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PROCEEDINGS ICON-ELT 2023

15 May 2023

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



ICON-ELT 2023

The 2nd International Conference on English Language Teaching
“Breakthroughs in ELT in the Post-Pandemic”

ISBN (e-book): 978-974-692-448-1

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BRU President’s Message

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

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

In addition, we are privileged to have a world-renowned keynote speaker, Professor Dr. Paul Kei Matsuda from Arizona State University, USA, who delivers a speech on the topic "Teaching writing in the age of world Englishes," as well as eminent guest speakers who are ELT specialists. I am confident that the ICON-ELT 2023 will be pertinent and beneficial to all symposium participants.

I, on behalf of Buriram Rajabhat University, would like to express my sincere thanks to the seven co-hosts, keynote speakers, featured speakers, experts, authors, and participants for their academic support and contribution. Last but not least, I wish this ICON-ELT 2023 the best of luck in every way.

(Associate Professor Malinee Chutopama)
President, Buriram Rajabhat University



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HUSOC Faculty Dean’s Message

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

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

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

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



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

Date: 15 May 2023

Venue: Buriram Rajabhat University, Thailand & Online (Zoom)

1. -----

Rationale

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

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



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Conference Purposes

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

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

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

Theme and Sub-themes of ICON-ELT 2023

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

Conference Theme: Breakthroughs in ELT in the Post-Pandemic

Sub-themes:

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



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Program

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Date: 15 May 2023

Venue: Buriram Rajabhat University, Thailand & Online (Zoom Meeting)

- 08.00 am. - 09.00 am. Registration in front of Bhudharaksa Meeting Hall, 3rd Floor, 15th Building
09.00 am. - 10.00 am. - BRU / HUSOC / ELT Program Video Presentations
- Opening ceremony by Assoc. Prof. Malinee Chutopama, President of Buriram Rajabhat University
- Report speech by Assoc. Prof. Dr. Akkarapon Nuemaihom, Dean of Faculty of Humanities and Social Sciences, and Ph.D. (ELT) Program Chair
- A thankful message by Asst. Prof. Dr. Nawamin Prachanant, BRU Vice-President, and Ph.D. (ELT) Curriculum Committee
10.00 am. - 12.00 pm. Keynote address on “Teaching writing in the age of world Englishes” by Professor Dr. Paul Kei Matsuda, Arizona State University, USA.
12.00 - 01.00 pm. Lunch
01.00 - 3.30 pm. Poster Presentation, beside Phuttaraksa Meeting Room, 3rd Floor, 15th Building
01.00 - 04.00 pm. Oral Presentation, 7th -8th - 9th Floors, 15th Building & Online via Zoom Meeting
(https://us02web.zoom.us/j/86423570746?pwd=dG5tUmwyd3BCSy9taVFWYURXWG5pUT09)

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



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

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Date: 15 May 2023

Venue: Buriram Rajabhat University, Thailand / Zoom

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Online Session via Zoom Meeting (3 Sessions)

Online Session I

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



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

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

Meeting ID: 864 2357 0746 / **Passcode:** 123456

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



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Online Session II

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



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

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<https://us02web.zoom.us/j/86423570746?pwd=dG5tUmwyd3BCSy9taVFWYURXWG5pUT09>

Meeting ID: 864 2357 0746 / **Passcode:** 123456

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



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Online Session III

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



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

NB: 1) The Zoom link together with the Meeting ID and the Passcode for all presenters attending the ICON-ELT online:
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Meeting ID: 864 2357 0746 / **Passcode:** 123456

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Date: 15 May 2023

Venue: Buriram Rajabhat University, Thailand / Zoom

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On-site Session at BRU (4 Sessions)

On-site Session I (Room 150701)

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



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

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On-site Session II (Room 150704/1)

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



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

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



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On-site Session III (Room 150704/2)

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



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

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On-site Session IV (Room 150902)

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

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Keynote Speech / Featured Speech



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Teaching Writing in the Age of World Englishes

Paul Kei Matsuda

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Abstract

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

Keywords: World Englishes, teaching writing, native speaker norm



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

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Abstract

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

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



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Feedback in Classroom Instruction and Its Role

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Abstract

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

Keywords: feedback, classroom instruction, role of feedback



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Writing for Publication: Where do I start?

Tariq Elyas

Professor Dr., King Abdulaziz University, Saudi Arabia

Abstract

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

Keywords: writing for publication, academic writing, writing structures



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

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Abstract

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

Keywords: information technology, innovation, meta learning, virtual reality



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Towards Professional Development of EFL Students Teachers during Practicum

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Abstract

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

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



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

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Abstract

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

Keywords: L2 reading, reading strategies, academic learning, academic purposes



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Re-evaluating language pedagogy: Serving the needs of learners

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Abstract

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

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



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

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Abstract

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

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

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

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Abstract

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

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

Introduction

English is one of the most widely spoken international languages in the world. It plays an important role in global communication and modernization. It has been used to communicate with people all over the world because English is the number one international language. language for education and future life and plays an important role in international communications which is necessary for learners in the 21st century. It has become a foreign language taught around the world, including Thailand. Therefore, English has become a compulsory subject taught at elementary, primary, secondary and university levels.

The problems in using English for Thai students were practicing and learning English speaking. First, teachers as well as students encounter various obstacles in teaching and learning English language. For example, the equipment in the classrooms and the education technology is insufficient. Students are also afraid of speaking English as some particular pronunciation is very difficult for them to pronounce. Moreover, in their daily lives, they lack opportunity to use English (Biyaem, 1997). The problems faced by English teachers were that the students won't talk or say anything and had silent period in English

class. The researcher expected that students' silence may be due to boring classroom activities, which teachers need to find ways to encourage students to speak. Second, Leong and Richards in 1987 stated that English language teaching in schools put little emphasis on the development of speaking skills, and there have not been enough opportunities to English learners to expose themselves for English spoken communication. Previously, the English curriculum at all levels in the Thai education mainly focused on reading and grammar rather than speaking (Karnpanich & Pulphol. 1997).

However, speaking is a productive skill which seems to be the most important of all the four language skills because it can distinctly show the correctness and errors that a language learner makes. Many students equate being able to speak as knowing the language so learning English is learning how to speak the language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the classroom, they may soon get demotivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom funny and dynamic.

The former English curriculum was reformed and it had to be revised again because foreign language learning, especially in the English language fails to build up competencies in using language for communications (Ministry of Education, 2008). The new English curriculum have been implemented since then. Thai education is focusing more on speaking. Thus, the teachers of English have been experimenting with new teaching techniques for successful communicative ability, particularly speaking.

Therefore, the Ministry of Education is aware of accelerating the reform of English language teaching and developing students' skills as quickly as possible. (Ministry of Education, 2014). The policy is to adjust English language teaching from grammar emphasis to communication focus starting from listening, speaking, reading and writing respectively. Therefore, students are encouraged to speak English as much as possible in class.

Learning English skills should start with listening, followed by speaking, reading, and writing in order, especially learners' listening and speaking skills. Speaking skills is considered to be very necessary because they are basic skills that must be used in communication. Speaking skill is an important and very necessary skill because those who speak well will affect their listening skills as well (Scott, 1981). In accordance with Kunthalee's perception (2002) said, speaking skills are the most important of all skills because effective speaking skills that shows the speaker has good language knowledge. In addition, teaching and learning of English communication today focuses on 4 skills which are listening, speaking, reading and writing, but the most importance is speaking skill because it is the most used skill in daily life (Nunan, 1991). The activities used to practice speaking skills depend on the purpose and content of the lesson which corresponds to real-world communication and choose the content to match the interests and abilities of students at each level in order to strengthen motivation and positive attitude in learning. It leads to achievement in English communication in daily life (Adisorn & Suchada, 2009).

1.1 Background of the study

Ban Wang Pho School is a primary school in the Northeast of Thailand where the 5th grade students rarely used English in speaking or communicating with their teacher in classroom. They could not use vocabulary, grammar, pronunciation and communication in English class. Based on the results of the previous semester and the results of the speaking skills test, the researcher found that the students had low speaking ability. Considering the hindrances faced by the students in the classroom, the researcher attends to use describing pictures activities to solve the problem because it was a group of primary school students.

1.2 Significance of the Study

This study provides English teachers with the guidance to increase students' English-speaking ability as it introduces English teachers to how to use pictures to improve students' ability in English speaking. In addition, the lesson plans can help English teachers to develop ways of teaching, material design, and assessment of English speaking courses by using pictures with students in enhancing their English speaking ability. Moreover, this study also aimed to explore students' perceptions towards learning English speaking through pictures describing activities, the findings of this study could be used to encourage students to enjoy and funny in studying English speaking ability and educational at the same time.

