent study by Borg (2014) shows several perceived benefits for professionals who attend international conferences, principally: there is clear overlap between these advantages for professional development. These include in particular the potential for conference attendees to meet other professionals, and thus be exposed to and exchange new ideas.

The importance of conferences and participating in them in the visibility, consolidation and expectations is undeniable both at the professional, institutional, and personal levels. Conferences provide an opportunity for networking with peers who can answer questions. Borg (2014) suggested that conferences can show different techniques, teach problem-solving, and provide an opportunity to exchange ideas. Feelings of isolation can also be reduced by going to conferences. Conferences serve as a platform

for researchers and presenters to share their findings and experiences from their areas of interest. There has been some research on the significance of participating in conferences in different forms and the functioning (Borg & Alshumaimeri, 2012).

Literature Review

Conferences are very helpful to all teachers. According to Borg & Alshumaimeri (2012). They help every teacher learn more about their profession so that they can be more effective. The followings are advantages for the teachers who attend the conferences to share knowledge and improve their understanding of recent trends in their teaching on the selection and implication of conference themes (Harrison, 2010). Academic Conferences will also assist the teaching and learning more effective because all the students will have and ease any issues in the classroom will no longer become distractions to students.

1. Getting feedback on an early version of one's latest work

Presenting at a conference can be nerve-wracking, and participants might be tempted to fall back on the same presentation that they always give because they know that it's safe. But if they do this, they will be missing out on one great benefit of conferences: the chance to get feedback from experts on early versions of their work. Participating professionals can use their presentation time to talk about preliminary results from their most recent experiment, and the feedback they get from their audience can help them to anticipate reviewers' comments when they try to get it published. Alternatively, they could present their well-established work, and then at the end, they could throw out some ideas they have for future experiments and get feedback on these. A conference presents the chance to see a whole room full of world experts in their particular field, so there is no better chance to get their work in front of these people and have them candidly discuss its strengths and weaknesses.

2. Getting to know other people in the field

One of the biggest benefits of attending a conference is getting to know other people in their field. They have talked before about how conferences are a key opportunity for networking. Networking is very important for job hunting, obviously, but having a big network benefits them in other ways too. Maybe participating professionals will need advice from an expert in another field, or they will want to ask someone to come and give a talk at their institution, and this is easier when they have a network to reach out to. It is also helpful to have support from people who are at a similar stage in their careers to them and can empathize with the problems and struggles which they go through at work.

3. Hearing about the latest research

If participants want to know about the very latest findings in their field before they are even published in journals, then a conference is the place to be. Many researchers will present preliminary findings or work which has not yet been published at a conference. Of course, they should not take every claim they hear at a conference to be accurate until they are able to look through the methodology and findings for themselves, but this is a great chance to get a peek of what other people are working on. These ideas can be great inspiration for their own research.

4. Improving one's presentation and communication skills

Soft skills are important for every career and in academia or research, then the skills in presentation and communication are particularly important. Fortunately, conferences give participants the chance to practice these skills. Rehearsing for giving a talk or poster presentation will make them more comfortable in front of an audience, and participants will learn things like the speed at which they should talk and the amount of detail which they need to give in their explanations. Answering questions after the presentation and chatting with other attendees will help them on communications skills.

5. Visiting a new place and have fun

Finally, it should not be overlooked that attending a conference is good fun. Although a conference is unequivocally a work event more than a leisure one, it can still be enjoyable. Travelling to a new place is a big part of the appeal of a conference, meaning that participants get to see a different city, eat new food, and see some local landmarks or tourist attractions. They might even try out learning a little bit of a new language. They will also have the chance to attend social functions as part of a conference, such as dinners, trips, or parties. Sometimes these events can be formal or dull, but very often they are relaxed, friendly affairs. With the opportunity to meet other academics with similar interests to them, they can enjoy the company of others and they might even make some good friends.

6. Meeting the academic heroes

If there is a participating professional whose work attendees admire, it can be both inspiring and educational to meet them and to talk to them directly. If one of their academic heroes is speaking at a conference, this could be their perfect chance for them to meet those academic heroes.

7. Engaging in high-level debates and refine one's ideas

There are few things better for developing ideas of professionals that participating in a well-spirited debate. Listening to and participating in lively discussions at conferences can give them new ideas, help refine their existing concepts, and maybe even change their mind about some key issues in the field. In a conference setting, one should always retain a certain level of humility and be receptive to.

8. Adding to CV

Attending a conference is definitely something that should go on CV, especially if participating professionals have given a talk or poster presentation. It shows potential employers or grant-awarding bodies that

they are engaged with their field and are taking an active part in communicating with other academics. If they have done it, flaunt it.

Research Objectives

In this study, this paper aims to explore the Myanmar university teachers' opinions and views on experiences of attending academic conferences. The objectives are:

1. To investigate teaching professionals' perspectives about effectiveness of attending conferences on professional development, and
2. To examine post-conference feelings for university teachers who attend international conferences.

Methodology

1. Research Design

In the recent study, a total of 266 teaching professionals' opinions about the impact of conferences on their professional development were investigated.

2. Instruments and Procedures

The study covered a sample of 266 university teachers who attended international conferences. The data were collected through questionnaires and interviews both in paper and online. Categorical data were also presented as frequencies and percentages in tables to be simplified large amounts of data.

3. Data Collection and Data Analysis

Academic conferences, an integral part of the scientific community, are a platform for researchers to share their most recent findings with their peers and to reinforce a healthy discussion between researches from various backgrounds and fields of study. There are many obvious reasons for attending conferences. In this study, teaching professionals' opinions and views on experiences of attending academic conferences were investigated by using a quantitative approach.

Results

Table 1

Questionnaire Responses of the Teaching Professionals on the Main Reasons Teachers Attending Conferences (n=266)

Sr No	Main reasons	Responses			Feeling	
		Agree	Not Sure	Disagree	Positive	Negative
1	Through attending conferences teachers can update their knowledge on the latest research.	81%	17%	2%	94%	6%
2	Through attending conferences teachers can learn new techniques and methods utilized in the field.	83%	14%	3%	91%	9%
3	Through attending conferences teachers can familiarize themselves with the most recently released teaching materials.	55%	26%	18%	79%	21%
4	Through attending conferences teachers can establish professional networks in local and international arena.	72%	18%	10%	87%	13%
	Avg	72.75%	18.75%	8.5%	87.75%	12.25%

According to the data, there is no doubt about publication when participants attended a conference. Conference proceedings are always a good way to have the research published and indexed. They also have the opportunity to publish other research in one of the journals. 83% of the teachers agree that they will hear new techniques, new types of equipment, unpublished data, or learn from thought-leaders that attendees may not have known previously. Moreover, participants will meet new researchers,

build relationships, make friends, network collaborations, learn new culture, able to upgrade their work and try to help students. At a conference, 72% of the participants agree that they will be able to work together with professionals from different backgrounds and fields of study. When they build their professional network, conferences can become the best place to connect with professionals in their field. By attending conferences, 81% of respondents accept that teachers are able to update the most recent information on their newest and latest research. Because presenting a paper, one of the main objectives of an academic conference participant, is the chance for the researcher to present a paper in front of colleagues of the same or similar fields of study and be able to receive positive feedback and constructive criticism about their research. Exchanging ideas on fields of interests is to seed the links for future collaborations around the world.

Table 2

Responses of the Teaching Professionals on the Opportunities of Conferences Provide to Teachers Attending Conferences (n=266)

Sr No	Opportunities of Conferences	Responses			Feeling	
		Agree	Not Sure	Disagree	Feeling confident	Feeling isolation
1	Conferences can show different techniques.	75%	15%	10%	84%	16%
2	Conferences can teach problem-solving.	84%	15%	1%	81%	19%
3	Conferences can provide an opportunity to exchange ideas.	90%	6%	4%	82%	18%
	Avg	83%	12%	5%	82%	18%

In the study, 90% of participants show that conference is a place where not only may conference attendance learn things from different subject areas of study, but they also have many sessions for professional development and career advice. Chances are, wherever they come from many different sub-fields of study if they go to a conference a single broad topic makes

the attendees unite, and many projects will be multidisciplinary. They agree that teachers will be able to solve their problems concerned with teaching subjects and conducting researches after attending conferences (84%). Therefore, the university teachers get more confident when they work on-going processes on their newest study using new different methods and strategies.

Table 3

Questionnaire Responses of the Participants' Opinion on the Effectiveness of Attending the International Conferences (n=266) (Source: Harrison, 2010)

Sr No	Effectiveness of attending the international conferences	Responses		
		Agree	Not Sure	Disagree
1	Get feedback on an early version of one's latest work	60%	31%	9%
2	Get to know other people in the field	67%	28%	5%
3	Hear about the latest research	81%	12%	7%
4	Improve one's presentation and communication skills	90%	8%	2%
5	Visit a new place and have fun	76%	4%	20%
6	Meet the academic heroes	77%	20%	3%
7	Engage in high-level debates and refine one's ideas	79%	12%	9%
8	Adding to CV	80%	16%	4%
	Avg	76.3%	16.4%	7.3%

Only 60% of the participants agree that at a conference, participants have the opportunity to get feedback on their work from other researchers and may provide new perspective. Conferences are also a good way for people to meet someone at a meal, in the exhibit hall or wherever and within a few minutes, they can communicate with someone that could dramatically affect their professional career. Among the participants, 67% of them think that this is especially important for looking for collaborators, jobs' ideas, or committee members in some fields. Conferences make them become successful professionals in their fields and famous speakers among researchers and then get a chance to reduce their work stress. However,

77% of the participants agree that they will not only meet academic heroes in their field, but also some of the newest people. Conferences give them the opportunity to discuss these people face to face about their on-going process, and 58% think that they will receive some advice on how to elevate their own program. The greatest benefits of attending an international or professional conference are the opportunities to build the network and increase awareness of new trends happening in the area of interest. Some of the presenters shared cutting-edge research on entrepreneurship, marketing, organizational development, technology, commerce, and leadership. These research topics allowed learning about all of the new things that are developing in other countries while expanding current knowledge within the area of expertise.

Table 4

Interview Responses of the Teaching Professionals on the Post-Conference Feelings for Professionals Attending International Conferences (n=266)
(Source: Harrison, 2010)

Sr No	Perceived benefits for professionals who attend international conferences	Post-conference feelings		
		Feeling motivated	Feeling more confident	Feeling isolation
1	Conference attendees can meet other professionals.	69%	21%	10%
2	Conference attendees can be exposed to innovative ideas.	52%	40%	8%
3	Conference attendees can exchange new ideas.	31%	62%	7%
	Avg	51%	41%	8%

According to the interview responses, most of participants feel motivated by engaging with researchers from different geographical areas and same fields after attending conferences. Presenting the research, one of the obvious benefits for attending conferences is good practice in talking about what participants do with a variety of people from similar, related and completely different areas of study. 62% of participants get more confident about their work because attending conferences encourages them upgrade

professional development skills and gives them new perspective about their work on how to conduct their project differently.

Attending conferences, especially the international ones, gives the chance to listen to different opinions and trends in the field, provide with new techniques, new types of equipment, new data and new investigators. Conferences are highly exclusionary spaces for learning, knowledge production and dissemination, career development, and the formation of collaborations and partnerships for publications and research projects, sites where jobs are directly and indirectly advertised and secured, and sites of friendship, mentoring and all kinds of relationships. Furthermore, attending, organizing and being invited to speak at conferences are also expectations which are included in many promotions criteria and also in some hiring criteria (particularly for early career scholars who may not yet have a publication record). The role of conferences is often downplayed in practice and in research; amassing research and evidence on the impact of conferences on careers has resulted in a clear and irrefutable conclusion: missing out on conferences disadvantages academics in multiple regards.

The following figure demonstrates the teachers' opinion on the academic conference.

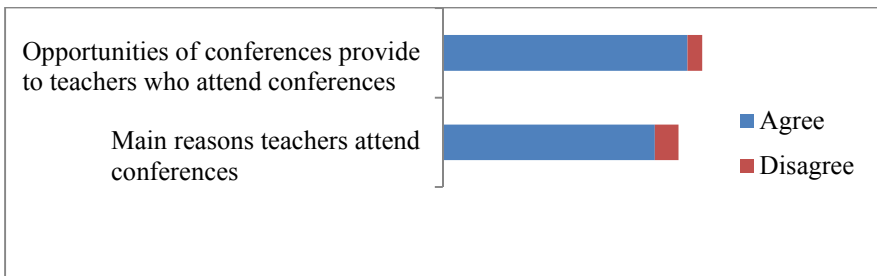


Figure 1. Teachers' opinions towards experiences of attending academic conferences.

According to responses, teachers can build networks with academic heroes and experts in the same or similar field of studies all around the world and to exchange opinions and ideas on recent advances and technological breakthroughs by attending an academic conference. In addition to expanding the knowledge that one has and upgrading performance in accomplishing institutional objectives, teachers believe that conferences bring together people who share a common discipline from different parts of the world, bringing different forms of ideas which build into something greater. Meeting new people with different cultures and dispositions enlightens the way of participants' thinking in field of study.

From figure 1 indicates that most of the participants agree on the benefit of attending the conference.

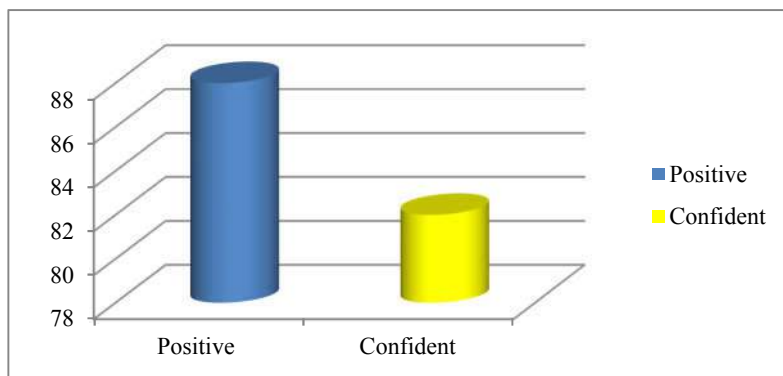


Figure 2. Teachers' feelings on attending conferences.

Attending academic conference is the best way for teachers to reduce stress from responsibilities at the university and discover different cities of the world. And socializing new people with different cultures and dispositions make teachers sharpen cognitive skills in field of study and change their attitudes into positive. In this study, teachers assume that participating in conferences make them a positive contribution to professional development. Therefore, participants get motivation to conduct new research and present their findings among other researchers. It is vital to find out what's new in their field of study to survive in an

academic discipline. Academic conferences will keep them updated on new findings that have taken place. This is in fact one of the major reasons why one should attend an academic conference. When one attends an academic conference he or she is sure to meet people of his or her same stature, mindset and goals. This is a motivational factor as one aspires to overcome fears and achieve one's dreams.

For students and researchers, academic conferences help to make research on a particular subject easier. They provide access to various research activities related to a particular subject with current findings and developments anticipated from them.

From the figure 2 indicates that most of the participants have positive feelings on attending conference. Some of them agree that attending the conference can build them more confidence.