1.3 Research objectives

1. To examine the effects of using picture describing activities on English speaking ability for primary school students.
2. To explore the students' perception toward English speaking ability through picture describing activities.

1.4 Research questions

1. What are the effects of pictures describing on primary school students' speaking ability?
2. What are the students' perceptions toward their use of picture describing activities techniques in learning English speaking ability?

1.5 Scope of study

The study focused on students' improvement of speaking abilities, consisting vocabulary, pronunciation, grammar and communication by using pictures describing activities in learning English. This study was conducted 8 weeks for experimental. The researchers used pictures and flash cards suitable for grade 5 students. The contents were wild animals, at the supermarket, giving direction by using lesson plans lead the activities. For the content was prepared according to the Basic Education Curriculum, Basic Education 2008.

Related studies

Many researchers claim that picture describing activities improve speaking ability such as Asfa (2010) said about effective technique/method in improving students' speaking skill in descriptive text at the eighth grade students of SMP H in Isriati Semarang.

Lavalle (2017) studied the use of picture descriptions as a strategy to develop and enhance communication skills among the eighth-grade students attending a private English school in Chile. To that end, action research (AR) was attempted with the use of quantitative and qualitative methods to determine whether the use of picture descriptions can improve the students' oral skills in English as a foreign language. The findings of the study suggest that the students' communication skills increased as result of integrating picture descriptions in classroom activities, which in turn enhanced the students' overall participation.

Intamano (2018) findings indicated that the current study demonstrated that describing-picture activities approach was effective in improving students' English-speaking ability. In addition, students also had positive opinions towards describing-picture activities. They revealed that learning through the describing-picture strategy was interesting and fun. Besides enjoying with the describing-picture activities, student English-speaking ability was improved.

Pratiwi & Ayu, (2020) found describing picture strategy is one of the techniques that can be used to improve students' speaking skills. Speaking skill is one of the subjects that difficult to be mastered by young learners. This study was conducted in SMA Al Azhar 3 Bandar Lampung at first-grade students with qualitative data, the result showed that describing a picture strategy can improve students' speaking skills. This finding is in line with the previous research finding that describing pictures can help students to improve students' speaking skills. Nevertheless, there are some problems gained in using describing picture strategy. Many students could not apply grammar correctly when they speak by using the strategy. The students could not understand English when their friends speak English using describing the picture.

Nurdini, (2018) showed that using pictures is a great way to create an exciting learning process, so students can understand the lessons more effectively and be more eager to speak English with others. In addition, the use of pictures allows students to practice speaking English regularly even outside of class, memorizing the material better and improving their English speaking skills.

Nanthaboot (2012) said teachers should consider the following components of English speaking activities: Choosing words, phrases, or sentences that are appropriate for conveying meaning using correct structure and grammar as well as vocabulary and pronunciation. The Matthayomsuksa 3 students improved their English speaking abilities after learning communicative activities. There was a significant difference at the .05 level. Regarding the student's opinion toward communicative activities, they agreed with the above benefits of learning communicative activities.

In conclusion, this research found that the using of pictures describing activities can improve English speaking ability, enhance communication skills, had positive opinions, stimulate their interest. Moreover, the pictures describing activities made the students enjoy and had fun. These can be used to improve the English language proficiency of primary school students.

Methodology

3.1 Research design

The participants were 12 students in the 5th grade that they studied in the first semester, academic year 2021. In this study mixed method (quantitative and qualitative). This study ran for 15 hours in 8 weeks. The first week for pretest 1 hour, week 2nd-7th taken 2 hours per week and the last week for posttest and interviews students for 2 hours.

3.2 Research Procedure

The activities were designed as follows:

Construct the lesson plans, pre-test, post-test, speaking test and semi-structured interviews. Lesson plans were used to lead the method of teaching speaking ability. Pre-test was used to measure students' speaking ability at the beginning of the class in the first week. After that researcher used picture describing activities in 6 weeks. Post-test was used to measure summative speaking ability in the last week. Pre-test and post-test were the same set. Semi-structured interviews design to explore students' perceptions toward improving English speaking ability through picture describing activities in the last week.

The researchers used pictures and flash cards suitable for grade 5 students. The picture of pre-test in the first week of the experiment and post-test in the last week of the experiment was the same and it was about animals. Using 6 pictures of 6 weeks was about wild animals, at the supermarket, giving direction.

3.3 Research Instruments

To answer the research question whether the use of pictures describing activities help them to improve speaking ability of students. The instruments are designed in this study as follows: pre-test, post-test and semi-structured interviews.

3.4 Data collection

In this study, collecting the data from research instruments as follows: pre-test, posttest and semi-structured interviews.

Pre-test and post-test by speaking test was used for collecting data 2 times of the experiment. The first time, data were collected when the students did the pre-test in the first week. The second time, data were collected when the students did the posttest in the eight weeks. The measure to assessment was speaking test took about five minutes. Students were tested individually with the researcher that the researcher assessed a scoring rubric which was pronunciation, vocabulary, grammar, and communication drilling the students described the picture in front of the class. The researcher made a tick after drilling the students describe picture and show speaking performances in each item. It ranged from 1 to 5, 5 = excellent, 4 = very good, 3 = good, fair = 2 and poor = 1. The total score was 20 score that including 4 items then calculated the average score, SD and significance difference from pre-test and posttest.

Semi-structured interviews were used for collecting data of students' perceptions of picture describing activities. It consisted of three parts. The first part consists of 5 questions about background information on the students' speaking English experiences. The second part consists of 10 close-ended questions asking for students' perceptions. The third part was open-ended questions. The researcher is the reader and the

interviews questions itself in the last class after the all students finished of the activities. The researcher interviewed each student individually about 5 minutes per person. As for the amount of researcher calculated in percentage, it consists of part 1 and part 2 these were quantitative data but in part 2, the researcher designed a question that must be answered with reasons which was qualitative data. The researcher groups the same reasons of the students and summarized. As well as part 3 is the opinions or suggestions from the students after using the pictures describing activities which some students gave and some did not, the researchers groups that similar opinions were qualitative. Researcher checked and made a tick after asking students' opinions comments or suggestions in the last week of the experiment.

3.5 Data analysis

The scores on English speaking ability from the pre-test and post-test were computed and converted into the average, SD and paired sample t-test based on the total number of bases in the dependent sample. The semi-structure interviews that the researcher was the reader and the interviews questions itself after the last week of the experiment. The first part and the second part, researcher interviewed students and made a tick as their opinions. The data which collected and computed by using percentage. The third part, the researcher listed students' opinions to comments or suggestions. Then grouped their same comments and explained them in qualitative data.

Findings ana Discussion

4.1 Findings

4.1.1 Effects of using picture describing activities on English speaking abilities

Table 1: A comparison of speaking test score on pre-test and posttest on students' speaking abilities. The measure to assessment was speaking test took about five minutes. Students were tested individually with the researcher that the researcher assessed a scoring rubric which was pronunciation, vocabulary, grammar, and communication drilling the students described the picture in front of the class. The researcher made a tick after drilling the students describe picture and show speaking performances in each item. It ranged from 1 to 5. The total score was 20 score that including 4 items then calculated the average score, SD and significance difference from pre-test and posttest.

This finding indicated the result on pre-test and posttest, indicated that the average score on posttest was 16.17 and the average score on pre-test on was 9.3 which the average score on posttest higher than pre-test at 6.8 score.

Students No.	Students	pre-test	posttest
1	S1	9	16
2	S2	7	15
3	S3	10	15
4	S4	12	18
5	S5	8	14
6	S6	7	16
7	S7	9	17
8	S8	7	15
9	S9	14	17
10	S10	6	15
11	S11	13	20
12	S12	10	16
Average		9.3	16.17
Percentage		56%	97%

The results of the pre- and post-test scores from 12 students showed that every one of them had an increase in their post-test scores. The biggest difference score in pre-test and posttest scores was 9 scores from 2 students, 8 scores difference from 3 students and the smallest difference was 3 scores from 1 student. This showed that posttest results by using picture describing activities were better than pre-test results.

Table 2: A comparison of the average score on pre-test and posttest by using Paired Sample t-test.

This finding to answer research question 1 “Do picture describing activities improve English speaking ability for primary school students?”

Test	n	\bar{x}	SD	t	df	sig
pre-test	12	9.3	2.06			
				13.53	11	0.00
posttest	12	16.17	1.22			

* is significant at $\leq .05$ level

According to table 2, it found after learning by using picture describing activities on improving English speaking abilities. The researcher used the excel program to calculate using the t-test paired two sample for means formula because it was necessary to find significant difference to compare the results of pre-test and posttest. The average score of pre-test was 9.3 and the average score of the posttest was 16.67, the standard deviation of pre-test was 2.06 and the standard deviation of posttest was 1.22, the standard

deviation difference was 0.84. This study had a p-value at $\leq .05$ level which after given treatment through pictures describing activities, the significant difference at 0.00 level. Therefore, it showed that the significant difference less than the p-value was .05.