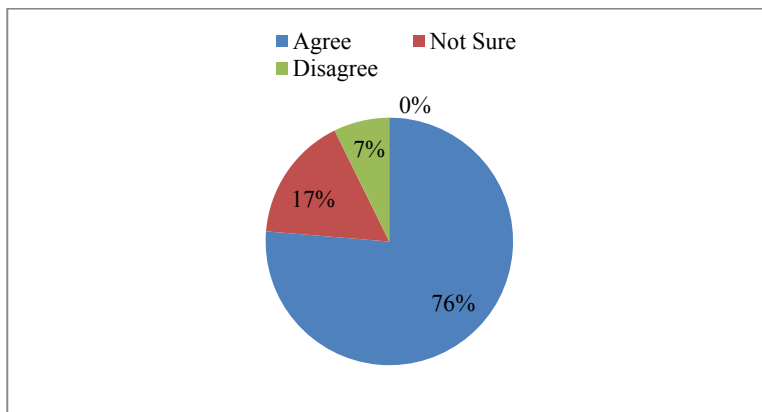


Figure 3. Teaching professionals' opinions on effectiveness of attending international conferences.

Networking is all about starting and building relationships, getting to know people, and trying to help other people. And, for a lot of people, knowing how best to do that at a conference or meeting is a learned skill. Participants agree that they can connect with new people in local and

international to learning new culture, techniques and information, sharing ideas and discussing previous findings to build the better ones. Moreover, most of teachers agree that they can practice to improve their presentation and they can establish their names in their field when they are invited as a speaker. Thus, teachers who attended international conferences get more effectiveness than people who didn't participate.

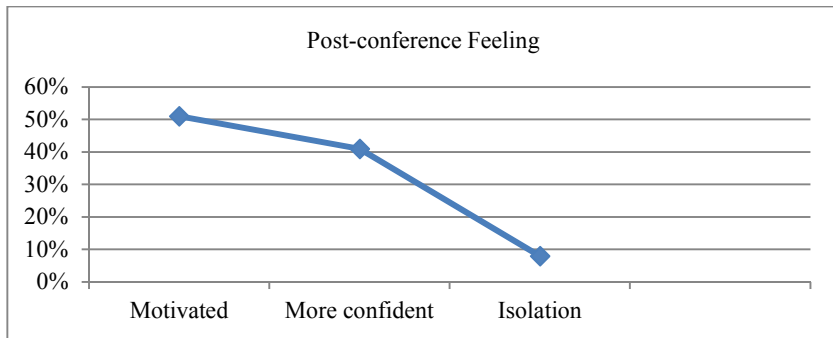


Figure 4. Post-conference feelings for professionals attending international conferences.

According to the figure, most of participants feel motivated after attending conferences because they can network with experts in different backgrounds and same fields and to build increase awareness of new trends happening in the field of interest. Presenters get more confident about their work because attending conferences encourages them upgrade professional development skills and gives them new perspective about their work on how to conduct their project differently. Finally, of course, conferences provide great opportunities to learn about the latest research in the field. Some conferences include workshops that teach valuable field-specific or more general skills (like science communication, applying for academic and non-academic jobs, getting papers published, etc.). Paying attention to the talks and posters that win prizes can help with making prize-winning presentations in the future.

Discussion

The present study has aimed to explore opinions of Myanmar university teachers on experiences of attending academic conferences. The findings confirmed that the main reasons to attend academic conferences are to get together to share new techniques and methods utilized in the field, interact and to discuss matters of professional interest. The results of this study showed similar outcomes compared with Borg (2015) and Malupa-Kim (2011) in the field. Their studies showed in a similar way that teachers get different techniques, learn problem-solving skills and find lots of opportunities to exchange ideas from conferences. Furthermore, this study showed that teaching professionals feel more confident to conducting recent researches and positive attitudes towards networking with other people in similar or same field and various backgrounds in related fields. Therefore, attending conferences is commonly the greatest way to create opportunities of mutual benefit, knowledge development and forms the main motivation for networking, conducting newest work and presenting their own findings. The researchers will be able to study about the future research trends from the invited talks and presentation. Therefore, disseminating and sharing work, discussing research with colleagues and getting feedback on presented on work make an active contribution that can impact not only on communication of subject information, but also on needs of individual presenters, their employing institutions, and those that fund their work.

Recommendations

For any student or researcher, there are many benefits to attending an academic conference such as sharing research, learning about new topics, and meeting fellow researchers. So, it is important to do some research when planning to attend a conference. Conferences are not only about speeches and lectures. Of course, these are important. However, there are many other benefits of attending a conference. The participants can argue that reading a scientific journal can provide them with most of these, but an insight that comes directly from the researcher may just have additional findings and notes that may have not been in their publications.

1. Networking

Academic conferences help attendees network and meet researchers and scholars not only from the same field of study, but also those from related fields. This gives them a broader perspective on their work, and they will be able to see how the different areas interconnect to bring about a substantial finding. Meeting new people also means that they make new business connections, and these may prove quite beneficial when they have a new research project sometime in the future.

2. Learning

One of the other main reasons for organizing such academic conventions is the learning factor tied to it. Just by attending them, participants get first-hand insight into certain industries and areas of study. Interestingly, much of the time, they have revolutionary moments at such conferences where they realize that a certain technique or process used in another field of study as common practices, may become the next novel breakthrough in theirs. Besides those moments of epiphany, they may also learn new things related to better safety management and laboratory processes.

3. Hone Skills

One of the main skills that participants will get to put into practice at an academic conference is the ability to present their findings with self-confidence and a developing a personal touch to the way they connect with the audience. By presenting at an academic conference, attendees are also gradually getting better at presenting research in “layman’s” terms, especially for those who are not quite familiar with field of research. When attendees listen to someone presenting their research, there are quite a few benefits as well. They may just pick up a few new skills and processes that they can incorporate into daily laboratory processes and optimize overall functions at the workplace.

4. Staying Updated

The best thing about academic conferences is that teachers are always ahead of the game. Since the main function of such convention of minds are all about sharing new findings, researchers would be the first to know what's happening and which advances are occurring across all fields that are of interest to them. Teaching professionals would also be up to speed on any possible technological advances, especially in terms of artificial intelligence and robotics and how they may play a part in their field of study. Besides that, they would also get first hand access to the most updated basics at a laboratory, which are the standard procedures, laboratory management and ethics as well as the latest safety measures.

To sum up, thousands of professionals attend conferences around the world each year and such activity is assumed to make a positive contribution to these individuals' professional development and work. Evidence of what exactly those benefits is, though, scarce, and this article reports a study seeking to identify, from delegates' own perspectives, the impact that attending conferences has. Overall, the evidence presented here is positive, highlighting a range of benefits that delegates report as a result of conferences. Ways in which the impact of attending conferences can be even further enhanced are also identified and discussed in this research article.


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English Learning Strategies of Thai vs. Vietnamese Exchange Practicum Students: A Case Study


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Abstract

This research consisted of two purposes: 1) to investigate English learning strategies utilized by Thai vs. Vietnamese students, and 2) to explore relationships between English learning strategies used by Thai vs. Vietnamese students. The samples were 85 people including 42 second-year EFL English major students from Buriram Rajabhat University and 43 students from Hue University's EFL Vietnamese exchange practicum using the Toro Yamane Method (Yamane, 1973). Students enrolled in the English for Communication subject and were selected by purposive sampling method. The tool was the online questionnaire of SILL version 7.0 (Oxford, 1990). Quantitative data were analyzed using descriptive statistics. The study found that high-level social and metacognitive

strategies were used by both Thai and Vietnamese students. Thai students used affective strategies, memory strategies, cognitive strategies, and compensation strategies, respectively while Vietnamese students used compensation strategies, cognitive strategies, affective strategies, and memory strategies, respectively.

Keywords: English learning strategies, Exchange practicum students, SILL, Thai vs. Vietnamese, Teaching English

Introduction

In today's world, there are languages that people use over 5,000 languages around the world, and the language that is used the most is English, which is a universal language that people use to communicate in various areas such as economics, education, politics, government, and cultural exchange etc. Therefore, in developing countries, English education is important as Thailand is part of the Association of Southeast Asian Nations or ASEAN. In Thailand, started learning English since the reign of King Maha Vajiralongkorn King Mongkut's reign, 4th. The Ministry of Education has determined students to study English from kindergarten to high school with the period of learning the English language of Thai students over 10 years. But research found- that most students in Thailand still cannot use or communicate as well as they should in English.

According to Education First, the 2017 English language skills index was announced by the world-class English Language Institution (Yuktanan, 2017). The following is the study of the population's English language skills in 80 countries which do not use English as their primary language, and the findings are divided into five classes of nations: high, medium, low, and extremely low, which our Thai people were found to have poor English skills, ranked 64th in the world (from 88 countries around the world) and ranked 16th in Asian countries (from 21 nations) in which one year of Thai people fell to 11 in 2016 (Yuktanan, 2017).

Thus, Vietnam's education has three educational quality standards, namely 1) national leadership engagement, 2) in-depth courses, and 3) quality teachers, which significantly broaden the role of the country's top leaders in the education of the new generation. One of the few countries with far-sighted leaders engaged in the preparing of the new generation. Such educational systems are also built for the students to feel deeply about each subject's key thought and skills. Vietnamese students have been more than checking through multiple choices by written review, so they have to read more than 60 books a year. All Vietnamese students are paying a lot of attention to studying and learning all the time to train themselves to be ASEAN citizens of quality. The Vietnamese government implements the five-level education system: pre-school, elementary, junior high school, senior high school, and vocational education. The Vietnamese government also supports the short training course on the labor market for people (Meuanpan, 2016). The testing English ability results of 21 countries in Asia in 2018, Vietnam was ranked to seventh while Thailand was sixteenth (Nardpradabt, 2018).

It is spoken, read, and written when the English language capacity is assessed. Thai people and Thai children will be ranked 53 in a total of 80 countries around the world where English is not a native language in everyday life and is the fifteenth of twenty counties in Asia. Although the test scores are better than neighboring countries like Laos, Cambodia, and Myanmar, they have lost several countries in the same region, such as China, Malaysia, Singapore, and Vietnam, and if Indonesia and the Philippines are allergic (Ramangkura, 2018).

Literature review

The researcher studied documents and research related to the research title English Learning Strategies of Thai vs. Vietnamese Exchange Practicum Students: A Case Study. Related research is as follows:

1. Definition of Language Learning Strategies

There were many definitions of the Language Learning Strategies according to their own ideas and beliefs, but in the provision of the various meanings will look like identical in two areas, namely the general characteristics of the learners and various techniques that learners used in learning, such as 1.1) techniques or tools that learners used in language learning (Rubin, 1987), 1.2) behavior patterns that can be observed and learners intend to use (Stern, 1983), 1.3) Any activities the learners perform to help and make learning easier, faster, more fun, more self-determined, more effective, and can connect knowledge to new situations more (Oxford, 1989), 1.4) Methods or techniques used by students in learning a second language which may be an expression of behavior such as pronunciation of words new vocabulary loud to remember that vocabulary or may be an idea, such as using context or guess the meaning of new words, etc. (Ellis, 1997), 1.5) learning process that the students intend to be used (Cohen, 1988), and 1.6) methods or procedures that make learning easy or more convenient is intentional and caused learning goals of the students themselves (Chamot, 2005).

2. The Importance of Language Learning Strategies

Language learning strategies were important for learning English as follows: 2.1) was a tool for developing communication ability (Communicative Competence) of learners (Lessard-Clouston, 1997) because language learning strategies are self-limiting participation tools, and this tool is necessary for the development of communication ability (Oxford, 1990), 2.2) A clear goal in helping learners improved their English language knowledge (Cohen, 1995) helped learners determine their own direction or learning methods. Self-directed, in which these characteristics do not require students to have instructors to give advice, especially when using language outside the classroom (Oxford, 1990), 2.3) Language learning strategies were important to learning English for two reasons: (1) The study of the learning strategies used by the students while teaching and learning so that the teachers understand Language learning process in met cognitive, cognitive, social and affective (2) able to train students with low grades, use learning strategies to improve their language

better (Chamot, 2005). For this reason, if a language teacher studies the use of language learning strategies of students at succeed in studying and suggest suitable learning strategies for learners who do not experience success, these learners will be able to develop their own language learning (Vajasat, 1990).

3. Types of English Language Learning Strategies

There were many types of language learning strategies mentioned below. Stern (1983) states that there were four basic strategies for good language learners: 3.1) Active planning strategy, learners choose their learning goals steps and participation in the learning process, 3.2) Explicit learning strategy learners pay attention to the linguistic characteristics of the language they learn by revealing or recognizing memory, and control their progress, and 3.3) Social learning strategy, students were trying to find opportunities to communicated in the language learning community that used that language to develop strategies to communicate and participate in the language actually, and 3.4) Affective strategy learners, participate in activities that resemble good attitudes, build morale, fight against obstacles, and solve emotional and motivation problems.

Rubin (1981) divided the learning strategies into two groups: The groups that help create direct learning and the groups that make indirect learning helps groups to learn directly. There are six strategies as follows: 1) Clarification, verification were to asked and got examples of words or expressions, 2) Guessing, inducing, inferencing were the used of context or words in other phrases or sentences words, key or sentences to guessed the meaning, 3) Deductive reasoning were summarized grammar rules using a comparison group on the end of a word, the same is true, 4) Practice were trying a new word alone or in combination with other words or practicing with mirror, 5) Memorization were to write down new words alone or in the context, 6) Monitoring were to corrected pronunciation, vocabulary, spelling, grammar, and the styles of oneself and others.

The group that indirectly has two strategies are as follows: 1) Creative opportunity for practice were an attempt to chatted with a friend, teacher,

foreigners who use English language or think of simulations to practice or test the use of language, 2) Production tricks were motivation or commitment to communicated by repeating the words to better understanding.

Oxford (1990) divided into two large groups, learning strategies, as well as Rubin (1981) by the studying techniques of direct strategies on strategies to indirect strategies as follows: 1) Direct Strategies were divided into three sub-groups as follows: (1.1) Memory Strategies were the creation of thought-related links such as grouping, association, relationship, or placing new words into the context, etc., (1.2) Cognitive Strategies were practice, such as repeated training, training audio, or writing systematically, analysis, and construction of structures, etc., (1.3) Compensation Strategies was a logical guess, such as the used of linguistic features, or other things to help guess, 2) Indirect Strategies were divided into three subgroups as follows: (2.1) Metacognitive strategies was to define learning as a center, such as reviewing, or linking prior knowledge, attention study planning, self-evaluation etc., (2.2) Affective Strategies were to reduced anxiety, self-encouragement, the transfer of feelings to others etc., (2.3) Social Strategies were asking questions, collaborating with others, sympathizing with other people, or friends.

In this research, the researchers choose to divide the types of Oxford (1990) because they cover the various issues proposed by many educators. In addition, Oxford (1990) also offers a questionnaire for English language learning strategies study abroad as well.

Research Objectives

1. To investigate English learning strategies utilized by Thai vs. Vietnamese students
2. To explore relationships between English learning strategies used by Thai vs. Vietnamese students

Methodology

1. Research Design

Quantitative data statistics were analyzed using descriptive statistics.