In summary, according to table 1 and 2 indicated that, using pictures describing activities affects English language learning which after giving treatment through picture describing activities in class, the students in the 5th grade at Ban Wang Pho school were improvements in their speaking abilities base on the average score on posttest higher than pre-test which the significant difference at 0.00 level.

4.1.2 The results of Semi-Structured Interviews

This finding to answer research question 2 “What are the students’ perceptions toward their use of picture describing activities techniques in learning English speaking skills?”. The researcher translated into Thai when interviews students.

Part 1

Background Information

All of 12 students have studied English before but never spoken English outside the classroom or spoken with foreigners with 100%, 9 students have studied 1 school year with 75% and 3 students have studied more than 2 school years with 25%, 10 students like speaking English with 83.33% and 2 students don’t like with 16.67%.

Part 2

No	Number of Question	Totally				Note
		Yes		No		
		F	%	F	%	
1	Q1	10	83.33	2	16.67	They like to see the meaning of vocabularies through pictures rather than reading through text and they were excited about learning through describing pictures activities because that more interesting than only studying in a book.
2	Q2	9	75	3	25	They interested to use the pictures in the class for improving speaking because, they can speak out the words by looking at pictures or make sentences to describing pictures more English than before.
3	Q3	8	66.67	4	33.33	Using picture describing activities helps them speak more English, but we may have to listen to the pronunciation clearly from the teacher or speak according to video learning will pronounce more clearly also.

4	Q4	9	75	3	25	Because the picture describing activities allows them to practice speaking often, both words and grammar structure in sentences.
5	Q5	10	83.33	2	16.67	They can remember vocabularies through pictures rather than only memorizing words and when they practiced speaking through describing picture activities often, it made easier to memorize.
6	Q6	9	75	3	25	Because they have practiced speaking vocabularies, sentences and describe the pictures with the class.
7	Q7	10	83.33	2	16.67	They worked in pair with friends to practice speaking and describing pictures in front of the classroom.
8	Q8	12	100	0	0	They thought the picture describing activities improved their English speaking for example, practicing speaking through pictures makes them remember more vocabularies, pronunciation, grammatical structure in sentences when they describe the pictures and communication with friends.
9	Q9	12	100	0	0	Because they can do activities with friends, study with a variety of pictures that make it not boring and dare to speak more English.
10	Q10	12	100	0	0	There should continue using picture describing activities in the class because it was fun and make them memorized vocabularies and made then speak more English.
Totally			84.17		15.83	

From the table above, it was showed that the using picture describing activities for the 5th grade creates students’ perceptions which in turn affects their English speaking ability. The percentage on question that the students answer with “Yes” for question: 8. Do you think your English abilities improve/better after learning through picture describing activities? Why or why not?, question 9: do you have fun in the class when using picture

describing activities? Why? and question 10: Do you think we should continue using picture describing activities in the class? why or why not?. These were the highest agreement with 100%. The percentage on question 3: Can using picture describing activities help you pronounce your English clearly? In what way? was the lowest of all performances with 66.67%.

In conclusion, the effect of speaking ability from the students improved their English speaking after learning through picture describing activities for example, they memorized more vocabularies when they practice speaking through pictures because of in the past, the students used to memorize the main, pronunciation, grammatical structure with sentences in describe the pictures activities and communication with the class. All of them enjoyed the class, had fun and encouraged the teacher use describing pictures activities for next lessons.

Part 3

Other comments or suggestions in the picture describing activities.

Some of them said that teacher should provide more pictures such as body, places, fruits, sports and Christmas etc, or use pictures describing activities to teach on writing. There were also students who wanted to comment that if they practiced from pictures until they were fluent, they would like to watch a short video clip and explain. Moreover, they required teachers to continue using these the activities in the class.

In summary from semi-structure interviews found the students in 5th grade at Ban Wangpho school enjoyed and fun in English class. Moreover, they encouraged the teacher use describing pictures activities for next lessons. Although the experience of learning English is different but all of them had positive perceptions of English speaking base on they agreed that the pictures describing activities helped them improved their English speaking ability such as memorized more vocabularies, pronunciation, grammatical structure and communication.

4.2 Discussions

This section answers the first research question concerns the effects of using pictures describing activities on improving English speaking for primary school students, revealed that all students had an increase in their post-test scores and the average score of posttest higher than pre-test from English speaking test. Therefore, the average score difference was 6.78. Similarly with Intamano (2018) revealed that the result after learning through describing-picture activities, the average score of the posttest higher than pre-test which was 5.81. The significant difference at 0.00 level from the significant at $\leq .05$ level similar with Nanthaboot (2012) research showed the result of significant difference at .05, it means the students in Matthayomsuksa 3 improved their English speaking ability after learning communicative activities. However, the study of Nanthaboot focuses on communication, fluency, vocabulary and grammar. In which this study didn't focused on fluency because the students in Grade 5 and they less experience on English speaking.

Nurdini, R.A. (2018) used pictures to teach English speaking or conversation interestingly and more efficiently. Data from observation and library research show that using picture was one of an excellent way to create an exciting learning process, so the students can understand the lesson more efficiently and can be more enthusiastic to speak English to others. Also, the use of pictures has enabled students to practice speaking English regularly even outside the class, to memorize the material better and to improve their English speaking skills. Sasmita (2018) found that there was a significant improvement on the students' speaking skills through the use of the describing picture technique. Iman, J.N. (2016) found that using pictures with picture describing technique could give positive impact on the speaking achievement and it also could be used as the alternative medium of instruction in the teaching and learning environment.

In conclusion, the findings indicated that the students improved their English speaking abilities after learning through picture describing activities base on the result of pre-test and posttest. The students can speak what they know about the pictures and it also helped them to speak with direction and easier to describe the pictures. Asfa (2010) said about effective technique/method in improving students' speaking skill in descriptive text at the eighth grade students of SMP H in Wasriati Semarang. Similarly, Pratiwi & Ayu (2020) found describing picture strategy was one of the techniques that can be used to improve students' speaking skills, the result showed that describing a picture strategy can improve students' speaking skills.

4.2.1 Students' Perceptions

The result of semi-structured interviews showed that the using picture describing activities for the 5th grade had an effect on the students' perception of English speaking ability improvement in average score at 16.53 or 82.83 percentage. The students enjoyed and had fun in English class. Moreover, they encouraged the teacher use describing pictures activities for next lessons. All students had positive perceptions of English speaking base on they agreed that the pictures describing activities helped them improved their English speaking ability such as recognized more vocabularies, pronunciation, grammatical structure and communication and they also enjoyed and had fun in English class. Intamano (2018) stated that describing pictures activities were enjoyable and it was fun every class with 62.5 percentage, based on 3 open-ended questions of the students' opinions towards learning English speaking skills through describing-picture activities form. In addition, they claimed that they improved their English-speaking ability after learning through describing- picture activities. Lavallo (2017) stated the use of picture descriptions can improve the students' oral skills in English as a foreign language.

In additional, Pasaribu (2018) found that the use of picture in writing also helped them understand the descriptive paragraphs even though they knew there was another media which could help them write a descriptive paragraph. Thus, it was suggested that the English teachers should use this technique to improve students' descriptive paragraph writing. The students' perceptions toward their use of picture describing activities techniques in learning English speaking skills. Kano and Fardyansyah (2019) found that describing pictures can also be used to stimulate the students' imagination and to motivate them in learning English, especially in speaking progress. The result of the

questionnaire was shown that the students are interested in learning English with the use of picture describing activities. Furthermore, all of the students like this activity. The describing picture also has advantages for students. Pictures can also help the students boost their confidence and motivate their learning.

Conclusions, Limitations and Suggestions

5.1 Conclusions

This study evaluated the effects of the picture describing activities, the scores collected from the pretest and posttest of English-speaking ability tests were statistically analyzed by arithmetic average score, standard deviation and significant difference. This part presented summary of the findings, there were answers for 2 research questions.

The first research question was: what are the effects of pictures describing on primary school students' speaking ability? The analytic scoring scheme for assessing students' English-speaking ability adapted from Nanthaboot, 2012. Then, the statistics of paired sample t-test test had the significant difference at $\leq .05$ level and find the difference average scores of the pre-test and post-test. The result from pre-test and posttest showed improvements in their speaking abilities base on the average score on posttest higher than pre-test which the significant difference at 0.00 level. Inconclusion, according to the findings results found that the using describing activities can improve English speaking ability and it is important guideline for teachers use to develop students' abilities on speaking but must choose the content or difficulty that is suitable for the student's level.