2. Population and Samples

2.1 Population

The total of population used in this research were 108 students including EFL second-year English major students, Faculty of Humanities and Social Sciences, Buriram Rajabhat University in the academic year 2018 and EFL Vietnamese exchange practicum students of Hue University – University of Foreign Languages.

2.2 Sample groups

The samples of the investigation were 85 people determined by utilizing the Taro Yamane Formula (Yamane, 1973). Buriram Rajabhat University's 42 second-year EFL English major students, and Hue University's 43 EFL Vietnamese practicum exchange students who have already enrolled in the field of English for Communication. They were selected using a purposive sampling method.

2.3 Variables

The Independent variables were Thai vs. Vietnamese students (EFL). Dependent variables were measured assessment by SILL questionnaire.

2.4 Area of the research

Buriram Rajabhat University, Thailand's area of this study. The duration for this research is from 1 June – 30 September 2019.

2.5 Content of the research

The scope of this research focuses on Thai vs. Vietnamese students' English learning strategies in the following topics 1) the education strategies for learning English, 2) the difference of English learning strategies, and 3) strategies Inventory of Language Learning (SILL).

2.6 Definitions of Key Term

2.6.1 English learning strategies refers to the guidelines or instructions for studying Thai vs. Vietnamese English.

2.6.2 *Thai students* refers to the EFL second year students who are studying in English major, Faculty of Humanities and Social sciences in the academic year 2018 at Buriram Rajabhat University, Thailand.

2.6.3 *Vietnamese students* refers to the EFL Vietnamese exchange practicum students who are studying in English major of Hue University - University of Foreign Languages, Vietnam.

2.6.4 *Buriram Rajabhat University (BRU)* refers to an open advanced education non-profit organization based in the medium-sized town of Buriram (10,000-49,999 inhabitants in the population), Thailand.

2.6.5 *Hue University - University of Foreign Languages (HU-UFL)* refers to the departments of all affiliated universities of Hue University in Hue City, Vietnam, merged with the University of Languages founded on July 13, 2004.

2.6.6 *SILL* refers to the Language Learning Strategies Inventory, version 7.0 created by Oxford (1990).

3. *Instrument(s) and Procedures*

SILL: Questionnaires Version 7.0 of Strategies Inventory of Language Learning developed by Rebecca Oxford (Oxford, 1990), which has been checking the quality of the instrument. Tryout runs with 30 EFL students, except the samples. Cronbach's alpha (Cronbach, 1951) coefficient by item and the overall questionnaire was equal to 0.96 period of September 2019.

4. *Data Collection*

The researchers developed an online questionnaire using Google Form of SILL 7.0 (Oxford, 1990). The SILL uses five-Point Likert-scale responses for each strategy (Likert, 1967);

Meaning	Opinion Levels
1 means	Never or almost never true of me
2 means	Usually not true of me
3 means	Somewhat true of me
4 means	Usually true of me
5 means	Always or almost always true of me

5. Data Analysis

Quantitative data statistics were analyzed using the percentage (%) Mean (M) and Standard Deviation (SD). Researchers usually discerned three strategic usage levels based on Oxford (1990) recommended frequency ranges.

Results

Table 1

The Overall of Six Parts of SILL between Thais vs. Vietnamese

Parts	Strategies	Thais			Vietnamese		
		M	SD	Meanings	M	SD	Meanings
1	Memory Strategies	3.26	0.78	Uncertain	3.49	0.96	Strongly agree
2	Cognitive Strategies	3.24	0.78	Uncertain	3.65	0.96	Strongly agree
3	Compensation Strategies	3.22	0.82	Uncertain	3.71	0.91	Strongly agree
4	Metacognitive Strategies	3.36	0.83	Uncertain	3.88	0.86	Strongly agree
5	Affective Strategies	3.32	0.82	Uncertain	3.57	0.95	Strongly agree
6	Social Strategies	3.52	0.93	Strongly agree	3.90	0.97	Strongly agree
	Total	3.32	0.83	Uncertain	3.70	0.94	Strongly agree

Note: M = mean; SD = standard deviation

From table 1; the total of six parts of SILL, Thais used social strategies (M= 3.52, SD= 0.93) the most, metacognitive strategies (M= 3.36, SD= 0.83), affective strategies (M= 3.32, SD= 0.82), memory strategies (M= 3.26, SD= 0.78), cognitive strategies (M= 3.24, SD= 0.78), and compensation strategies (M= 3.22, SD= 0.82) respectively. Vietnamese used social strategies (M= 3.90, SD= 0.97) the most, metacognitive strategies (M= 3.88, SD= 0.86), compensation strategies (M= 3.71, SD= 0.91), cognitive strategies (M= 3.65, SD= 0.96), affective strategies

($M= 3.57$, $SD= 0.95$), and memory strategies ($M= 3.49$, $SD= 0.96$) respectively.

Table 2

The Items Used to Identify High Memory Strategies

Items	Statements	Thais			Vietnamese		
		M	SD	Meanings	M	SD	Meanings
3	I connect the sound of a new SL word and an image or picture of the word to help me remember the word.	3.38	0.76	Uncertain	3.65	0.97	Strongly agree
1	I think of relationships between what I already know and new things I learn in the SL.	3.45	0.74	Uncertain	3.53	0.83	Strongly agree
2	I use new SL words in a sentence so I can remember them.	3.33	0.85	Uncertain	3.93	0.91	Strongly agree

From table 2, Thai students were talked about the connections between what they already known and new things they learned in the SL ($M=3.45$, $SD=0.74$) for memory strategies. They associate the sound of a new SL words and an image of the word to help them remember the word ($M=3.38$, $SD=0.76$), and remember new SL words or phrases by recalling their position on the screen, on the wall, or on a street sign ($M= 3.36$, $SD=0.91$). Thus Vietnamese students used new SL words in a sentence so that they can identify them ($M= 3.93$, $SD= 0.91$), they also revisited SL lessons ($M= 3.77$, $SD= 0.92$), and recall new SL words or phrases by recalling their location on the paper, on the board, or on the street sign ($M=3.67$, $SD=0.94$).

Table 3

The Items Used to Grade High Cognitive Strategies

Items	Statements	Thais			Vietnamese		
		M	SD	Meanings	M	SD	Meanings
11	I try to talk like native SL speakers.	3.52	0.80	Strongly agree	3.88	0.91	Strongly agree
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.	3.48	0.89	Uncertain	3.84	1.07	Strongly agree
12	I practice the sounds of SL.	3.45	0.92	Uncertain	4.02	0.94	Strongly agree

For cognitive strategies, from table 3, Thai students try to speak like native SL speakers ($M=3.52$, $SD=0.80$), watch SL language television shows spoken in SL or go to SL movies ($M=3.48$, $SD=0.89$) and practice SL sounds ($M=3.45$, $SD=0.92$) respectively. While Vietnamese students practice SL sounds ($M=4.02$, $SD=0.94$), they tried to speak as native SL speakers ($M=3.88$, $SD=0.91$) and watched SL language television shows spoken in SL or go to SL ($M=3.84$, $SD=1.07$) movies respectively.

Table 4

The Items Used to List Strong Strategies for Compensation

Items	Statements	Thais			Vietnamese		
		M	SD	Meanings	M	SD	Meanings
28	I try to guess what the other person will say next in the SL.	3.36	0.79	Uncertain	3.77	0.81	Strongly agree
25	When I can't think of a word during a conversation in the SL, I use gestures.	3.26	0.91	Uncertain	3.86	0.92	Strongly agree
27	I read SL without looking up every new word	3.21	0.81	Uncertain	3.37	1.05	Uncertain

By table 4, Thai students tried to guess what the other person will say next in the SL ($M=3.36$, $SD=0.81$), when they can't think of a word during a SL conversation, Thai students used gestures ($M= 3.26$, $SD= 0.91$), and to understand foreign SL words, Thai students make guesses ($M= 3.21$, $SD=0.78$) respectively. Thus Vietnamese students if they can't think of an SL word, they used a word or phrase that means the same thing ($M=3.88$, $SD=0.93$), when they can't think of a word in the SL conversation, they used gestures ($M= 3.86$, $SD= 0.792$), and they made guesses ($M= 3.79$, $SD=0.83$) respectively.

Table 5

The Items Used to Grade Strong Strategies for Metacognitive

Items	Statements	Thais			Vietnamese		
		M	SD	Meanings	M	SD	Meanings
31	I notice my SL mistakes and use that information to help me do better.	3.45	0.80	Uncertain	3.98	0.89	Strongly agree
32	I pay attention when someone is speaking SL.	3.43	0.86	Uncertain	4.05	0.95	Strongly agree
33	I try to find out how to be a better learner of SL.	3.40	0.86	Uncertain	4.02	0.86	Strongly agree

From table 5, for metacognitive strategies students in Thailand noted their SL errors and use this information to help them do better ($M= 3.45$, $SD=0.80$), pay attention when someone talks SL ($M=3.43$, $SD=0.86$), and think about their success in learning SL ($M=3.40$, $SD=0.77$) respectively. Moreover Vietnamese students paid attention when someone talks SL ($M= 4.05$, $SD= 0.95$), they are trying to find out how to be a better SL learner ($M=4.02$, $SD=0.86$), and they are curious about their success in SL learning ($M=3.98$, $SD=0.80$) respectively.

Table 6

The Items Used to Grade Strong Strategies for Affective

Items	Statements	Thais			Vietnamese		
		M	SD	Meanings	M	SD	Meanings
41	I give myself a reward or treat when I do well in SL.	3.50	0.89	Strongly agree	3.44	0.85	Uncertain
42	I notice if I am tense or nervous when I am studying or using SL.	3.48	0.77	Uncertain	3.77	0.97	Strongly agree
39	I try to relax whenever I feel afraid of using SL.	3.36	0.69	Uncertain	3.84	0.87	Strongly agree

From table 6, Thai students gave themselves a reward or treatment for their affective strategies when they are doing well in SL ($M=3.50$, $SD=0.89$), note if they are stressed or anxious when learning or using SL ($M=3.48$, $SD=0.77$), and try to relax whenever they were afraid of using SL ($M=3.36$, $SD=0.69$) respectively. Thus Vietnamese students encouraged them to speak SL even when they're afraid to make a mistake ($M=4.05$, $SD=0.75$), they tried to relax whenever they were afraid to use SL ($M=3.84$, $SD=0.87$) and saw if they were stressed or nervous when learning or using SL ($M=3.77$, $SD=0.97$) respectively.

Table 7

The Items Used to Grade Strong Strategies for Social

Items	Statements	Thais			Vietnamese		
		M	SD	Meanings	M	SD	Meanings
45	If I do not understand something in SL, I ask the other person to slow down or say it again.	3.67	0.98	Strongly agree	4.09	0.97	Strongly agree
46	I ask SL speakers to correct me when I talk.	3.64	0.88	Strongly agree	3.70	1.08	Strongly agree
50	I try to learn about the culture of SL speakers.	3.64	0.85	Strongly agree	4.26	0.76	Strongly agree

For social strategies, Thai students from table 7, if they don't understand something in SL, asked the other person to slow down or say it again (M= 3.67, SD= 0.98), tried to learn about the culture of SL speakers (M= 3.64, SD= 0.76), and asked SL speakers to correct them when they speak (M=3.64, SD=0.88) respectively. Thus Vietnamese students tried to learn about SL speaker culture (M= 4.26, SD= 0.85), if they don't understand anything in SL, asked the other person to slow down or say it again (M=4.09, SD=0.97), and asked questions in SL (M=3.84, SD=0.87) respectively.

Discussion

The following sections identify and analyze the study and survey findings in the following order of use of the six categories: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social categories. To facilitate it easier for these students to investigate and survey the use of language learning strategies. At the same time, the results of second year Thai students in English (EFL) and Vietnamese students in exchange practicum (EFL) are discussed. The outcome showed that both students from Thailand and Vietnam used the most social strategies and metacognitive strategies. Like Khamkhien (2011), Thais and Vietnamese students made the most use of compensation strategies and ranked fourth in the social strategies. While it was second for Vietnamese students and Thai students, the third used metacognitive strategies for both Thai and Vietnamese. The results of the six categories are as follows:

1. Memory Strategies

For Thai students, this strategy was placed in the fourth, while for Vietnamese students it was placed in the sixth. Thai students consider connections between what they definitely know and new things they learn in the subsequent language and they associate the sound of another SL word and a picture or image of the word to assist them with recalling the word. Vietnamese students utilize new SL words in a sentence so they can remember them and they audit SL exercises regularly. Something very similar for both Thai vs. Vietnamese remember new second language words or expressions by recollecting their area on the page, on the board, or on a road sign.

2. Cognitive Strategies

This strategy was positioned in the fifth for Thai students, while it was positioned fourth for Vietnamese students. Both Thai vs. Vietnamese students attempt to talk like native second-language speakers, they practice the hints of the subsequent language and watch second language TV shows communicated in the subsequent language or head out to films communicated in the subsequent language.

3. Compensation Strategies

This strategy was positioned sixth for Thai students and was positioned third for Vietnamese students. Thai students attempt to think about what the other individual will say next in the second language. Vietnamese students on the off chance that they can't consider second language word, they will utilize a word or expression that implies something very similar. However, both Thai and Vietnamese students make conjectures to comprehend new second language words and when they can't think about a word during a discussion in the subsequent language, they use motions.

4. Metacognitive Strategies

This strategy was positioned second for both Thai vs. Vietnamese students. Thai students notice their subsequent language missteps and utilize that data to assist them with improving, while Vietnamese students attempt to discover how to be a superior student of the subsequent language; however, both Thai vs. Vietnamese students focus when somebody is communicating in the second language and consider their advancement in learning the subsequent language.

5. Affective Strategies

This strategy was positioned third for Thai students, while it was positioned fifth for Vietnamese students. Both of Thai vs. Vietnamese students attempt to unwind at whatever point they feel terrified of utilizing the second language and notice on the off chance that they are tense or apprehensive when they are examining or utilizing the subsequent language; however Thai students give themselves a prize or treat when they do well in the second language, while Vietnamese students urge themselves to communicate in the subsequent language in any event, when they fear to commit an error.

6. Social Strategies

This strategy was utilized the most by Thai vs. Vietnamese students, and it was positioned first. Both Thai and Vietnamese students attempt to find out about the way of life of second language speakers and If they don't comprehend something in the subsequent language, they request that the

other individual lull or state it once more; however, Thai students ask second language speakers to address them when they talk, while Vietnamese students pose inquiries in the subsequent language.

Recommendations

Some proposals for future research are suggested as follows:

1. Implications

1.1 The discover will introduce to our students the characteristics of good learners and the language learning strategies of good learners, and seek to improve their understanding and use of these strategies. Therefore we give our students the widest possible selection of diverse and multiple language learning strategies.

1.2 The discover suffocating from past research uncovered that numerous factors were interrelated with the utilization of language learning strategies by the students. As researchers, we will likewise try to investigate the connection between every factor and utilize various techniques to utilize language learning strategies. When performing different analyses, we ought to likewise cautiously examine how these factors influence the language learning strategies of our student, and what different factors may impact their utilization of language learning systems.

1.3 While the effects of strategy training on language learning are not yet entirely definitive, the beneficial effects of language learning strategies have been confirmed by several studies. Such results show the need for ESL/ EFL learners to be given strategy instruction.