The second research question was: what are the students' perceptions toward their use of picture describing activities techniques in learning English speaking ability? The students' perceptions towards pictures describing activities were analyzed from semi-structure interviews adapted from Nanthaboot, 2012, Intamano, 2018 and Phisutthangkoon, (2012). The finding of semi-structure interviews found the students enjoyed and had fun in English class, they encouraged the teacher use describing pictures activities for next lessons. All of them had positive perceptions of English speaking base on they agreed that the pictures describing activities helped them improved their English speaking ability such as memorized more vocabularies, pronunciation, grammatical structure and communication.

In summary, the using pictures describing activities helped the students have a positive perception towards learning English speaking. From the beginning that was quite worried and difficult to teach speaking, most of them read from the story. However, the using pictures describing activities not only makes them enjoy and fun, but also leads to the production their English speaking abilities such as vocabularies, pronunciation, grammatical structure and communication. Therefore, it is an interesting teaching method for students to have a good perception.

5.2 Limitations

1. The participant were only 12 students, there were small group because Ban Wang Pho School was a small school. There had 7-12 students in each class which could invalidate the results if tested in a larger group.

2. There is only one group, so it is not possible to compare the difference in outcome between those who using pictures describing activity technique and those who do not use it.

3. The time of each lesson was 4 hours, which may be too short for learning and practicing the activity. Because according to the indicators of grade 5 had 4 skills must be taught: listening, speaking, reading and writing. 1 academic year has 8 months for learning, so it is divided into 1 skill per 2 months, which the next study may provide part-time teaching to arrange more learning and practicing activities, longer time may result in better.

5.3 Suggestions

The participants of this study were a small group. Thus, if apply with a larger sample it may have different result. In the other words, there was only one experimental group of participants in this study; it should be more effective to have two groups, experimental and control group, so that the results can be compared because the researcher will know the effectiveness of the instruments and the results of groups using describing pictures activities and not used that same or difference.

This research was aimed to improve the students’ speaking ability. Related to the focus of the study, the results of the study advised to be used as a reference for other researchers who intend to conduct similar research related to the improvement of the students’ speaking ability. The researcher also suggested that the students must try to practice speaking using pictures, because it helped and made them easier to express their ideas. In addition, students must have motivation and desire to develop their ability to speak. They have to practice pronunciation, memorize vocabularies and use vocabularies appropriately in sentences according to grammar structure by speaking through the pictures. In addition, students also have to interact with classmates and communicate to practice conversation continuously.

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

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Abstract

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

Keywords: professional challenges, EFL teachers, Myanmar Universities

Introduction

Education needs to be able to adapt to meet that need and provide students with the essential skills and behaviours (Gayeski et al., 2007) which in turn provides the competitive edge for companies (Sutton, 2002; Glenn, 2008). However, Rotherham and Willingham (2010) argue that teachers are not getting relevant or sufficient training and professional development to effectively integrate 21st century practices into the classrooms and that teachers' needs must be addressed first in order for them to develop the workforce of the future. (Wei-Li et al., 2009; Iqbal et al., 2011; Nielsen and Cappelen, 2014), knowledge is seen as a critical component for an organisation's competitive advantage. The challenges facing teachers in developing their skills is compounded by a difficult external environment. The education sector is facing a number of immediate issues such as retention, availability of permanent jobs, quality and keeping teachers' skills current. The education sector tends to act reactively and is compliant with rules and regulation, rather

than pro-actively using the potential of job applicants to help close achievement gaps (Tran, 2015). Lindon (2011) added to this by recognising that teachers need to have the ability to be able to adapt to the changing environment. Transformative human resources (HR) could be used to foster 21st century skills two-fold: through identifying relevant professional development practices for current staff; and linking them to the school’s objectives, alongside effective recruitment focusing on hiring skills gap in the school. Performance development as part of a bundle of HR practices can help to retain and motivate teaching staff and improve student learner outcomes (Rasheed et al., 2016). PD offers a ground-up, rather than top-down approach supporting the constructionist view “based on affirmation, appreciation and dialogue” (Mchunu and Steyn, 2017, p. 9315). Middlewood (2002) uses PD to promote real change through individual needs and reflection as well as social exchange through collaboration. Teachers are key to the success of a student’s learning, outcome and successes, which show that teacher competencies have a close relationship with student learning outcomes (Nye, et al. 2004; Bugener and Bath, 2018). Therefore, teachers need an acute awareness and understanding of 21st century competencies in order to fully prepare their students.

This study aims to explore and understand the challenges of EFL teachers facing in teaching English for their professional development. These challenges particularly relate to upskilling for the 21st century, despite the difficult environment within the educator sector. Based on a review of the existing literature, the following themes were: motivation, competencies, peer coaching, knowledge-sharing, professional learning communities, and measurement in relation to the professional development of educators in Myanmar. To fill this research gap, this study will gather evidence from EFL teachers about their professional development and learning, in addition to the methods and measures they currently use to identify effectiveness. To provide a brief overview, the themes identified in the literature review will be used to identify the challenges facing the 21st century professional development of teachers. For the purpose of this study 21st century competencies and 21st century skills are used interchangeable as they both emphasize creativity, critical thinking, collaboration, problem solving and technology (Kan and Murat, 2018). These insights go on to influence the research questions and research methodology sections of this study.

Literature Review

This study will outline some of the key issues and current thinking related to professional development via six sub-sections: motivation; competencies; peer coaching; knowledge-sharing; professional learning communities (PLCs); and measurement. Professional development can be defined as: “the processes and activities designed to improve teachers’ knowledge, the practice of instruction, and the learning outcomes of students” (Wei, Darling-Hammond, Andree, Richardson and Orphanos, 2009 cited in Kang et al. 2013, p. 12). The existing literature on the professional development (PD) of teachers notes how ineffective it has been with regards to improving teaching practices, which has

subsequently had a negative impact upon the improvement of learner outcomes (O’Dwyer et al., 2010; Garet et al., 2011; Desimone and Garet, 2015).

This study seeks to add to the existing literature on PD by adding more criteria to Desimone’s (2009) conceptual framework. Existing studies on measurement and accountability lack a connection with constructive teacher PD. There is therefore a gap in the literature on agreed methods of assessing teacher performance, including and which elements to assess and when, as well as what teachers find effective. This study seeks to expand on the literature by providing an understanding of the focus of teachers when assessing their own, and their students, successes.

(1) Motivation

As Pink (2009) (cited in Bates, 2016, p. 569) argued, “true motivation that leads to excellent creative performance comes from mastery, autonomy and purpose” and that a focus on these improves quality and effectiveness. Furthermore, Leithwood, Jantzi and Steinback (1999) study showed that motivation was a critical part of teachers’ commitment to change and that it enabled teachers to adapt to the needs of new environments. Motivation is also a key facet of empowerment and Braga et al. (2017) study found that empowerment in professional development is essential for teachers to take ownership over improving the learning outcomes of their students. As identified by Hackman and Johnson (2013) building intrinsic motivation, is seen as a key success factor in teacher PD as it fosters creativity and people become more dedicated to the task, take more ownership of it and produce more effective long-term results and this is readily supported by Bates (2016). Intrinsic motivation refers to the internal drive or desire to engage in an activity for its own sake, rather than for external rewards or incentives. It is the inherent satisfaction and enjoyment that individuals experience when they are engaged in a task that aligns with their interests, values, or personal goals. (Hackman and Johnson, 2013). Intrinsic motivation is closely tied to individuals’ interest and enjoyment in an activity. When tasks become monotonous, repetitive, or lacking in novelty, they may fail to sustain individuals’ intrinsic motivation, leading to decreased engagement and performance. Intrinsic motivation can be negatively affected if individuals perceive a lack of competence or experience repeated failures in their endeavors. The feeling of incompetence can diminish intrinsic motivation and lead to feelings of frustration or self-doubt.

Extrinsic motivation refers to engaging in an activity or behavior primarily to obtain external rewards or avoid punishment, rather than for the inherent enjoyment or interest in the activity itself. It involves being motivated by external factors such as money, grades, recognition, or praise. Extrinsic motivation can enhance performance by setting benchmarks and providing external feedback. Rewards or recognition tied to performance can incentivize individuals to put in extra effort, strive for excellence, and improve their skills or knowledge in a particular area. When motivation is utilised effectively it has a positive impact upon performance and motivation (Filak, 2003). However, teachers can become demoralised through a lack of recognition, respect and ineffective appraisal systems (Rao, 2004; Rasheed et al., 2016). Research suggests that competencies provide a way to achieve this and in particular, the use of 21st century competencies ensures that

teachers are passing on vital skills and behaviours to their students (Wright and Lee, 2014). This research therefore contributes to the literature by exploring motivational factors related to upskilling across the three sectors. This will help to determine whether there are any significant similarities or differences in teachers’ motivations in an Irish education context.

(2) Competencies

This section looks at the role of competencies in relation to successful performance development processes. It will define the concept of ‘competence’ and examine its value-added benefits. It also highlights how these can be used as a basis for knowledge, shared visions, communication and measurement to ensure continuous learning, thus enabling teachers to prepare their students for the future. David McClelland (1973) initially proposed competencies as a critical differentiator of performance. Expanding on this, Prahalad and Hamel (1990) developed the concept of ‘core competencies’ which can be defined as “the collective learning in the organization, especially how to co-ordinate diverse production skills and integrate multiple streams of technologies”. Berger and Berger (2011) also identified core competencies as involving “knowledge, skills, abilities, attitudes, that an employee needs to successfully perform his or her job at present and also in the future”. However, despite 21st century skills being recognised as a necessity for students to learn, they are also under-prioritised in education systems (Wright and Lee, 2014). A further concern is that teachers need to be better equipped to be able to cope with the “needs of modern education” (Norahmi, 2017, p.77). The majority of academic staff work within focused disciplines, which means that they have a narrower breadth of skills (McCormack et al., 2014). Another concern is discussed by Pellert (2007), which is that academics will focus on acquiring competencies in their own field. In the following sub-section, a more detailed discussion will look into one of the 21st century competencies, collaborating, done through peer coaching, to help increase teacher knowledge. It will also look at supportive environment needed for improving communication and teamwork skills, thus furthering teachers’ mastery over 21st century educational needs.

(3) Peer Coaching

Peer coaching “involves two colleagues engaged in a mutually supportive relationship” (Neubert and McAllister, 1993 cited in Ma, Xin and Du, 2018). Reflection and constructive criticism are key components of successful peer coaching and raise the standard of professional development (Lu, 2010). However, Gutierrez and Kim (2018) noted that, without cooperation from teachers, peer coaching is ineffective. Nevertheless, when done successfully, peer coaching is a way of sustainability instructional improvement (Knight, 2006). To provide an overview, peer coaching occurs when a coach facilitates the reflection process, thus maximising the potential of the professional learning community (Gutierrez and Kim, 2018). This process enables timely feedback and reflection which supports the commitment to adult learning as the learner sees immediate relevance to their situation (Wynne, 2002). Studies have highlighted the benefits of peer coaching amongst teachers (Yu, 2003; Alsaleh et al. 2017; Liu and Wang, 2017). More precisely, other studies

have also identified that peer coaching, along with peer review and assessment forms part of a successful learning environment (Hsu, 2016; Lagkas and Demetriadis, 2017; Yu and Wu, 2016).

(4) Knowledge-Sharing

Knowledge-sharing in education is understood “in terms of links between policy, research and practice” (Gutierrez and Kim, 2018, p. 215). A number of studies have highlighted that knowledge-sharing is vital to the education profession (Hord and Sommers, 2008; Oancea, 2014). In particular, it has been argued that once teachers pass their formal qualifications their “professional knowledge is almost entirely gained via experience” (Underwood and Joshevskva, 2019, p. 116). At present, the global economy is highly competitive. As a result, knowledge sharing maximises the use of expertise and resources and add to the success of the education sector (Ramayash et al., 2013). The literature highlights how the knowledge and skillset of the teachers must be at the centre of professional development (Dadds, 2014). Knowledge-sharing can also assist with career development via a combination of tacit knowledge combined with research knowledge (Gutierrez and Kim, 2018). Similarly, Fullwood et al. (2013) highlight how effective knowledge sharing maximises the intellectual capital held by the education sector and enables institutions to become more competitive in a global market. This further supports the importance of relationships for successful knowledge-sharing. The next section will discuss the elements and use of PLCs. This is the next evolution of professional development supporting as it supports teachers needing to prepare their students for the 21st century workplace.

(5) Professional Learning Communities

Professional Learning Communities (PLCs) are pro-active groups that are able to quickly react to emerging trends and context. PLCs are made up of teachers, researchers and policy makers support teachers’ PD (Gutierrez and Kim, 2018) and are also known as a “community of practice” (Wenger, 2003). However, some studies have shown that despite the advantages of PLCs, their success does not always translate into practice (Oyewole, 2016; Underwood and Joshevskva, 2019). Nonetheless, PLCs do support the new emerging trends and needs in educational practice in the 21st century, especially for lifelong adult learners and specific school contexts (Gutierrez and Kim, 2018). Vekeman et al., (2018) further support this opinion by suggesting that principals who collaborate with teachers within the school can successfully promote PLCs. Likewise, McCaughtry et al., (2006) noted that, without clear support by management, initiatives such as PLCs can be seen as low value and as a result teachers’ can be resistant towards it. Networking is essential in scaling up and sustaining PLCs but whilst networking is commonplace in business, is not utilised fully in the education sector (Goos, et al., 2018). In light of the above, this research seeks to address the gaps in the literature of how PLCs are utilised in the Irish education sector and how the different sectors (primary, post-primary and tertiary) understand, use, and view PLCs.

(6) Measurement and Accountability

Current practices and the existing literature demonstrate that the Education Sector measures student achievement in a single field, as opposed to measuring teacher development in terms of values, principles, and standards. There is therefore a gap in literature on personal measurement systems for educators. Few studies have looked at teachers’ attitudes to assessment and its relationship with their own PD. There is resistance from educators as they view measurement systems as being part of the new ‘management culture’, which is coming into the Public Sector (Gleeson and O Donnabhain, 2009). Government funding and policy changes within education institutions has led to an increase in demand for accountability (Forrester, 2011; Bradley, 2016). Performance management systems can ensure accountability and inform professional development for educators (Middlewood, 2002; Mchunu and Steyn, 2017). Walsh (1994) argues that a contractual model of accountability involves performance indicators, which can erode trust and leave no room for ambiguity. This study aims to expand upon the existing literature by exploring teachers’ attitudes towards measurement in order to determine whether there is a positive link between the use of measurement and teachers’ professional development.

Research Methodology

This study aims to explore and understand the challenges of EFL teachers facing in teaching English for their professional development. In this study, qualitative method was used. Data were gathered utilizing semi-structured interviews. The participants were chosen on purpose using a purposeful sampling approach. Open ended questions were used to collect qualitative data with semi-structured interviews with 20 English teachers. This study explored a small selection of EFL teachers in some universities of Myanmar. It aims to be able to identify any commonalities or differences in the challenges faced by EFL teachers to improve professional development in the future.

The following six objectives were developed from the research question:

1. To explore teachers’ knowledge and use of 21st century competences in teaching and planning
2. To explore teachers’ challenges in teaching and practices with professional development

The objectives were developed from the literature and are seen as key and integrated components of professional development in the education sector.

Population

In the academic year 2022-2023, the population comprises of English language teachers who work at higher education institutions in Myanmar. They are made up of 20 EFL teachers who have worked at some colleges and universities. In the study, a purposeful sampling approach, the data were collected through a semi-structured interview from 20 EFL teachers respectively. Mostly are lecturers and some are associate professors with the age rate of 30 to 50 years.

Research Procedure

Data were gathered utilizing semi-structured interviews. In this study, a qualitative method was used. This allowed for a greater flexibility in understanding of the more in-depth experiences of the interviewees, as well as offering more insights into particular situations. Open ended questions were used to collect qualitative data and semi-structured interviews were conducted with 20 English teachers who work at higher education institutions in Myanmar during the academic year 2022-2023. The data was gathered through an interview survey by using a descriptive analysis approach. Teachers' responses were analyzed and coded one by one, and these codes were correlated with one another, brought together, and categorized. The interviews were recorded using google form to collect the data. Codes and categories have been changed. Tables were used to show and analyze the findings. This study aims to explore and understand the challenges of EFL teachers facing in teaching English for their professional development.

Results

The research findings have been coded into themes and aligned with each research objective. The study was explained to the participants and the data were collected for the participants' information and their responses through online interview session. The interviews were largely conducted with participants through semi-structured interviews, due to distance and time constraints.