2. Further Studies

2.1 This research collected the data when the Vietnamese exchange practicum students went back to Vietnam, so we got the data slowly thus the future research should collect the data while the Vietnamese exchange practicum students are apprenticing at Buriram Rajabhat University for getting faster data.

2.2 This research used only the quantitative research form as the main tool for data collection. Future research may use the mix research methods together to get more complete data.

2.3 This research had investigated and surveyed English learning strategies of Thai students and Vietnamese students. The future research should investigate and survey with students from other countries at Buriram Rajabhat University such as Chinese or Cambodian students etc.

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English Communication Problems in Speaking and Listening of Hotel Staffs in Buriram


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Abstract

The objective of this study was to study the problems in speaking and listening of English communication of hotel staffs at Amari Buriram United. The samples used in this study were 30 staffs in Amari Buriram United, consisting of three departments: front office, housekeeping, food, and beverage. They were selected by purposive sampling method. The research instrument were questionnaires used to collect the data about the problems in speaking and listening. The statistics used to analyze were frequency, percentage, mean, and standard deviation. The results of the research revealed that regarding the listening problems, the overall problems were at the moderate level. When considering each item, the listening problems were; 1) they did understand the English sentences that

the foreign guests speak complicatedly, 2) they did not understand the accents of foreign guests, and 3) they could not catch the words when foreign guests speak English too fast. Regarding the problems in speaking, the overall problems were at the moderate level. When considering each item, the speaking problems were; 1) they cannot use correct English grammar, 2) they respond with words by words, and 3) they cannot speak with the complete sentence. So that, the staffs at the hotel should take course in speaking and listening skills and practice through the foreign guests or other staffs. They should improve their grammar to develop English skill.

Keywords: Amari Buriram United, English communication, Listening, Speaking

Introduction

English is an international language and an important tool that has been used to communicate with the global community without limitations. English is a tool for disseminating and sharing information in various fields. Consequently, the development of the country in all respects, in order to be progressive and equal to other countries in the world, is important in order to improve the capacity of the population of the country to have the information and the ability to communicate in English. Thailand has always been aware of the importance of using English.

In the global society, learning foreign languages, especially English, is vital important to daily life because the foreign languages are regarded as an important tool for communication, education, seeking knowledge as well as creating understanding of cultures and visions of the world society (The Ministry of Education, n.d., p. 252). Therefore, in order to provide students with the desired characteristics in accordance with the basic education curriculum, the curriculum emphasizes the importance of teaching and learning by students. It is therefore the most important thing that all learners have ability of learning and self-development via the teaching-learning process, aiming to enable the learners to develop

themselves at their own pace and to their full potentiality (Office of the National Education Commission, n.d., p. 10).

The tourism industry is a service industry with large-scale business. If hotel staff are unable to communicate with guests staying at the hotel, there can be difficulties in communication between staff and guests. Communication in English is essential in acting as a medium of communication. English communication is critical for hotel staff employed in the tourism and hotel business sectors (Chachana, Chiowchan, & Thongnen, 2017). However, the importance of the English language of the Thai workers in the receptionist role of the hotel is still difficult to communicate in order to serve foreign clients, which means that the service is not as successful as it should be (Chaiyapantoh, 2008).

Researchers are interested in studying the English communication problems in speaking and listening of staffs in Amari Buriram United, Muang Sub-district, Buriram Province. Visitors to all past events are Thai and foreign tourists. The researchers therefore perceived the importance of the hotel staffs. It is necessary to use English to communicate with foreign guests, especially when speaking and listening to English communication.

Literature Review

Chaiparn, Promkaew, & Seenak (2013) studied Factors Affecting the fourth Year English for International communication Students' Anxieties in Speaking English. This research aimed to study factors affecting speaking English anxieties and to study the level of speaking English anxieties of students studying in the English for International Communication (EIC) program. The population was 78 fourth year students studying in the EIC program. The instrument used for data collection was a three sectioned questionnaire. Data were analysed for percentage, mean and stand deviation. The findings of the study indicated that: Factors affecting anxiety in the English-speaking of 4th year students studying in English for International Communication program indicate that

students have anxieties if they do not pass English speaking courses is at a high level. Levels of anxiety in the English-speaking of fourth year student is at a high level too.

Nawarattanaporn (2014) studied an Analysis of Needs, Problems, Ability, and Forma in Using English Oral Communication Hotel Front Office Staff in Muang district, Loei Province. The purposes of this research were: to identify the needs, problems, abilities and forms in using English for oral communication of hotel front office staff in Muang District, Loei Province. Participants in this study were 43 front office staff from 20 hotels and resorts in Muang District, Loei province. The research instruments used was a five-rating scale questionnaire and an English capability measurement. A mixed methodology was applied with both quantitative and qualitative studies. Quantitative collected data was analyzed by descriptive statistics and a sample t-test while other qualitative data were analyzed by content analysis. The research revealed the results in using English for oral communication at the significant level .05 as follows: 1) Needs were mostly at the high level significantly different. 2) Problems were mostly at the high level significantly different. 3) Communicative abilities were mostly at the moderate level significantly different. 4) Forms and situations were mostly different. In addition, the important research results reflected that the hotel front office staff did not properly understand English and had social and cultural difficulties. The informal language forms were mostly used. Therefore, the developing guide line, the English oral communication as well as cultural training courses for English speaking countries should be provided to improve the potential of front office staff and organizations for offering sustainable services in the future and to prepare the readiness for ASEAN Community in the year 2015.

Kalasin (2014) studied Needs and Problems of English Use among Thai Hotel Front Desk Staff in Tourist Attractions of Southern Thailand. The findings revealed that the needs of four English language skills were rated at the high level indicating that listening and speaking were mostly needed listening to customers' inquiries and in welcoming, greeting and leave

taking. Reading and writing followed closely specifically in reading and recording customers' information. The comparison showed that the staff in Phuket and Samui needed to use English significantly more than the staff in Hat Yai due to the large number of foreign customers using English to communicate. Comparatively, the needs for English in Hat Yai were lower than the other areas due to the high number of customers that did not use English as their primary language of communication. In terms of problems in using English. It was found that the perceived problems in using the four skills were moderately serious. Among these. Listening skill was ranked first followed by reading, speaking and writing. The most serious problems included not being able to 1) listen to different English accents 2) to take telephone messages 3) to read short notes or messages and 4) to pronounce English words correctly. The comparison showed that the staff in Phuket faced problems in using the four English skills significantly more seriously than the staff in Hat Yai and Samui. This may be due to the variety and number of customers. Unlike Hat YAI and Samui, Phuket has many different nationalities of customers who speak different English accents. It is likely that the staff in Phuket face more serious problems in their communication.

Kosashunhanan (2016) studied the use of English for communication by Thai Engineers: case study of Japanese companies at Amata Nakorn industrial estate. The research findings reveal that most of Thai engineers who answered the questionnaire had a bachelor's degree. With working experiences from 1 to 5 years and they were in operational level. The frequency of the English usage was every day. Reading was an English communication skill that was mostly used by reading electronic mail and information from the internet. Then it was followed by listening skill that was performed when engineers attended meeting, contacted their boss. Experts or customers as well as listened to other sources such as radios, televisions and CDs. The engineers also performed their writing skill when they wrote business letters in a form of the electronic mails. The final skill that was mentioned was speaking. A chance to speak English in the workplace was rare. Only during meetings when Thai engineers did a

presentation. In terms of participants' position, in general employees in Higher or Executive level had more chances to use English, especially for reading and writing skills. In terms of the frequency, the findings show differences in the frequency of English usage among those engineers. The level of their English performance was also different according to their ability in listening, reading, speaking and writing. The problems and obstacles in using English for communication were lack of vocabulary and grammar comprehension. They could affect Thai engineers' English reading and writing skills.

Chachana et al. (2017) studied English Communication Problems of Receptionists at Hotels in Nan in Foreign Tourists' Perspective. This study aimed to investigate English communication problems of receptionists at hotels in Nan in foreign tourists' perspective. The subject of this study were convenience sampling of 30 foreign tourist who stayed at hotel Nan. The research instrument was a questionnaire. The data collected were analyzed by using percentage, mean and standard deviation. The findings indicated that the overall English communication problems of receptionists at hotel in Nan in foreign tourist' perspective were at high level. Most of speaking skill problems were problem in speaking English with a foreign tourist by telephone, problem in giving enough information about hotel and tourism and problem in speaking complete sentences, respectively.

Research Objective

To study the English communication problems in speaking and listening of staff at Amari Buriram United

Methodology

1. Research Design

This research was a survey research design by conducting a questionnaire to collect the data of the problems in speaking and listening of English communication of staff at Amari Buriram United. This design was chosen to meet the objective of the study that was to study the English

communication problems in speaking and listening of staff at Amari Buriram United.

2. Population and Samples

The populations used in this research were 70 staff members in Amari Buriram United, consisting of 1) Finance officer 2) Human resources 3) Food and beverage 4) Front office 5) Housekeeping 6) Engineering 7) Sales 8) Operations. The samples were 30 staffs of Amari Buriram United. The samples were 30 staffs from three departments: front office 8 persons, housekeeping 14 persons and food and beverage 8 persons. They were selected by purposive sampling. The staffs in this department has the opportunity to use speaking and listening skills.

3. Instrument and Procedures

The research instruments used were the questionnaires. The questionnaires consisted of three parts: the first part was about the personal information of the samples. In this part, the samples were required to answer the questions about gender, department, year of working in this career, age, education level, taking English course before, the second part was about the form of check list., consisting of questions about English communication problems, and the third part was about suggestions and opinions. In this part, the respondents wrote the suggestions about English communication problems.

The researchers reviewed the literature on how to construct the questionnaires as defined by Linker's method or five rating scales. The researchers constructed the draft questionnaires in both Thai and English version. The researchers proposed the advisor the questionnaires to check the correctness and appropriateness. The researchers revised the questionnaires according to the advisor's suggestions and comments. The revised questionnaires were examined by the three experts to check correctness and appropriateness. The researchers calculated the IOC index, and choose the topic with the IOC index between 0.5 - 1.00 for the questionnaires. The total scores from the three experts were 0.95.

4. Data Collection

The questionnaires created by the researchers were used to collect the data as follows:

1. Make a request to cooperate with the Human Resources Manager of Amari Buriram United to request permission and request cooperation in the research, and data collection.
2. Receive a response form for cooperation in research studies and conduct date and time appointments to collect data collection.
3. The researchers brought the questionnaires to collect data with the staffs in the hotel. The researchers collected data after answering all questionnaires.
4. When the data collection is complete, take the questionnaire to check the completion of the answer. Collect to continue analyzing the data.

5. Data Analysis

The researchers used descriptive statistics which consisted of frequency, percentage, mean, and standard deviation in order to analyze the collected data of the problems in speaking and listening of English communication of staff at Amari Buriram United. The average scores of the factors and the problem criteria with five-rating Likert's scale were used to analyze the data as follows:

4.51 - 5.00	means	most
3.51 - 4.50	means	much
2.51 - 3.50	means	moderate
1.51 - 2.50	means	less
1.00 - 1.50	means	least

Results

The findings were presented in line with research objectives as follows:

Table 1

General Information of the Samples

1. Gender	Frequency	Percentage
1.1) Male	6	20.00
1.2) Female	24	80.00
Total	30	100
<hr/>		
2. Department		
2.1) Front office	8	26.70
2.2) Housekeeping	14	46.70
2.3) Food and beverage	8	26.70
Total	30	100
<hr/>		
3. Age		
3.1) 20-24 years	14	46.70
3.2) 25-29 years	6	20.00
3.3) 30-40 years	6	20.00
3.4) 35-40 years	4	13.30
3.5) more than 40 years	-	-
Total	30	100
<hr/>		
4. Year of work experience		
4.1) 1-5 years	24	80.00
4.2) 6-10 years	5	16.70
4.3) 11-15 years	1	3.30
4.4) 16-20 years	-	-
4.5) more than 20 years	-	-
Total	30	100

Table 1 (continued)

5. Education level		
5.1) High school	9	30.00
5.2 Bachelor's degrees	21	70.00
5.3 Higher than bachelor's degree	-	-
	Total	30
		100
6. Taking English course before		
6.1) Yes	2	6.70
6.2) NO	28	93.30
	Total	30
		100

From the Table 1; the findings showed that most of the samples were female 24 persons (80.0%) and male 6 persons (20.0%). The department were housekeeping 24 persons (46.7%), followed by front office and food and beverage were the same number at 8 persons (26.7%). Maximum age of samples were 20-24 years 14 persons (46.7%), followed by 25-29 years and 30-40 years were in the same number at 6 persons (20.0%). The maximum year of work's experience were 1-5 years at 24 persons (80.0%), followed by 6-10 years at 5 persons (16.7%). The most of education level of samples were bachelor's degrees 21 persons (70.0%) and high school 9 persons (30.0%)

Table 2

Listening Problems of Hotel staffs

Listening Problems	M	S.D.	meaning
1. I have a problem to understand dialogs on the telephone calls.	2.83	0.83	moderate
2. I have a problem to understand the accents of foreign guests.	3.70	0.75	much
3. I cannot understand when a foreign guest speaks English.	3.33	0.84	moderate
4. I cannot understand the slang words that foreign guests use.	3.43	0.77	moderate
5. I have a listening problem of English sentences that foreign guests speak easily.	2.97	1.00	moderate
6. I have a listening problem of English sentences that foreign guests speak complicatedly.	3.80	0.61	much
7. I cannot understand the meaning of vocabulary about the hotel when foreign guests speak.	3.37	0.85	moderate
8. I know a few words when foreign guests	3.43	0.97	moderate
9. I cannot catch when foreign guests speak English too fast.	3.57	0.82	much
Total	3.38	0.83	moderate

From the Table 2, the findings showed that listening problems were at a “moderate” level ($\bar{x} = 3.38$, $S.D = 0.83$). When considering each item, the most listening problems were; I have a listening problem of English sentences that foreign guests speak complicatedly ($\bar{x} = 3.80$, $S.D = 0.61$), followed by I have a problem to understand the accents of foreign guests ($\bar{x} = 3.70$, $S.D = 0.75$), and I cannot catch when foreign guests speak English too fast ($\bar{x} = 3.57$, $S.D = 0.82$), respectively.

Table 3

Problems in Speaking and Listening of Hotel staffs

Problems in Speaking and Listening	\bar{x}	S.D.	meaning
1. Listening problems	3.38	0.83	moderate
2. I have a problem to understand the accents of foreign guests.	3.13	0.91	moderate
Total	3.26	0.87	moderate

From the Table 3, the findings showed that the problems with English use of staffswere at “moderate” level ($\bar{x}= 3.26$, S.D = 0.87). When considering each item, the results showed that problemsstaffswere listening problems ($\bar{x}=3.38$, S.D =0.83), and speaking problems ($\bar{x}=3.13$, S.D = 0.91), respectively.

Discussion

As the results of the study, English communication problems in speaking and listening of staffs at Amari Buriram United, this research aimed to study the speaking and listening problems in English communication of Amari Buriram United hotel staff. The samples used in this study were 30 persons of staffs at Amari Buriram United, which consisted of front office, housekeeping and food and beverage.

The research found that the staffs at Amari Buriram United had listening problems at moderate level. The most problems in listening were the staffs did understand English sentences that foreign guests speak complicatedly, followed by the staffs can't understand the accents of foreign guests and the staffs cannot catch when foreign guests speak English too fast respectively. The result of the research was that because of the lacking of listening skill. According to the research of (Kalasin, 2014), he studied the needs and problems of English use among Thai hotel front desk staffs in tourist attractions of Southern Thailand. The findings revealed that the needs of four English language skills were rated at the

high level indicating that listening was mostly needed with listening to customers' inquiries and in welcoming, greeting and leave taking.

The problems in speaking were at moderate level. The most problems in speaking were the staffs could not use correct English grammar, followed by the staffs respond to the guests with word by word and they could not speak English by using a complete sentence. The result of the research was that because of the staffs at Amari Buriram United encountered with the lack of proper English language skills especially the communication skill and grammar skill. According to the result research of Chaichana et.al, (2017), they studied English communication problems of receptionists at hotels in Nan province in foreign tourists' perspective. The findings indicated that the overall English communication problems of receptionists were at high level. Most of speaking skill problems were speaking English with a foreign tourists by telephone, giving enough information about hotel and tourism and speaking complete sentences, respectively. According to the result research of Chaipan et.al (2013), they studied factors affecting the fourth year English for international communication students' anxieties in speaking English. The finding of the study indicate that: factors were that students have anxieties if they do not pass English speaking courses was at a high level. The level of anxiety in the English-speaking of fourth year student was at a high level too.

From the results of the study, it may be seen that results of problems in using English was found that the staffs at Amari Buriram United used English in listening and speaking skills at moderate level, consistent with the previous study and when sorted, the first problems were of listening skills, followed by speaking skills as well as the research results that the researchers have studied. The comparison results also show that both hotel staffs have moderate levels of English communication skills in listening and speaking. Most problems are the use of correct grammar, listening problems of English sentences that foreign guests speak complicatedly and respond with words by words.

Recommendations

1. Implications

1.1 Hotel staffs should practice speaking English with native speakers or foreign tourists in order to be familiar with native speakers' accent.

1.2 Hotel should have workshop on improving speaking and listening skills of hotel staffs in order to make them feel more confident.

2. Further Studies

The researchers should do the experimental research of speaking and listening communication by comparing the two effective foreigners and hotel staffs with the two groups.


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Problems and Causes in Writing Research in Independent Study Course of English Major Students

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Abstract

The objectives of this study were 1) to study problems in writing research in Independent Study Course of the English major students, Faculty of Humanities and Social Sciences at Buriram Rajabhat University (BRU) and 2) to study the causes of the problems. The samples were 70 fourth year English major students, Faculty Humanities and Social Science, BRU, semester 1, academic year 2019, selected by adapting the sample size table (Krejcie& Morgan). The instrument was a questionnaire. The collected data were analyzed by using frequency, percentage, mean and standard deviation. The results showed that over all the students had problems in writing research in Independent Study course at “moderate” level (\bar{x} = 3.11, S.D.= 0.62). The three most problems were grammatical problems (\bar{x} =3.27,

S.D.=0.52), followed by content problem (\bar{x} =3.18, S.D.=0.62) and sentence structure problems (\bar{x} = 3.12, S.D.=0.66), respectively. The causes of the problems in writing research in Independent Study course of the students were found at “moderate” level (\bar{x} = 3.34, S.D. = 0.78). When considering in aspect, the three most causes of the problems were lack of practice (\bar{x} = 3.48, S.D =0.78) followed by Inadequate time (\bar{x} =3.40, S.D.=0.80) and lack learner’s motivation (\bar{x} =3.32, S.D.=0.70), respectively. In organizing the teaching and learning activities in this course, it should focus on grammar, content and sentence structure, and there should be more exercises provided for students to practice writing. In term of time insufficient, additional appointments may be considered with the students aside from the study time in the period.

Keywords: Cause of the writing problems, Fourth-year students, Independent study, Problems in writing,

Introduction

Writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent (Coulmas, 2002). Writing is the physical manifestation of a spoken language. It is thought that human beings developed language c. 35,000 BCE as evidenced by cave paintings from the period of the Cro-Magnon Man (c. 50,000-30,000 BCE) which appear to express concepts concerning daily life (Mark, 2011). Writing, form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language (Olson, 2019). Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech and may also have symbols for such things as punctuation and numerals (Ager, 2019). Writing is intimidating. There’s this expectation of artful precision, mercurial grammatical rules, and the weird angst that comes with writing for other people. You start with a tidy nugget of an idea,

but as you try to string it into language, it feels more like you're pulling out your own intestines (Kerrigan, 2014).

Independent Study gives a student a chance to delve deeper into an academic pursuit that is not available in any of the current courses offered by the University (Ramirez, 2014). An Independent Study is a class taken by a student that has much less supervision and direction than a typical class (Sarikas, 2018). Independent Study is a course taught independently to one student. Not all courses in the catalog are approved for Independent Study (Jasmine, 2019). Independent Study is a different way of learning. In independent study, a student is guided by a teacher but usually does not take classes with other students every day. The student works independently (Yvonne Evans, 2018). An Independent Study is a course of study that a student pursues well, independently. Students plan a course of study in cooperation with a willing advisor who also sticks around to make sure that the student stays on track and completes assignments and tests (Fleming, 2019).

Literally, I.S. takes the place of one of your four classes each semester of senior year. With the one-on-one support and guidance of a faculty mentor, you will plan, develop, and complete a significant piece of original research, scholarship, or creative expression – culminating in a major research paper, an art exhibit or a performance – that pulls together what you've learned and demonstrates the analytical, creative, and communication skills you have honed (Chandor, 1994).

Byrne (1988, p. 4) thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own. Similarly, Hedge (1988, p.5) thinks that so as the writer to compensate the absence of the prosodic features in writing, he/she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. Grammatical problems, mechanical problems, sentence structure problems and problems

of diction are linguistic problems that hamper students' effective writing in English.

Students' problems in writing may occur from cognitive aspects (Raimes, 1983) thinks that "when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar. In addition, there is no complete guide for making Independent Study of English language of students that is a complete book. We therefore want to study this matter. To know what students have problems and what is the cause of that problem.

For this reason, the researchers therefore see the importance of English writing problems of Thai students. Especially Problems and Their causes in Writing Independent Study course by fourth Year English Major students at Buriram Rajabhat University that all students must meet various problems in research therefore is the reason for doing this research.

Literature Review

Byrne (1988) divided the problems that make writing problems into three categories. The first is a Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of the sentence in writing must have fully monitored. The second is Physiology Difficulty, which more focuses on the writer's difficult because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on the difficulty in developing written material or content of the composition. The third is a cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization, and paragraphing.

Regarding learners' writing problems, Byrne (1988, p.4) thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own.

So, as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.

Research Objectives

1. To study problems in writing research in Independent Study course of the fourth-year English major students Faculty of Humanities and Social Sciences at Buriram Rajabhat University.
2. To study the causes of problems in writing research in Independent Study course of the fourth-year English major students Faculty of Humanities and Social Sciences at Buriram Rajabhat University.

Methodology

1. Research Design

This research was a quantitative research. It described the problems in writing research in independent study course written by the students and the causes of the problems. It employed the quantitative approaches to analyze the data and tried to investigate the degree of the writing problems and their causes.

2. Population and Samples

The samples of this study are 70 fourth year English major students who enroll on the Independent Study course (1554901) in the first semester of the academic year 2019 at the Faculty of Humanities and Social Sciences, Buriram Rajabhat University. They are selected by Krejci and Morgan's sample size table.

3. *Instrument and Procedures*

The instruments used for this study were as follows:

The research instrument was questionnaire. The constructions of the instruments will be as follows:

1. The researchers review the studies related to the present study, the problems in writing and the causes of the problems.
2. The researchers consult the adviser how to construct the questionnaire to be an instrument of the study.
3. The researchers construct the questionnaire of the study. It consists of 4 parts as follows:

Part 1 - General information data is about basic data of the important information including gender, age, class, grade point average of Essay Writing and grade point average.

Part 2 - Questions about Problem in writing research in Independent Study Course. The researchers draft the questionnaire using the rating scale from Likert's 5 levels determined by scoring in each question.

5	means	most
4	means	much
3	means	moderate
2	means	less
1	means	least

Part 3 – Questions about Causes of Problems in writing research in Independent Study Course. The researchers draft the questionnaire using the rating scale from Likert's 5 levels determined by scoring in each question.

5	means	most
4	means	much
3	means	moderate
2	means	less
1	means	least

Part 4 – Suggestions and Opinions. The respondents will write the suggestions about problems in writing research and causes of Problems in writing in Independent Study Course.

4. The researchers submitted the draft questionnaire 43 items both in Thai and English to the advisor to check for the correctness and appropriateness and revise according to the advisor's suggestions.

5. The revised questionnaire was examined by the three experts to check for the IOC. The IOC was 0.95.

6. The questionnaire was edited according to the experts' suggestions.

4. Data Collection

The data of the research were collected in the following:

1. The researchers studied theory, documents, and related research with the problems in writing for Independent Study courses.

2. The researchers studies questionnaire related of problems in writing research and causes of Problems in Independent Study course.

3. The researchers drafted questionnaire needs of English usage of problems in writing research and causes of problems in Independent Study course, rating scale from Likert, 5 levels

4. The researchers brought the questions to collect data with the fourth-year English major students. The researchers collected data after answering all questionnaire.

5. When the data collection is complete, take the questionnaire to check the completion of the answer. Collect to continue analyzing the data.

5. Data Analysis

The data obtained from the pre-test and post-test were analyzed and deduced by using the data analysis methods as follows:

After checking the completion of each questionnaire, the researchers analyzed the data collected from questionnaires by using a computer program (SPSS) was used to analyze the data. There are three statistical devices employed in this study as follows:

1. The general information of the samples will be calculated by frequency and percentage
2. The data about the problems in writing and the causes of problems obtained from the questionnaire will be calculated by mean (\bar{x}) and standard deviation (S.D.). The following criteria will be employed for interpretation.
3. The data obtained from the questionnaire will be analyzed by using percentage, mean and standard deviation. After that, the researchers compared the average scores of needs with the criteria as follows: (Criteria Likert's Scale)

Mean Range	Degree of Problem
4.50 - 5.00	means most
3.50 – 4.49	means much
2.50 – 3.49	means moderate
1.50 – 2.49	means less
1.00 – 1.49	means least

Statistics used in this study were mean, percentage and standard deviation.

Results

1. Problems in Writing Independent Study

The problems in writing independent study consist of five problems: grammatical problems, content problem, sentence structure problems, word choice problems, organization problem. Each problem will be presented as follows in table 1.

Table 1

Problems in Writing Independent Study of Fourth Year, English Major Students, Faculty of Humanities and Social Sciences, Buriram Rajabhat University

Problems in writing independent study	M	S.D.	Meaning
1. Grammatical problem	3.27	0.52	moderate
2. Content problem	3.18	0.62	moderate
3. Sentence structure problems	3.12	0.66	moderate
4. Word choice problems	3.05	0.57	moderate
5. Organization problem	2.97	0.75	less
Total	3.11	0.62	moderate

From the Table 4.2, the findings showed on the totally that the most frequently students had the problems in writing, of this research were at “moderate” level (\bar{x} = 3.11, S.D = 0.62). When considering each item, the results showed that students have problem most was grammatical problems (\bar{x} = 3.27, S.D = 0.52), followed by content problems (\bar{x} = 3.18, S.D = 0.62), and problems of sentence structure (\bar{x} = 3.12, S.D = 0.66), respectively.

2. Causes of Problems in Writing Independent Study

Table 2

Causes of Problems in Writing Independent Study of Fourth Year, English Major Students, Faculty of Humanities and Social Sciences, Buriram Rajabhat University

Cause of Writing Problems	\bar{x}	S.D.	Meaning
1. Lack of Practice	3.48	0.78	moderate
2. Inadequate Time	3.40	0.80	moderate
3. Lack Learners' Motivation	3.32	0.70	moderate
4. Teacher's Feedback	3.18	0.87	moderate
Total	3.34	0.78	moderate

From the Table 2, the findings showed on the totally that the most frequently students had in the problems in writing, of this research were at “moderate” level ($\bar{x}=3.34$, S.D =0.78). When considering each item, the results showed that the most causes of problems most was lack of practice ($\bar{x}=3.48$, S.D =0.78), followed by Inadequate time ($\bar{x}=3.40$, S.D =0.80), and Lack Learner’s Motivation ($\bar{x}=3.32$, S.D =0.70), respectively.

Discussion

The research results revealed that over all the students had problems in writing research in independent study course, of this research were at “moderate”: 1) grammatical problems 2) content problems and 3) sentence structure problems. It was found that grammatical problems occurred most frequently. It means that the students had problems in the use of grammatical rules when writing a research, especially they can understand the principles of grammar, but cannot write research correctly and accurately. This could be explained that their proficiency to apply grammatical rules to write a research is still insufficient. It is possible that they have lack grammar knowledge. These events occurrences of the same problems committed by the same students. This is supported by Bani & Albalawi (2015) who revealed that reasons behind students ‘writing weaknesses from their perspectives.

The research results revealed that over all the students had causes of problems in writing research in Independent Study course, of this research were at “moderate”: 1) lack of practice 2) inadequate time and 3) lack learner’s motivation. It was found that lack of practice occurred most frequently. It means that the students had causes of problems in lack of practice especially they lack training that reflects them unable to write fluently. This could be explained that their proficiency to apply writing skill to write a research is still insufficient. It is possible that they have lack time or knowledge to practice their skill. Grabe and Kaplan (1966) think that since writing does not come naturally but rather gained through con tenuous effort and much practice, it becomes a complex skill.

Recommendations

1. Implications

1.1 The research results can be applied to the students of the studies to learn Essay Writing to help push and promote the learning of the student to be more effective.

1.2 The results of the study can be used as the guideline to provide the students practice and lessons of Essay Writing to enhance their skills of Essay Writing to a high level.

1.3 This results of the study were useful to teacher and students to improve skill of Independent Study and other courses relating to writing skill.

2. Further Studies

2.1 The future studies should be conduct interviewing about the problems they make should be included in the future research to find out more causes why the students make those problems.

2.2 The future studies to compare research should be about problems for writing on Essay writing of other groups of English Major Students, Buriram Rajabhat University.