Table 1: Interview Results

Area identified in literature	Themes	Participants
Motivation	Intrinsic factors Extrinsic factors Environment	Participants (11 out of 20) Participants (6 out of 20) Participants (3 out of 20)
21 st Century Competencies	Awareness Planning/ Integration	Participants (13 out of 20) Participants (7 out of 20)
Peer coaching & Knowledge Sharing	Systems (formal/informal) Culture	Participants (15 out of 20) Participants (5 out of 20)
Professional Learning	Awareness (or lack of) Communication Time constraints	Participants (6 out of 20) Participants (14 out of 20)
Communities	Systems (formal/informal/lack of) Fear/ trust issues	Participants (8 out of 20) Participants (12 out of 20)

According to the interview responses for motivation, the majority of participants were intrinsically motivated to upskill because of curiosity, interest, to boost competency, learner outcomes and personal satisfaction. The intrinsic factors were also prompted and supported by personal reflection. It should be noted, that there was also a clear observation by participants about colleagues and universities who were experienced teachers and who did not want to use personal reflection or feedback to learn new ways. Some participants expressed that extrinsic factors such as promotion and progression, especially at tertiary level, were reasons for upskilling. One of the reasons for upskilling was to receive three extra personal vacation (EPV) days. Three participants answered that the environment influenced participants due to the perception of value placed on upskilling from management. However, within the data participants indicated that all new lecturers now had to undertake a Postgraduate Certificate in Higher Learning and Teaching. Increasing mastery of content or teaching methodologies to keep current was a common motivation in some universities of Myanmar. Teachers were more motivated to upskill when there was value placed on upskilling: “Encouragement from senior staff, having value placed on that upskilling within the institution, being given supports, emotional, financial.

The majority of teachers subconsciously planned and integrated the competencies into their work, as outlined below. (13 out of 20 participants) argued that 21st century competencies were nothing new: “21st century competencies are things we were doing in the 20th century. When it was asked to rank in order of importance, there was no pattern in any of the sectors apart from ‘creativity’ which was put last by . The most common competency that was added when participants were asked to add any other competencies to the list was ‘technology’. For the result of Planning/ Integration, the newly qualified teachers had a clearer and more purposeful view of the competencies when teaching and planning. On the other hand, more experienced teachers did not integrate competencies consciously and argued that they integrated them subconsciously. Experienced participants stated that they would be able to retro-fit or identify competencies if asked. It was noted that (7 out of 20) participants observed that they did not use every competency all the time for their professional development.

Knowledge sharing, and peer coaching were seen to be key parts to professional development in the education sector (Knight and Cornett, 2009). Most participants (newly qualified teachers) viewed the process as being beneficial and supportive. The majority of participants (15 out of 20) saw the benefit in observations, but there was apprehension and fear at all levels regarding formalised reflection and peer observation processes for experienced teachers/ lecturers. Knowledge sharing was seen to happen organically through informal conversations and the frequency reflected the various needs of the teacher. Knowledge sharing also happened continuously, but it was more frequent for newly qualified. At tertiary level there was the least amount of knowledge sharing by experienced lecturers. Time was also noted to be a factor for the lack of knowledge-sharing at tertiary level and time was viewed as being a major issue affecting knowledge-sharing. The culture of the institution and attitudes of individuals determined the amount of knowledge-sharing. Participants (5 out of 20) also noted that, while they were happy to



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share, this was not there was a lack of risk-taking behaviour in the universities of Myanmar. Fear and time were cited as the key reasons for this. At tertiary level there was more risk-taking behaviour, but on those occasions, there was a lack of support from leadership. It was also noted at both primary and tertiary level that were the least likely to want to share knowledge. In contrast, that culture had shifted with new teachers/ lecturers, who were keener but there's an awful lot to be gained with younger teachers and watching them in the classroom.

None of the participants engaged with professional learning communities as they are defined by the literature. The learning communities, as defined by the participants, across all sectors, included a one-way exchange of ideas or information by professional bodies or associations. According to the results for Professional Learning, half of the participants had some awareness of their associations. There was mixed engagement with only (6 out of the 20) participants engaging with teaching and learning groups in-house. In the tertiary sectors there were dedicated teaching and learning departments, but only one of the participants mentioned using them and there were no dedicated teaching and learning groups mentioned by the participants. The types of communication used by different associations included: conferences, talks, magazines, circulars, and online. A large number of participants (14 out of 20) noted the benefits of online communication in regard to helping with time issues.

According to the data for communities, all of the participants recognised the importance of accountability, but there was no agreement on what accountability should look like. Each participant valued different areas for example; environment, student positivity, student interest, engagement and results which are dependent on the students' individual ability. Another (2 out of 20) participants recognised one of the other difficulties with accountability for formal system of community. Despite this criticism, student feedback was viewed as being an effective way for lecturers to reflect on their effectiveness of their teaching. Some of participants (6 out of 20) stated that they used anecdotal measures, such as questioning and observation, to inform personal reflection. None of the participants mentioned the use of results when identifying gaps in their professional development until they were prompted by the researcher. No other formal measurement systems informing a teacher's professional development were mentioned. For the result of fear/ trust issues, it was found that the use of metrics prompted a number of the participants (4 out of 20) to raise issues of fear and trust surrounding the use of measurements. In particular, some of the comments (6 out of 20) focused on the idea that teaching is individual, and no (2 out of 20) teachers teach the same way that there was also a fear about how the metrics and information would be used.

Discussion and Conclusion

This will discuss the findings of the data in relation to the literature. It will seek to identify any commonalities or differences that Irish educators have across the three sectors in relation to the current global literature through the research questions. An important aspect of a teachers' responsibilities is to ensure they remain well-informed and up-to-date with best practises (Ross and Bruce, 2007). The participants interviewed for this study supported this view, and the data highlighted an intrinsic motivation to keep informed. However, further analysis of the data revealed that there was no clear ownership of the responsibility to upskill. Instead teachers interviewed relied on external bodies, or school leaders to keep them informed. The main reason cited by the participants for this was time. Another interesting finding, which has not been discussed in the literature, was how newly qualified teachers can potentially motivate experienced teachers to upskill.

The interview data shows that all of the teachers had a good awareness of the 21st century competencies as identified in 21st Century Skills. Although a few teachers listed technology as a competency that they would add, the majority of teachers did not mention this factor when discussing their planning and teaching. Again, this contrasts with the literature which places technology at the forefront of 21st century education (Greenlaw, 2015; Norahmi, 2017). The lack of trend in the importance of competencies in the data supported Pellert (2007) findings that teachers focus on competencies in their own field. The most prevalent argument found within the literature is that educators need to be able to move out of their comfort zones and go beyond their disciplines in order to address the needs of their learners for 21st century living (Nandan and London, 2013). In light of this, further study could focus on investigating the advantages and disadvantages of this approach for teachers and their students.

With the exception of the results, the method of measurement and assessment was teachers' perception. Although all teachers believed in accountability, there was no agreement about exactly what would constitute accountability. This is supported by the work of Lortie (1975) and Spring (1991) that concludes that teacher knowledge is connected to personal experience and reflection rather than “well-defined measures of learning outcome” (Agyemang et al. 2016). It was found that teachers spoke more about their role in students' lives rather than grades, whereas in primary and tertiary it was more about leading students through the academic side. This difference supports the work of Makovec (2018) who noted that a teachers' individual perception influences their role in the classroom. This adds to further challenges in identifying measurements as teachers are individuals, they will view and experience their roles differently. Teachers needs are numerous and varied. The research showed that teachers tend to favour ‘responsive’ methods of assessment and accountability. The findings also highlight the current tension between the ‘bureaucratic’ (grades) measurements of the current education system and the teachers who believe in more ‘responsive’ (process) measurement and accountability. This was also identified by Gleeson and O Donnabhain (2009).

Following the identified themes and the sub-themes above the researcher observed the multi-faceted nature of the education sector. The autonomy and individual nature of the role of the teacher/ lecturer is set against individualistic work cultures, whilst belonging to an overall environment has many challenges in understanding effective professional development. There were also common issues of time, fear/ trust, systems and their quality, a complex working environment made up of different needs and abilities of students, and different attitudes, values and beliefs of the participants which are different even when working in the same educational sector, as challenges in teachers 21st century professional development needs.

The findings from this research have provided evidence to support much of the literature about the various complexities and difficulties associated with effective professional development in the education sector in Myanmar. Overall, the findings highlighted the lack of strategic planning for aligning professional development with the needs of the teachers and against organisational goals. It also highlights that teachers, except first year teachers, are left to decide their own professional development needs and that this is done without measurement, accountability or feedback. The study also highlighted the significance of the different the needs of individual teachers and that the teachers' own perception plays a large part of their thoughts and beliefs towards PD and their needs. Therefore, it is argued that the current system of PD available in Myanmar needs to adapt to a more personalised approach, although whether this is feasible or not is subject to further research.

Recommendations

Based on the research findings and the limitations of this study, three key recommendations for future research may be made. To begin with, this study excludes students' opinions, aptitude, willingness to learn, and motivating variables. Because the goal of teaching is to prepare students for the workplace and life as a responsible citizen, the two areas must be considered together in order to truly inform teachers' professional development. Second, an independent examination of each of the identified professional development areas: motivation, 21st century competences, peer coaching, knowledge sharing, PLCs, and measurement/ evaluation is needed. Third, a focus on the culture of educator organizations to identify possible linkages between organizational culture and educational outcomes.