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Feedback of Thai EFL University Students on Reading and Teaching Reading Strategies

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Abstract

This study reported the feedback of Thai University students on their reading strategies and teacher's reading strategies. A hundred freshmen and sophomores, English major of Faculty of Humanities and Social Sciences studying in Buriram Rajabhat University, Thailand were the participants of the survey. The teacher has taught them reading strategies and applied teaching reading strategies on reading courses. At the end of the semester, the teacher asked them to respond to the survey asking them for reading and teaching strategies. The research found the reading strategies the students employed at the high level were the followings: 1) Reading the comprehension questions before reading the passage, 2) Translating the passages into Thai language, and 3) Scanning the passages to find the answers concerning topic and main idea. For teaching, the students preferred 1) Learning how to translate the reading passages into Thai, 2) The humor of teacher, and 3) Teacher's using both first language and foreign language in reading classes

Keywords: Thai EFL University Students, Reading Strategies, Teaching Reading Strategies

Introduction

Thai students have studied English for 12 years before they study English in a university. Twelve years are not short time but long enough to improve the students' four skills - listening, speaking, reading and writing. However, the English proficiency of Thai students was at the bottom of the table compared to East Asian students ("Thai English proficiency", 2019) and reading English ability of Thai students were at the 57th from 70 countries ("Pisa test rankings", 2015). Another problem of Thai students is they cannot communicate in English. The causes are they know a few words in English, cannot apply the known words in speaking, or cannot get what the other speak (Usaha & Yaikhong, 2012). These results have encouraged teachers and scholars across the country work harder to discover effective English learning strategies or methods to solve the problem.

Some scholars and researchers posited that Thai students are so shy to speak or read English in a classroom or in public, therefore, they cannot speak and read English nor their English proficiency is so low (Noom-ura, 2013; Wang & Rajprasit, 2015). The researcher, as one of Buriram Rajabhat University professors, have encountered these problems for a long time and looked for effective ways to help those students to employ English in conversation and the four skills effectively. Generally, the author has taught students reading courses and foundation courses which focus on developing the four skills.

In the mentioned reading classes, most students earned grade C, D+, and D (Piyanukool, 2017-2019a), which are not the high level. This made the researcher analyze the causes of these low grades. By analyzing and reading the previous articles and studies, the researcher found that reading strategies and teaching reading strategies may improve the students' reading ability. Rupley, Blair, and Nichols (2009), for example, posited that the direct teaching reading of teachers such as phonemic awareness, speed reading, and comprehension, etc. may help weak students to improve their reading. Baier (2005) did the experimental research to see the effects of Self-questioning reading strategy with grade 6 students. The researcher found

that the students' posttest scores were higher than the pretest scores and no students gained lower scores. Finally, Slavin, Cheung, Groff, and Lake (2008) studied the effective reading programs for middle and high school students. One program that they found effective was Instructional- process program, which teachers were trained to use specific reading methods. With the mentioned problems and doing literature review on reading and teaching reading strategies, the researcher has taught the students some reading strategies and applied some teaching reading strategies and methods. Consequently, the researcher had the students report the strategies they frequently employed and the teaching strategies they like.

Literature Review

The researcher found some researchers and scholars developed and mentioned the effective teaching and reading strategies as follows:

1. Skimming

Skimming refers to reading fast through long passages with no titles or pictures to overview the passages or to catch the main ideas (UNSW, 2015). The following stages are suggestions for skimming: First, take a look at the first line to the last line of the paragraphs very quickly, second, read a few words of every paragraph, perhaps the first and last sentences, and third, read the questions too if you read for comprehension or take a test. Reading teachers can train their students to apply this strategy until they can be independent readers.

2. Scanning

Scanning is reading very fast to find specific information from the long passage or a large quantity of written material (Billings & Newman, 2003, p.9). Blass (2008, p.8) also defined that scanning is moving your eyes quickly over a page. You scan to find the information you are looking for, such as the name of person or company. After readers overview the whole paragraph, get the topic, or understand the questions, the readers move the

eyes fast to locate the word or phrase that should be the answers of the questions.

3. *Questioning*

Questioning is an effective language teaching method that teachers ask students or have students ask themselves (Cotton, 2014). In teaching reading, teacher can use questioning for many purposes like the following examples (Gibbs & Simpson, 2004). 1. To develop critical thinking skills. 2. To motivate students 3. To guide students in learning new lesson and think carefully. 4. Encourage the students to keep discussion. 5. Ask for conclusion. 6. Motivate the students to ask questions to the other students. 7. Give feedbacks that encourage other students to answer or give their opinions such as “That’s interesting.” “How about the others?” “What do you think?”

4. *Directed Reading Activity (DRA)*

This strategy refers to a technique to teach reading by the teacher provides students with instructional support before, during, and after reading (Betts, 2012). The teacher may teach vocabulary, activate background knowledge, or tell the students to use comprehension questions to be the purposes of reading.

5. *Directed Reading Thinking Activity (DRTA)*

This is a reading comprehension strategy the students are guided to make predictions, read to prove, confirm or change their predictions, and read again (May, 1998, pp.245-248; Reading Rockets, 2015). The DRTA strategy follows the Predict, Read, Prove cycle until the end of the story.

6. *KWL Reading Strategies*

KWL Reading Strategy is a prior knowledge-based strategy which the teacher uses a three-column paper, column K (what I have known), W (what I want to learn, and L (what I have learned) for each student to write down in the reading process (Ogle, 1986). The idea behind this strategy is to

comprehend a topic that readers are reading, the readers must actively and continuously access what the readers have known about the topic. There are 4 questions that learners must ask themselves: 1. Before Reading questions: 1) What I have known about this topic (K)? and 2) What do I want to learn (W). After Reading Questions: 1) What have I learned (L)? and 2) What do I still need to learn?

7. Translation

Translation means the students can retell the read stories, the topic, or main ideas with their own language. The teachers may teach them how to guess the meaning from context clues (Langan, 1992, p.10-15), or analyze the sentence and text structures (Piyankool, 2001a).

Research Objectives

1. To find out reading strategies the students applied most in reading classes
2. To find out the teacher's reading teaching activities the students like most

Methodology

1. Research Design

The research design is a survey research or quantitative research.

2. Population and Samples

One hundred freshmen and sophomores majoring in English of the Faculty of Humanities and Social Sciences were the participants. Among the 100 participants, 71 were freshmen and 29 were sophomores. Most of their Grade Point Average (GPA) was between 2.00-2.99. The students were selected purposively since they studied reading courses taught by the researcher.

3. Instrument and Procedures

The researcher constructed a set of questionnaires using Likert's 5-rating scale. Level 5 is the highest and level 1 is the lowest. There were 2 parts: Reading Strategies, Teaching Reading Strategies. For the Reading Strategies part, the researcher would like to find out reading strategies the

students frequently employed in learning reading. For the Teaching Reading Strategies part, the researcher would like to know what their favorite teaching strategies are. This reliability of the questionnaire was assessed by the three reading experts. They checked and gave comments and suggestions (Face- Validity). The questions are in Appendix 1-2.

4. Data Collection

The researcher asked the samples to report their reading strategies and their favorite teaching reading strategies on a day of the final week. He distributed and collected the data by himself.

5. Data Analysis

SPSS statistical software was applied to analyze the collected data. The statistics employed were mean and standard deviation.

Results

The result revealing the favorite reading strategies of the students was on the 1st Table.

Table 1

Reading Strategies

Reading Strategies	M	SD	Rank
1. I read sentence by sentence and translate into Thai.	4.050	.715	5
2. I read the questions first and scan for answers line by line.	4.320	.863	1
3. I read sentence by sentence and look for the meanings of unknown words in a dictionary.	3.910	.888	6
4. I always guess the meanings of unknown words.	3.770	.993	8
5. I read sentence by sentence carefully and slowly.	3.740	.905	9
6. I like to read and discuss with friends.	3.500	.846	10

Table 1 (continued)

7. I like to read silently by myself.	3.820	.946	7
8. I predict the story from the title or picture.	4.160	.825	4
9. I read and ask myself what the topic is.	4.220	.704	2
10. I read and ask myself what the main idea is.	4.200	.666	3
Total ($N=100$)	3.960	.390	

From Table 1, the researcher found that the average of applying reading strategies was at the high level ($\bar{x} = 3.96$, S.D. = .39). The top three employed reading strategies were 1) I read the questions and scan for answers line by line ($\bar{x} = 4.32$, S.D. = .86), 2) I read and ask myself what the topic is ($\bar{x} = 4.22$, S.D. = .70), and 3) I read and ask myself what the main idea is ($\bar{x} = 4.20$, S.D. = .66). The strategy that the students applied at the lowest mean was number 6, I like to read and discuss with friends ($\bar{x} = 3.50$, S.D. = .85).

Table 2 provided the teaching strategies the students like.

Table 2

Teaching Reading Strategies

Teaching Reading Strategies	M	SD	Rank
1. Teacher translates the whole passage.	4.390	.750	6
2. Teacher teaches how to construct the meanings.	4.640	.559	1
3. Teacher asks the students to read aloud a sentence each, and translate into Thai.	4.350	.821	8
5. Teacher asks only the students who read correctly to read aloud.	2.090	1.035	13

Table 2 (Continued)

6. Teacher asks the smart students to summarize the passages.	2.370	1.177	12
7. Teacher asks everybody to answer the questions.	4.490	.822	7
8. Teacher asks only smart students.	1.780	1.000	14
9. Teacher teaches in English only.	3.260	1.021	11
10. Teacher teaches in English and Thai languages.	4.580	.713	3
11. Teacher assigns the students to read in groups or pairs, then present in front of the class.	4.090	.922	10
12. Teacher is humorous and tells some funny topics while teaching.	4.600	.710	2
13. Teacher tells how to guess meanings from context clues.	4.460	.744	5
14. Teacher brings interesting and funny stories to read.	4.520	.658	4
Total ($N=100$)	3.850	.350	

From Table 2, the overall mean of teaching strategies was 3.85 and S.D. = .35, which is the high level. The 3 strategies that the students like most were 1) Teacher teaches how to construct the meanings ($\bar{x} = 4.64$, S.D. = .56), 2) Teacher is humorous and tells some funny topics while teaching, and 3) Teacher teaches in English and Thai languages ($\bar{x} = 4.58$, S.D. = .71). The teaching strategy that the students did not like much was teacher asks only smart students ($\bar{x} = 1.78$, S.D. = 1.00).

Discussion

From the findings, it can be concluded that the reading strategies that the students like to apply most was reading the comprehension questions first and scan for the answers line by line, look for topic, and specify the main ideas. They used the questions as their reading purposes. When the students

applied scanning to locate the answers and they found the correct answers. Their reading is successful (Betts, 2012). Being able to find the topic and main idea of each passage is significant for any readings. Therefore, the students implemented skimming, scanning, questionings, and others to point out topic and main ideas (Bixby & McVeigh, 2011). The study of Baier (2005) also revealed that questioning strategy was effective for grade 6 students. The researcher had grade 6 students ask themselves when they read and found that the students' posttest scores were higher than the pretest scores and no students gained lower scores.

The results of teaching reading strategies survey showed that the students like the teachers to teach how to construct the meanings of the passages, such as guessing the meaning from context clues or analyzing sentence structures, make the students enjoy the class by telling funny stories in English, and use both Thai in English in teaching. This is in accordance with the studies of Rupley, et al. (2009), who found that direct teaching reading of teachers such as teaching how to guess the meanings of vocabulary and how to comprehend the read passages help at risk students to improve their reading. In addition, Piyanukool (2001) did experimental research with Buriram Rajabhat University Students to see the effects of analyzing text structures, which is a reading and writing strategy, on reading comprehension and found that the students' posttest scores were higher than the pretest scores.

Recommendations

The findings of this study suggested the reading teachers or EFL teachers on the following 2 topics.

1. Implications

In teaching, teachers should teach students various reading strategies and help them to employ suitable strategy for different kind of passages. The teachers themselves, must apply a variety of teaching strategies in teaching. Funny and interesting passages can attract the students' attention and increase comprehension.

2. Further Studies

The teachers should do the experimental research by comparing the two effective reading strategies with the two or more groups of students.

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The Effects of Using Online Dictionary on Improving EFL Students' English Sentence Stress Pronunciation

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Abstract

This study aimed to investigate the effects of using an online dictionary on improving EFL students' English sentence stress pronunciation and to explore the levels of their attitudes towards using online dictionary. The samples were 30 Business English major students enrolled in a Linguistics Course in the first semester of the 2018 academic year 1, selected via simple random sampling. This research design was based on Pre-Experimental Design: One-Shot Case Study and Survey Design. The instruments were 1) an online dictionary 2) an English sentence stress pronunciation practice, 3) an English sentence stress pronunciation test (post-test), and 4) a questionnaire. The statistics were percentage, mean, and standard deviation.

The results revealed that:

1) Results of the post-test were found that 28 EFL students got the average scores from 53 to 72 of 3 (50 -79%), indicating the proficiency in their English sentence stress pronunciation at a moderate level, compared to their pronunciation problems at “moderate” level, while two EFL students got the average scores from 45 to 48 of 2 (30 -49%), indicating the proficiency in their English sentence stress pronunciation at “low” level, compared to their pronunciation problems at “high” level.

2) Levels of their attitudes towards using online dictionary were overall found at the “uncertain” level (3.41). Considering each component, the cognitive component was first ranked at the “uncertain” level (3.42), followed by the behaviour component at the “uncertain” level (3.41), and the affective component at the “uncertain” level (3.40) respectively.

Keywords: Online dictionary, EFL students, English sentence stress pronunciation, Effects, Attitudes

Introduction

It is undeniable that language is a means of communication in daily life (Zhang, 2009). Around the world today there are so many languages that people use to communicate in various countries. English has become one of the most popular languages that is used as a foreign language or an international language. In English, there are four skills that are mainly used to communicate in everyday life, namely listening, speaking, reading and writing. Of four English skills, the skills used more widely than other skills in communication are listening skill and speaking skill which are the most important skills in learning English because these skills are related to each other, that is, listening skill is the bridge to master the speaking skill. Especially, speaking ability is one of the most significant skills to be improved for efficient communication (Leong & Ahmadi, 2017). Thus, one element of efficient communications is to master English speaking clearly and understandably is pronunciation because it clearly conveys the meaning in conversation or communication. Errors in pronunciation can lead to misunderstanding or make the person interpreting the message more difficult (Plansangket, 2016).

One major reason why non-native speakers of English have difficulties with pronunciation is due to lacking knowledge of stress placement in English. Most of Thai students also encounter stress problems, so they should learn English pronunciation by focusing on the importance of stress. Taking these gaps into consideration, the researchers are interested in conducting the research entitled “ The Effectiveness of Using Online Dictionary in Improving EFL Students’ English Sentence Stress Pronunciation” among first-year Business English major students who enrolled in Linguistic Course in the first semester of the 2018 academic year, at Faculty of Humanities and Social Sciences, Buriram Rajabhat University because learning by mimicking native speakers’ sentence stress pronunciation will help them improve their communication in English through LDOCE online.

Literature Review

1. Stress in English

Stress is a very important component of intonation, revealing the speaker's L1 history, and it requires to be studied in a sentence in order to sound native-like (Kucukoglu, 2012). In English, there are two patterns of stress: word stress and sentence stress. The word stress is referred to the stress pattern of syllable within a word, while the sentence stress functions as a "pointer" indicating the most significant part of information focus within a certain word (Tam, 2008). The sentence stress is also the way a speaker emphasizes certain words in each sentence that can help a listener focus on important parts and understand the speaker’s meaning. Thus, the use of stress in speech definitely helps to help listeners better understand the meaning in the long utterance and is closely connected to intonation (Kelly, 2001). The sentence stress is the primary component of English intonation, putting stress and rhythm within a sentence in certain words. Therefore, it is much more crucial for EFL students to speak English smoothly and naturally as a native speaker does because the meaning can be misunderstood by misplacing stress and rhythm within an English sentence. The correct pronunciation of English sentence stress is a key element to make communication more effective.