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

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Abstract

The aim of the present paper was to enhance the high school students' reading comprehension skills at Pin Ma Private School in Myanmar through task-based language teaching (TBLT) approach. In this research, the participants consisted of 20 high school grade 9 B students from Pinma private school, 12 females and 8 males, between the ages of 14 and 15. They were selected to improve their reading comprehension skill because the students in this class obtained a lower English score compared to the other one. They obtained the lowest average score in daily tests, especially for recount texts, for four reading texts, comparing students of the same grade in 9A taught by Teacher Daw Kay Thi Aung, the collaborator. Purposive sampling were employed to choose participants who satisfy particular characteristics that are beneficial to the study's goals while improving reading comprehension using Task-Based Language Teaching (TBLT). A mixed-methods strategy was used in this study. In two cycles, a Classroom Action Research (CAR) study was conducted. Data was gathered through observation and interviews, and then it underwent qualitative analysis. The data was supported by the students' performance on daily tests, their self-reflection in the form of rating formats, and their performance on post-tests. The SPSS software (16.0) was used to analyze quantitative data in order to achieve the aforementioned goals. According to the study's findings, they show that students are actively participating in reading and the teaching and learning of reading utilizing TBLT. Prior to the intervention, the students' mean score was 61.78. The mean score for cycle one is 71.83, whereas cycle two's mean score is 78.96. In other words, student performance improves from cycle to cycle. Based on the findings, they improved their language use or creation of the discourse, vocabulary, grammar and finally their reading comprehension ability with desired competencies like 21st century skills such as communication, collaboration, critical thinking and creativity.

Keywords: Reading comprehension ability, Task-based Language Teaching, High school students of Pin Ma, Reading texts

Introduction

English is regarded as an international language and is evolving into an official or second language in many nations given the speed at which globalization is taking place. In academic and research contexts, it is frequently taught and learned as a tool for communication and knowledge transfer. As a consequence, the primary requirement for the majority of people nowadays is the capacity to comprehend the language and interact with others in English. English proficiency is divided into two categories: receptive and productive skills. Writing and speaking are referred to as productive skills, whereas comprehending written and spoken English is considered as a receptive skill. Reading, one of the receptive skills, is crucial to language learning and acquisition. The main component of reading is also regarded as reading comprehension. It is believed that comprehension is the apex of reading ability and the foundation of all reading processes. According to Grabe (1991), reading is unquestionably the most important basic skill for students' learning a second language. Reading, in accordance with KCU (2015), enables teachers to employ a variety of activities and assist students in both the long- and short-term development of their language abilities. In other words, through reading sessions, learners can develop not only other abilities but also their vocabulary and exposure to a variety of grammar structures. To benefit from reading, students must improve their reading comprehension abilities. Therefore, teachers' top concern should be helping students read with strong comprehension. Additionally, the fundamental goal of reading instruction in schools or universities is to help students understand a variety of reading texts. Given the great value of reading comprehension skills, it is essential to discover and use the proper instructional strategies, resources, activities, media, and other necessities that will aid students in developing their reading comprehension skills. It is also crucial for researchers because it makes it possible for them to obtain, understand, and critically assess research literature. Effective communication, the invention of research topics, data analysis, research paper writing, and the progress of knowledge in a particular field of study are all supported by strong reading comprehension abilities. Therefore, thousands of researchers have been doing a great deal of research related to reading comprehension.

On the other hand, task-based language teaching (TBLT) has emerged as a significant topic in the field of second language acquisition in terms of fostering process-focused syllabi and developing communicative tasks to enhance learners' real language use (Jeon and Hahn, 2006). Many academics have defined the word "task." A chore is "a piece of work undertaken for oneself or for others, freely or for some reward," according to Long (1985:89). (Brindley, as cited in Bachman, 2002)) argues that task-based language assessment should take into account both knowledge and language usage abilities. According to Breen (1987:23), a task is "a range of work plans".⁴⁸ *Procedia Social and Behavioral Sciences* 15 (2011) 46–52 by Sibel and Murat Hismanoglu. The definition of a task given by Nunan (1989:10) is as follows: "A piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is primarily focused on meaning rather than form." Task is "a goal-oriented activity in which learners use language to achieve a real outcome," according to Willis, J.

(1996: 53). According to Bachman and Palmer (1996), tasks are activities that require people to use language to accomplish certain goals or objectives in a given environment. Given that tasks are real-world activities, assessment tasks should be realistic and include students in tasks which reflect those they would encounter in the real world. In addition, all of the conclusions and interpretations we seek to draw from task-based assessment are concerned with language use ability rather than language usage. Task-based language assessment, according to Brindley (as cited in Bachman, 2002), should incorporate language proficiency in addition to knowledge. Skehan (1998:95) specifies the following characteristics of a "task": (1) meaning is primary; (2) there is some connection to analogous real-world activities; (3) task completion has some priority; and (4) the evaluation of tasks is based on results. According to Ellis (2003), a task is a "work plan" that calls for learners' cognitive processes by including Skehan's four criteria. These definitions of task share some characteristics even though they are diverse in nature. A classroom task is an activity with a specific objective that involves the use of communicative language. Task transcends the typical classroom activity because of its connection to the extralinguistic environment. The discourse that develops from the activity is intended to resemble the language that spontaneously arises in everyday life (Ellis, 2000). Long's (1985), Skehan's (1998), and Ellis's (2003) are the three basic methods to TBLT. These three TBLT methods are categorized by Ellis (2009) based on five traits: (1) the provision of opportunities for natural language use; (2) learner-centredness; (3) focus-on-form; (4) the kind of task; and (5) the rejection of conventional approaches to language teaching (such as PPP). A teaching strategy known as the "task-based approach" uses tasks as its primary pedagogical tools to organise language instruction. Its supporters argue that because task-based approaches have similar teaching principles, they clearly advance communication linguistics. For instance, they both acknowledge that real-world communication activities are of utmost importance in language learning; they both acknowledge that using language to carry out meaningful tasks can improve language learning; and they both acknowledge that using language in a way that is meaningful to learners can facilitate the learning process (Willis, 1996). The task-based approach is an effective and cutting-edge teaching strategy. It encourages training abilities and acquiring language knowledge while doing out activities. Teachers serve as both educators and mentors. In a similar way, students serve as both key agents and receivers. The best way for learners to learn how to switch from their first language to the target language is through TBLT. It gives students the possibility to learn collaboratively and activates their potential for using and interacting with the target language professionally (Lin, 2009). According to Larsen-Freeman (2000), language learners have several opportunities to communicate with their peers since they make an attempt to complete a task. This connection is thought to facilitate language learning in that students are expected to communicate clearly and strive to understand one another.

The goal of task-based language teaching (TBLT) is to employ meaningful tasks to help students improve their language abilities. The specific use of TBLT to improve reading comprehension has also been investigated in a number of research, despite the fact that it has been frequently employed in language teaching, notably in the context

of second language acquisition. Here are a few significant earlier research that demonstrate how well TBLT works to improve reading comprehension: Study: Ellis, R., & Yuan, F. (2004). The effects of planning on fluency, complexity, and accuracy in second language narrative writing. *Studies in Second Language Acquisition*, 26(01), 59-84. This study investigated how task planning affected the quality of narrative writing. The results showed that pre-task preparation, a crucial component of TBLT, had a favorable impact on the complexity and precision of learners' written narratives. The study brought attention to how planning might improve reading comprehension by enabling the creation of materials that are more logical and well-organized. Study: Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62. In his study, Skehan stressed the importance of tasks in fostering language development and offered a framework for putting task-based training into practice. Although reading comprehension was not the main focus, the framework's concepts nonetheless apply to reading challenges. The study emphasized the significance of task design that motivates students to participate in meaning-focused activities, improving comprehension and total language proficiency. Study: Khoii, R., & Shokrpour, N. (2013). Effects of Task-Based Language Teaching on Reading Comprehension Ability of Iranian EFL Learners. *International Journal of Language Learning and Applied Linguistics World*, 4(4), 266-280. This study examined how TBLT affected Iranian English as a Foreign Language (EFL) students' reading comprehension skills. The results demonstrated that, in comparison to students who were taught using conventional methods, learners who got instruction using TBLT significantly improved their reading comprehension skills. According to the study, TBLT encourages interaction and active involvement, which improves students' comprehension and recall of the reading material. Study: Han, J. H. (2017). The effects of task-based language teaching on reading comprehension ability. *English Teaching*, 72(4), 63-84. This study explored how TBLT affected Korean middle school learners' reading comprehension skills. In comparison to conventional education, the results showed that TBLT considerably enhanced students' reading comprehension abilities. The study concluded that TBLT promoted learners' engagement with the text, improving comprehension and overall language development through its emphasis on real and meaningful tasks. These studies show that TBLT, with its emphasis on meaningful tasks, can be a successful strategy for improving second language learners' reading comprehension skills. TBLT promotes interaction, critical thinking, and increased language competency by adding exercises that call for students to actively engage with texts.