2. Using Online Dictionary in Improving Pronunciation

One way to help EFL students' pronunciation that is similar or close to the native speaker is using online dictionary with the audio features of the native speaker's real voice that have become a significant academic resource to facilitate pronunciation learning and teaching because it offers a wide range of practical features. Therefore, new opportunities for pronunciation practice have recently been given to EFL students (Metruk, 2017). The use of online dictionary to improve English pronunciation skills has become increasingly popular. As a result, the use of online dictionary for EFL purposes by students has increased. For the purpose of this study, one of online dictionaries used as a tool to improve EFL students' sentence stress pronunciation is Longman Dictionary of Contemporary English Online which is commonly known as LDOCE online because it contains 88,000 sample sentences are pronounced by British or American native speakers of English (Longman, 2018).

3. Related Theory of the Study

The "mimic method" is an approach developed by Spanish language trainer Idahosa Ness to teach the sound system of a new language that has been found that the most effective way of learning a language is "by ear" (Kennedy, n.d.). The aim of the mimic method is to teach this "by ear" method to learning a language so that EFL students can improve their pronunciation and accent, and sound more like a native speaker. In the mimic method, there are three steps to build EFL students' capacity of learning how to hear and pronounce the sounds of the target language through LDOCE online as follows: Step 1: Sound capacity—mastering elemental sounds or phonemes through LDOCE online, Step 2: Syllable capacity—mastering every possible syllables through LDOCE online, and Step 3: Sentence capacity—mastering rhythm and intonation by mimicking fast native sentences through LDOCE online.

4. Related Studies

Some studies on using online dictionary to improve EFL Students' English sentence stress pronunciation have been conducted by some researchers. Doudi((2016 conducted the research entitled "The Effects of Using English Dictionaries on Students' Pronunciation", which was found that the outcomes of using the dictionary enhanced student's pronunciation and it was worth to be applied in all levels. Additionally, Metruk (2017) conducted the research entitled "The Use of Electronic Dictionaries for Pronunciation Practice by University EFL Students", which was found that the samples commonly used electronic dictionaries for pronunciation practice, and their dictionaries were the preferred choice. According to Eksi & Yesitlemar (2016), the results of their research entitled, "An Investigation of the Effectiveness of Online Text-to-Speech Tools in Improving EFL Teacher Trainees' Pronunciation" showed that the trainees accepted a native-like accent as an indicator of being a successful language instructor, and that text-to-speech websites were useful self-study resources to enhance pronunciation for trainees. Likewise, Yangklang (2013) studied about the research entitled, "Improving English Stress and Intonation Pronunciation of the First Year Students of Nakhon Ratchasima Rajabhat University through an E-Learning", which was found that after using the e-learning program, the students improved their pronunciation, and they were also satisfied with the e-learning program that could help encourage and motivate their pronunciation improvement.

Research Objectives

This research consisted of two objectives:

1. To investigate the effects of using online dictionary on improving EFL students' English sentence stress pronunciation
2. To explore the levels of their attitudes towards using online dictionary in improving English sentence stress pronunciation

Methodology

1. Research Design

The research design of this study is a quantitative research method based on a Pre-Experimental Design: One-Shot Case Study Design and a Survey Design. The One-Shot Case Study Design is a type of pre-experimental design used to investigate the effects of using online dictionary on improving EFL students' English sentence stress pronunciation. This presents the schematic presentation of Pre-Experimental Design: One-Shot Case Study Design (Peralta, 2014, p.1):



Figure 1. Pre-experimental design: One-shot case study design.

Note: As shown in Figure 1, X refers to selected experimental group's using online dictionary and English sentence stress practice; O₂ refers to selected experimental group's English Sentence Stress Pronunciation test (Post-test).

In addition, the Survey Design is the research method used to explore the levels of EFL students' attitudes towards using online dictionary in improving English sentence stress pronunciation by using a questionnaire.

2. Population and Samples

2.1 Population

The population consisted of a total of 41 first-year Business English major students who enrolled in Linguistic Course during the first semester of the 2018 academic year, at the Faculty of Humanities and Social Sciences, Buriram Rajabhat University.

2.2 Sample

The sample used as the target group in this study consisted of 30 first-year Business English major students that were randomly selected from the 41 first-year Business English major students as mentioned in section 2.1, by using simple random sampling method. To create the sample of this study, the researchers employed the lottery method.

3. Instruments and Procedures

3.1 The Online Dictionary

The online dictionary used as an instrument for assisting EFL students in practising English sentences stress pronunciation is “The Longman Dictionary of Contemporary English Online is widely known as LDOCE online as mentioned in the section 2 of the literature review. It offers free access at <https://www.ldoceonline.com/>. This LDOCE online was selected for this study because it contains the English native speaker’s audio features with the speaker icon on which the students can click to hear it read a sentence aloud. In addition, the students can self-practice listening to and repeating the native speaker’s English sentence stress pronunciation via this LDOCE online.

3.2 The English Sentence Stress Pronunciation Practice

The English sentence stress pronunciation practice was designed as an instrument for helping EFL students to self-practice listening to and repeating the native speaker’s English sentence stress pronunciation via the LDOCE online. In this English sentence stress pronunciation practice, the words used as a keyword in each sentence were composed of 30 words that were randomly selected from 100 words that Thai people often mispronounce in English conversation)Janklai, 2014 (. After that, the researchers used 30 selected key words to find 30 English sentences in LDOCE online in order to create the English sentence stress pronunciation practice with 30 items. After three experts had examined and checked the correctness and appropriateness of 30 English sentences with the reliability of IOC scores at 0.67, the researchers chose 20 English sentences that were

the most appropriate for 30 students as the target group to use the English sentence stress pronunciation practice in self-practising English sentence stress pronunciation while listening to and repeating native speaker's English sentence stress pronunciation from LDOCE online for a week before taking an English sentence stress pronunciation test.

3.3 The English Sentence Stress Pronunciation Test

The English sentence stress pronunciation test (post-test) as an experimental instrument, based on the pre-experimental design: one-shot case study, was designed to measure only the post-test results of the single target group. This English sentence stress pronunciation test included 20 items that were adjusted from the English sentence stress pronunciation practice used to measure the levels of EFL students' scores from English sentence stress pronunciation test after self-practicing English sentence stress pronunciation from online dictionary (LDOCE) for a week.

3.4 The Questionnaire

The questionnaire with 15 items was selected from the total of 23 items. with an index of item-objective congruence (IOC) result of 0.67 for all items, indicating good content validity, it was used to explore EFL students' attitudes towards using online dictionary in improving English sentence stress pronunciation.

4. Data Collection

The data were gathered from 30 EFL students by using the English sentence stress pronunciation test (post-test) with 20 items to measure the score levels of their English sentence stress pronunciation after they used the LDOCE online and the English sentence stress pronunciation practice for self-practising EFL students' English Sentence Stress Pronunciation for a week. In addition, the questionnaire with 15 items was used to explore their attitudes towards using the LDOCE online in improving English sentence stress pronunciation.

5. Data Analysis

The quantitative data obtained from the 20-item English sentence stress pronunciation test were analyzed via the descriptive statistics to calculate frequency and percentage. The criteria of five rubric score levels for evaluating proficiency levels of 30 EFL students' English sentence stress pronunciation test adapted from Ma (2015, p. 39) (and the level of the score for evaluating problem levels of their English sentence stress pronunciation test were shown in Table 1 and Table 2.

Table 1

The Interpretation of Level of Five Rubric Scores for Evaluating the Level of Proficiency of EFL Students' English Sentence Stress Pronunciation

Level of Five Rubric Scores	Interpretation
Level of Score	
5 (90-100)	Students put stress on stressed words (content words) and unstressed words (structure words) within a sentence "all the time" at "highest" level of proficiency.
4 (80-89)	Students put stress on stressed words (content words) and unstressed words (structure words) within a sentence "almost of the time" at "high" level of proficiency.
3 (50-79)	Students put stress on stressed words (content words) and unstressed words (structure words) within a sentence "sometimes" at "moderate" level of proficiency.

Table 1 (Continued)

2 (30-49)	Students “often” put wrong stress on stressed words (content words) and unstressed words (structure words) within a sentence at “low” level of proficiency.
1 (0-29)	Students “rarely” put stress on stressed words (content words) and unstressed words (structure words) within a sentence at “lowest” level of proficiency

Note: Level of five rubric score = 1-5; Level of score = 0 -100 (%)

Table 2

The Interpretation of Level of Scores for Evaluating Level of Problems of EFL Students’ English Sentence Stress Pronunciation

Level of Score (%)	Interpretationn
90-100%	Students have no problems
80-89 %	Students have problems at a low level
50-79 %	Students have problems at a moderate level
30-49%	Students have problems at a high level
0-29%	Students have problems at a very high level

The quantitative data that obtained from the questionnaire adapted from (Dashtestani (2013), Sayed & Siddiek (2015), and Otaibi (2012) were analyzed via the descriptive statistics to calculate mean and standard deviation as presented in Table 3.

Table 3

Levels of the Mean Score of EFL Students' English Sentence Stress Pronunciation

Mean score	Interpretation
4.50-5.00	Strongly agree
3.50-4.49	Agree
2.50-3.49	Uncertain
1.50-2.49	Disagree
1.0 1.49	Strongly disagree

Results

This section presents the results of the study relevant to the objectives as follows: 1) to investigate the effects of using online dictionary on improving EFL students' English sentence stress pronunciation and 2) to explore the levels of EFL students' attitudes towards using online dictionary in improving English sentence stress pronunciation.

1. The Results of EFL Students' English Sentence Stress Pronunciation Test (post-test)

The results of the post-test revealed the scores of EFL students' English sentence stress pronunciation, indicating the effects of using online dictionary on improving their English sentence stress pronunciation as shown in figure 2.

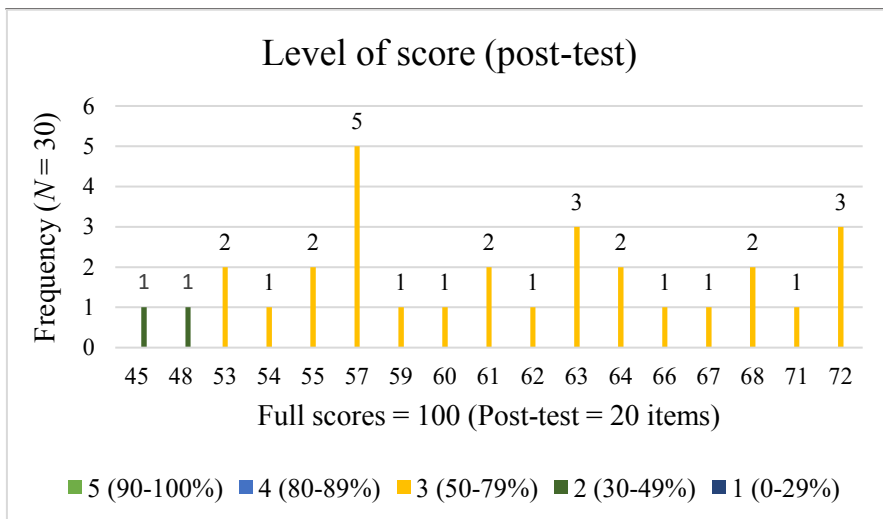


Figure 2. Results of EFL students' English sentence stress pronunciation Test (post-test).

As shown in Figure 2, the results of 30 EFL students' English sentence stress pronunciation test (post-test) were found that 28 EFL students got the average scores of the post-test from 53 to 72 of 3 (50 -79%), indicating that the proficiency in their English sentence stress pronunciation was at "moderate" level that means they put stress on stressed words and unstressed words with in a sentence "sometimes", compared to their pronunciation problems at "moderate" level, while only two EFL students got the average scores from 45 to 48 of 2 (30 -49%), indicating that the proficiency in their English sentence stress pronunciation was at "low" level that means they "often" put wrong stress on stressed words and unstressed words with in a sentence, compared to their pronunciation problems at "high" level.

2. *The Levels of EFL Students' Attitudes towards Using Online Dictionary in Improving English Sentence Stress Pronunciation*

The results of exploring the EFL Students' attitudes towards using online dictionary in improving English sentence stress pronunciation consisted of four components: Affective, Behaviour, and Cognitive Components as presented respectively in table 4, table 5, and table 6.

Table 4

Results of EFL Students' Attitudes: The Affective Component

Items	Level of Attitudes		Level of Agreement
	M	SD	
1. I really like to use LDOCE online dictionary to improve my English sentence stress pronunciation.	4.20	0.71	Agree
2. I do not like to use LDOCE online dictionary to improve my English sentence stress pronunciation because it is difficult to access.	2.30	1.24	Disagree
3. I feel happy and comfortable when I use LDOCE online dictionary for improving my English sentence stress pronunciation.	4.10	0.76	Agree
4. I am afraid of using LDOCE online dictionary for practicing my English sentence stress pronunciation because it is a waste of time and effort.	2.17	1.23	Disagree

Table 4 (continued)

5. I feel more self-confident when I use LDOCE online dictionary for my English sentence stress pronunciation.	4.27	0.74	Agree
Total	3.40	0.94	Uncertain

As shown in Table 4, the results of EFL students' attitudes: the affective component were overall found at "Uncertain" level ($M = 3.40$, $SD = 0.94$). Considering each item of each component, it was found that item 5, "I feel more self-confident when they use online dictionary for their English sentence stress pronunciation" was first ranked at "Agree" level ($M = 4.27$, $SD = 0.74$), followed by item 1, "I really like to use LDOCE online dictionary to improve my English sentence stress pronunciation" at "Agree" level ($M = 4.20$, $SD = 0.71$), and the lowest mean score was item 4, "I am afraid of using LDOCE online dictionary for practicing my English sentence stress pronunciation because it is a waste of time and effort" at "Disagree" level ($M = 2.17$, $SD = 1.23$).

Table 5

Results of EFL Students' Attitudes: The Behavioural Component

Items	Level of Attitudes		Level of Agreement
	M	SD	
6. I use LDOCE online dictionary to improve my English sentence stress pronunciation when I am online.	3.93	0.79	Agree
7. I use LDOCE online dictionary at university to improve my English sentence stress pronunciation.	3.97	0.85	Agree
8. I use LDOCE online dictionary at home/at dormitory to improve my English sentence stress pronunciation.	3.80	0.85	Agree
9. I avoid using LDOCE online dictionary because it is a waste of time and effort to improve my English sentence stress pronunciation.	2.10	1.30	Disagree
10. I only use LDOCE online dictionary on purpose to improve my English sentence stress pronunciation.	3.27	1.11	Uncertain
Total	3.41	0.98	Uncertain

As shown in Table 5, the results of EFL students' attitudes: the behavioral component were overall found at "Uncertain" ($M = 3.41$, $SD = 0.98$). Considering each item, it was found that item 7, "I use online dictionary at university to improve their English sentence stress pronunciation" was first ranked at "Agree" level ($M = 3.97$, $SD = 0.85$), followed by item 6, "I use LDOCE online dictionary to improve my English sentence stress pronunciation when I am online" at "Agree" level ($M = 3.93$, $SD = 0.79$), and the lowest mean score was item 9, "I avoid using LDOCE online dictionary because it is a waste of time and effort to improve my English sentence stress pronunciation" at "Disagree" level ($M = 2.10$, $SD = 1.30$).

Table 6

Results of EFL Students' Attitudes: The Cognitive Component

Items	Level of Attitudes		Level of Agreement
	M	SD	
11. LDOCE online dictionary is a fast means of improving my English sentence stress pronunciation.	4.33	0.71	Agree
12. I think LDOCE online dictionary is easily accessible to me for checking the correct English sentence stress pronunciation.	4.23	0.73	Disagree
13. I think LDOCE online dictionary has more disadvantages than advantages of improving English sentence stress pronunciation.	2.27	1.36	Agree

Table 6 (Continued)

14. I think LDOCE online dictionary is not helpful when I use it for improving English sentence stress pronunciation.	1.97	1.27	Disagree
15. I think LDOCE online dictionary is the best way for me to get additional practice for improving my English sentence stress pronunciation.	4.30	0.75	Agree
Total	3.42	0.97	Uncertain

As shown in Table 6, the results of EFL students' attitudes: the cognitive component were overall found at "Uncertain" ($M = 3.42$, $SD = 0.97$). Considering each item, it was found that, item 11, "I think that online dictionary is a fast means of improving their English sentence stress pronunciation" was first ranked at "Agree" level ($M = 4.33$, $SD = 0.71$), followed by item 15, "I think LDOCE online dictionary is the best way for me to get additional practice for improving my English sentence stress pronunciation" at "Agree" level ($M = 4.30$, $SD = 0.75$), and the lowest mean score was item 14, "I think LDOCE online dictionary is not helpful when I use it for improving English sentence stress pronunciation" at "Disagree" level ($M = 1.97$, $SD = 1.27$).

Table 7

Overall Results of EFL Students' Attitudes: The Affective Component, the Behavioural Component, and the Cognitive Component

Items	Level of Attitudes		Level of Agreement
	M	SD	
The Affective Component	3.40	0.94	Uncertain
The Behavioural Component	3.41	0.98	Uncertain
The Cognitive Component	3.42	0.97	Uncertain
Total	3.42	0.97	Uncertain

As shown in Table 7, the overall results of EFL Students' attitudes: the affective component, the behavioural component, and the cognitive Component were found at "Uncertain" level ($M = 3.42$, $SD = 0.97$). Considering each overall component, the cognitive component was first ranked at "Uncertain" level ($M = 3.42$, $SD = 0.97$), followed by the behavioural component at "Uncertain" level ($M = 3.41$, $SD = 0.98$) and the affective component at "Uncertain" level ($M = 3.40$, $SD = 0.94$) respectively.

Discussion

1. The Effects of Using Online Dictionary

Regarding the effects of using online dictionary on improving EFL students' English sentence stress pronunciation, it was found that the majority of EFL students had English sentence stress pronunciation at a moderate level, compared to the level of score from 50% to 79%. It indicated that they had a little problem but not too much. In addition, they had the proficiency in pronouncing English sentence stress at a moderate level, compared to the level of proficiency at 3-level. It indicated that they put stress on stressed words (content words) and unstressed words (structure words) sometimes

while pronouncing English sentence stress. This might be because the following issues: 1) the period of time for EFL students' using online dictionary was too short; it is just for a week, 2) EFL students lacked self-disciplines in self-practicing using online dictionary in improving their English sentence stress pronunciation, and 3) their using online dictionary was not controlled by instructors or researchers.

2. The Reflection of Using Online Dictionary

EFL students' attitudes towards using online dictionary in improving English sentence stress pronunciation could be overall reflected in three components: *affective*, *behavioural*, and *cognitive*, respectively. In affective component, most EFL students felt more self-confident when they use online dictionary for their English sentence stress pronunciation because the online dictionary contains native speakers' pronunciation audio feature for listening and practicing. In behavioural component, they used online dictionary at university to improve their English sentence stress pronunciation. This might be the fact that they were motivated and encouraged to use online dictionary by classmates and instructors. The internet is also available for free at university. In cognitive component, they thought that online dictionary was a fast means of improving their English sentence stress pronunciation because it has an audio feature for listening and practicing. Such pronunciation convenience by using online dictionary enables them to practice listening to and imitating the native speakers' audio feature of English sentence stress pronunciation directly. This was consistent with Metruk's (2017) results of the study that students often used electronic dictionaries for pronunciation practice relatively because of the most preferred choice. Moreover, the electronic dictionaries provided them with the pronunciation conveniences extensively. Similarly, Otaibi (2012) states that the most significant results were that the students had a positive attitude towards using of the Internet.

Recommendations

1. Implications

The results obtained this study will be the useful guidelines for teachers from school and instructors from higher education who teach English pronunciation because they can apply the results of this study and this online dictionary with native speaker's audio feature in enhancing their students to improve English sentence stress pronunciation. In addition, they can motivate their students to practice English sentence stress pronunciation on their own via this online dictionary for communicating better with the foreigner in their daily lives.

2. Further Studies

The next research that is relevant to the pre-experimental design: pre-test and post-test, experimental group, and control group should be included for empirically comparing the significant difference of the results before and after treatment. The period of treatment should be at least 18 hours in order to be more effective. The sample as the target group should consist of more than 30 persons. The interview conducted in order to give more effective feedback.

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Manuscript Preparation Guidelines for Submitting Articles to “Journal of English Language and Linguistics (JEL)”

Upon submitting your manuscript, please adhere to the following guidelines:

1. The full manuscript of the articles must be submitted in the Word File as an electronic file using Microsoft Office Word 2010 onwards via this website: <http://jelep.bru.ac.th>.

2. The article must be relevant to the following fields: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).

3. The **research article** must be based on the language-related areas specified above in the item 2. The article should range in length from 2,500 to 8,000 words, including figures, tables, and references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.


4. The **academic article** should provide discussions on all aspects related to the language-related areas specified above in the item 2. It should range in length from 1,500 to 4,000 words, including references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.

5. The article must be written in the standard American or British English. If the language used for writing is not the author's native language, the article must be thoroughly proofread by native speakers of the respective language, and it must be verified and signed by an English language expert in a form given before being sent to the editor.
6. The article must be carefully assessed for accuracy and quality of language before submission. It is necessary to make sure that the article has been thoroughly edited and proofread in compliance with an academic standard of English.
7. The article must be typewritten on single-sided A5 paper with 11-point Times New Roman font in single line spacing at 1.15. The top-left margins of 1.8 cm. and the bottom-right margins of 1.3 cm. are used.
8. The article must conform to the requirements of the guidelines prescribed by the Publication Manual of the American Psychological Association (APA), 6th Edition (2010).
9. Prior to a manuscript submission, the article must be screened for plagiarism by using Akarawisut via this website: <http://akarawisut.com>.
10. The article submitted for publication in JEL has not already been published elsewhere or is not under consideration by peer reviewers for publication in other journals.
11. The author must strictly comply with the criteria for the publication of academic and research articles set by the journal.
12. The article will be reviewed by at least two peer reviewers in the relevant fields. If one of them does not agree to get it published, the article will be sent to the third peer reviewer for his/her consideration. It is noted that the article published in the journal must be approved by at least two peer reviewers.

13. The Editorial board is responsible for the final decision regarding acceptance or rejection of the article published in the journal.

14. The author will be officially informed if his/her article is not accepted. However, the manuscript will not be sent back to him/her.

15. The title with 5-15 words in length should be a clear, concise, and informative description and accurately reflects the main scope and content of the article. It must be centered and written in bold typeface with 14-point Times New Roman (TNR) Font Size, Centered, Boldface, Title Case Heading; 1.15-Line Spacing: Fixed-12pt; Paragraph Spacing: Above Paragraph-6pt, Below Paragraph-6pt.

16. *The name(s) of the author(s) must be centered between the side margins and typewritten in boldface with 10-point Times New Roman font, followed by a number in order and ORCID iD icon ]

17. *The affiliation(s) of the author(s) must be written and set flush on the left using 10-Point Time Roman font below the author's name. E-mail address should also be included, followed by a full https URI preceded by ORCID iD icon, both hyperlinked to the https URI. Look at the example below:

soomyong.si@bru.ac.th  <https://orcid.org/0000-0002-5274-8470>

18.*Corresponding author's affiliation should include corresponding author's name, followed by QR Code preceded by ORCID iD icon (optional). Look at the example below:

***Corresponding Author:** Somyong Som-in 



***NB:** An Author who does not have an ORCID iD should register to get it. ORCID offers a Registry for free of charge at <https://orcid.org/register>. The ORCID offers a persistent digital identifier (an ORCID iD) for every other researcher. It can connect his/her iD with his/her professional information—affiliations and publications.

19. The components of manuscripts:

19.1 The research article consists of the following components:

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- 4) Affiliation of corresponding author: Corresponding author's name, followed by his/her QR Code preceded by ORCID iD icon (optional).
- 5) Abstract
- 6) Keywords
- 7) Introduction
- 8) Literature review
- 9) Research Objective(s)
- 10) Research Hypothesis/Hypotheses (optional)
- 11) Methodology
- 12) Results
- 13) Discussion
- 14) Recommendations
- 15) References




19.1 The academic article consists of the following components:

- 1) Title
- 2) Name(s) of author(s), email address(es) and ORCID iD hyperlink
- 3) Abstract
- 4) Keywords
- 5) Introduction
- 6) Body of text
- 7) Conclusion
- 8) References

Research Article Template


Research Article Title


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Suphakit Phoowong^{1*}  Author's Name² , Author's Name³ 

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***Corresponding Author:** Suphakit Phoowong¹ 



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First author's last name, Initial(s) of first author's name., & Second author's last name, Initial(s) of second author's name. (2020). The article title: Sentence Case only. *Journal of English Language and Linguistics*, 1(1), 00-00. [TNR Font Size 10, Flush Left]

Received Date: April 23, 2020

Accepted Date: June 25, 2020

Abstract [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

Keywords: Keyword 1, Keyword 2, Keyword 3

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Introduction [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe briefly the significance of the study relevant to the statement of the research problems. Identify issues that are the research gaps and give a reason why the researcher(s) is/are interested in conducting the research. Remember to add your in-text citation using the 6th APA referencing style throughout this section.

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Literature Review [TNR Font Size 12, Italic, Left, Title Case Heading]

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NB: Describe the significant resources of literature that contribute to your research. Remember to add your in-text citation using the 6th APA referencing style throughout this section.

Research Objectives [TNR Font Size 12, Italic, Left, Title Case Heading]

1. [Add text here.] [TNR Font Size 11, Regular (Body), Justified]

2. [Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: The research objectives should be clearly identified to reflect the overall image of the research article.

Hypothesis/Hypotheses of the Study (Optional) [TNR Font Size 12, Italic, Left, Title Case Heading]**Methodology** [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]*1. Research Design* [TNR Font Size 12, Italic, Left, Title Case Heading]

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NB: Describe the framework of research methods and procedures created to find the answers to research objectives/ research questions.

2. *Population and Samples* [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe population and samples used in your research, and present the information related to the samples, such as how the samples and the sizes of the samples are selected.

3. *Instrument(s) and Procedures* [TNR Font Size 12, Italic, Left, Title Case Heading]

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NB: Describe you instrument(s) and procedures here. Explain how you constructed your instrument(s) and types of items you used. Report how you assessed the validity and reliability of the instrument(s) and whether you piloted it/them first before using it/them.

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4. *Data Collection* [TNR Font Size 12, Italic, Left, Title Case Heading]

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NB: Describe how the study was conducted and explain how the data were collected.

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5. *Data Analysis* [TNR Font Size 12, Italic, Left, Title Case Heading]

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NB: Describe the method by which statistical techniques are systematically applied to define and explain, condense, recapture and analyze the data.

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Results [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

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NB: The results of the study should be explicit and informative, including statistics, tables, and figures (e.g., graphs and charts). The results of data should be interpreted and distributed to the reader in an objective, accurate and non-private manner.

To format the table in the 6th APA style, follow the example given below:

Table 1

Levels of EFL Students' Attitudes towards Using Online Dictionary

Component of attitudes	M	SD	Levels of agreement
Affective component	3.40	0.94	Uncertain
Behaviour component	3.41	0.98	Uncertain
Cognitive component	3.42	0.97	Uncertain
Total (N=30)	3.41	0.96	Uncertain

Note. M = mean; SD = standard deviation

NB: Type the word Table (not italicized) and the table's Arabic numeral (Table 1, Table 2, etc.), flush left. Double spaces below the table heading, type the title of the table in italics, with the title case heading style. If explanation of abbreviations, symbols or features is needed, give table notes directly below the table.

To format the figure in the 6th APA style, follow the example given below:

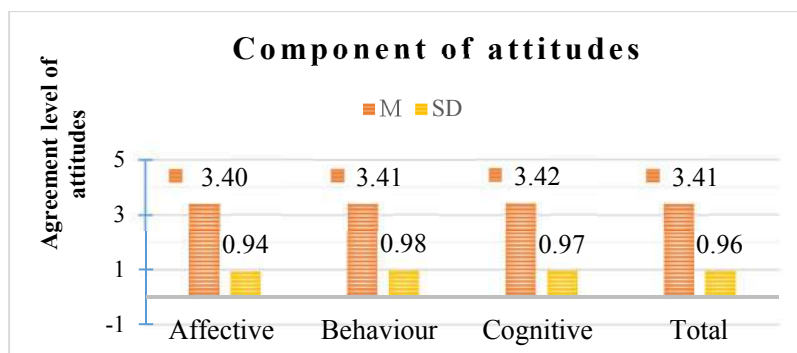


Figure 1. Levels of EFL students' attitudes towards using online dictionary.

NB: Below the figure, type the word *Figure* (italicised) on the left followed by the number and a full stop, e.g. *Figure 1*. One space after the figure label,

type the title with the sentence case style, NOT italicised, followed by a full stop.

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Discussion [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

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NB: Results from the study are discussed, explained, and interpreted in the Discussion part. This part should explore the significance of the results of the study, not repeat them.

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Recommendations [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

1. Implications [TNR Font Size 12, Italic, Left, Title Case Heading]

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2. Further Studies [TNR Font Size 12, Italic, Left, Title Case Heading]

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NB: Describe the vital recommendations in the best way to proceed in a specific situation. The whole point of the recommendations is to provide a helpful guide that will not only solve certain problems but will result in a successful outcome.

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Academic Article Title

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Suphakit Phoowong^{1*}  Author's Name² , Author's Name³ 

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***Corresponding Author:** Suphakit Phoowong¹ 

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Corresponding author's name followed by ORCID iD QR Code: TNR Font Size 10, flush left, Regular, Title Case]

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Keywords: Keyword 1, Keyword 2, Keyword 3

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Body of the Article

The main headings must be written with TNR Font 12, Flush Left, Boldface, Title Case Heading. The subheadings, with TNR Font Size 12, Italic, Left, Title Case Heading, should be clearly categorized with a numbered items. Look at the example below:

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1.2 Subheading, etc.

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Conclusion [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

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