As a result, task-based language teaching (TBLT) is now widely regarded as the best teaching strategy for students who want to learn to read successfully. It is an innovative strategy for practicing education. The performance of the tasks is the major concern in a task-based learning environment. Instead of being a chunk of grammar to be digested or a list of lexical elements to be recalled, the job is a way to learn the language through performing tasks. It needs opportunities for speaking the language and exposure to extensive feedback. The assignment must be completed by the students under the direction of the teacher, whose responsibility it is to facilitate learning opportunities in class. Students' cooperation is likely required for the work. It does offer a lot of advantages.

Through TBLT, students can work independently while expanding their vocabulary and grammatical skills. Through the completion of some tasks, they are given the chance to learn and use language. Through TBLT, students have the chance to delve deeply into worthwhile knowledge. Additionally, as long as they can finish the work as a whole, it permits learners to freely and experimentally utilize the language they are familiar with. It might increase students' engagement and motivation in the process of teaching and learning. Consequently, it has been steadily implemented by English teachers, particularly in the reading classroom, because the ability to read is essential in modern life due to its efficiency.

However, the stated goals of English instruction in Myanmar have not yet been met. The current state of reading in Myanmar is unsatisfactory despite numerous attempts to raise the bar because many teachers continue to employ teacher-centered approaches that place insufficient emphasis on the development of students' communicative ability. The reading comprehension skills of the students were much below average. They have difficulties mastering this skill as a result of not having access to authentic texts, it has been shown. As a result, students frequently translate words into their own language to understand the content of the text, as seen in GTM. On the one hand, despite the fact that many English teachers have tried them, task-based approaches (TBA) are still new to the majority of teachers, especially those who frequently use traditional teaching methods. The lack of efficient instructional strategies catered to their particular requirements and the inadequate understanding of the elements impacting reading comprehension among EFL learners in Myanmar are the research's main problems. Despite the significance of reading comprehension in language learning, little study has been done on the particular difficulties Myanmar EFL learners have in understanding English texts. So that a satisfying outcome can be obtained, it is necessary to change this scenario by implementing a TBLT approach to English reading in the classroom. I hope to establish an engaging and participatory learning environment that promotes the growth of reading abilities, language competency, and learner autonomy by utilizing TBLT in the study for reading comprehension. The emphasis on genuine tasks, meaningful communication, and learner engagement in TBLT is consistent with the objective of improving reading comprehension skills in a pertinent and useful manner. Because of these factors, my collaborator and I decided to use task-based language teaching to help the students improve their reading abilities.

Research Objectives

The study is aimed at improving students' teaching and learning processes and their reading comprehension abilities. In addition, it is intended to help students improve their participation and motivation in the teaching and learning process.

Research Questions

Based on the above aim and objectives, the present study has the following research questions:

2.1: How do the students participate in the teaching and learning process applying TBLT from the beginning to the end? And

2.2: What is the students’ improvement in their reading comprehension achievement after the teaching and learning process applying TBLT?

Literature Review

According to Moreillon (2007, p. 10), reading is defined as using printed and visual information to get meaning or the message conveyed in a text. In addition, Burt et al. (2003, p. 33) claim that reading is essentially the process of getting information from the written language. Moreover, Smith (2004, p. 2) asserts that reading is defined as making sense of something and then interpreting it. Moreover, Silberstein (1994, p. 12) states that reading is a complex information processing skill in which the reader interacts with text in order to create meaningful discourse.

It has been concluded that reading is a process of thinking toward the written text to create meaning or get the meaning conveyed. In brief, reading can be stated to involve a complex process. The analysis, coordination, and interpretation of a variety of sources of information are required. Readers should be able to relate a text to their experiences in the real world, to understand the words in the text by relating them to the knowledge they possess, and to link the new information in the text with their background knowledge.

In the process of reading, comprehending the content of the written texts is the priority. In other words, comprehension is the essence of reading (Richards & Renandya, 2010, p. 277). Raising students’ awareness of the main ideas in a text and exploring the organization of a text are then essential for good comprehension. In short, reading comprehension is the ability to construct meaning from a given written text. O’Shea on Klinger et al. (2007, p. 2) added that reading comprehension is the process of constructing meaning by coordinating a number of complex processes.

Pang et al. (2003, p. 14) explain comprehension, supporting the idea. Comprehension is said to be the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas, and viewpoints.

Theories of Reading and the Instruction of Reading Strategies

We now have a better knowledge of the nature of comprehension processes and the potential causes of these processes failing thanks to a wealth of cognitive science research. For a variety of readers and reading environments (Graesser, McNamara, & Louwse, 2003). As a result, several scholars in education have proposed many methods to enhance reading comprehension (Sheorey & Mokhtari, 2001; Winne & Nesbit, 2010). The growth of readers’ cognitive knowledge and metacognitive awareness was stressed in Flavell’s (1976) model of metacognition. According to this paradigm, meta-cognitive knowledge makes up one aspect of meta-cognition, and meta-cognitive experience, which takes place prior to, during, and after reading, constitutes the other.

According to Smith (2004), the cognitive or psycholinguistic view of learning describes how understanding is a process of creating meaning when interacting with texts. However, the cognitive psychology was criticized by the newly developed school of thought known as the socially mediated learning theory, which emphasizes the social factors in the process of learning rather than the contribution of an individualistic process, due to its limitations in addressing the influence of the social context of learning. The socio-cultural theory postulates that interaction plays a crucial role in the formation of cognition and views the mind as a basic structure for the acquisition of concepts and language.

According to Vygotsky (1978), social interaction is a key component of learning and makes it more effective. The socio-cultural theory has affected second and foreign language instruction as a result because, according to its premise, teachers can teach their students higher order meta-cognitive reading strategies through scaffolding, modeling, and thinking aloud techniques. He distinguishes between two stages of learning. Every function that contributes to a child's cultural development manifests twice: first on the social level and then on the personal level; first between individuals (inter-psychologically) and then within the students (intra-psychologically). This holds true for all cognitive processes, including concept creation, logical memory, and voluntary attention. All higher functions have their roots in actual interpersonal connections (p. 57). Relationships are crucial to the growth of any organization.

Reading Skills for Myanmar EFL Students

Some of the theories from Mikulecky and Jeffries (1996, pp. 13–16) and Brown (2001, p. 307) were used in this investigation. The comprehension abilities required of Myanmar EFL students and used in this study are (a) identifying culturally specific references and interpreting them within the context of the appropriate cultural schemata; (b) developing and using reading strategies such as scanning and skimming, identifying discourse markers, determining the meaning of words from context, and activating schemata for the interpretation of texts; and (c) recognizing the communicative functions of written and spoken language.

In addition, Myanmar EFL learners need to expand their vocabulary for reading comprehension. It is important for improving their ability to understand what they read. Myanmar teachers are supposed to provide them vocabulary drills, flashcards, and word lists, and encourage them to routinely learn new words. To search up unfamiliar words, the use of a dictionary needs encouraging. Students are encouraged to read aloud because it will help them sound more natural and recognise more words. By appealing to several senses and encouraging a deeper knowledge of the material, reading aloud also improves comprehension. On top of that, they need to be introduced books that support students' interests or particular academic goals. This may contain texts about their areas of study, news items, or short fiction. By making material relevant to their requirements, they can enhance motivation and engagement.

Characteristics of Teaching Reading

In a formal setting, English is taught as a foreign language in Myanmar. It plays a vital role for the teachers to realize some generalizations about language teaching and learning by regarding English as a foreign language. Brumfit (as referenced in Johnson and

Morrow, 1981, p. 48) lists the following generalizations concerning language learning: (1) Learning will generally be effective as long as the learner has ample exposure to the target language and opportunities to apply it; (2) the input in the activities provided to the students should be understandable. The students are more likely to learn it if they are encouraged by factors like a warm and positive classroom environment, previous success in English (which implies that a course should be organized so that it appears to the students to be easy rather than difficult), and confidence in the teacher; (3) the level of difficulty of the materials should be adjusted by the level of the students' ability; (4) in order to enhance the amount of comprehensible input and comprehensible output that students receive and produce, assignments should be able to engage students in interactions.

Task-based Language Teaching (TBLT)

The Nature of Task

Task is defined broadly, according to Long (as cited in Nunan, 1989, p. 5). A task is defined as an activity performed for oneself or for others, either freely or in exchange for payment. As a result, some examples of tasks include painting a fence, clothing a child, completing a form, purchasing shoes, booking a flight, obtaining a library book, etc. In other words, ‘task’ means the hundred and one things people do on a daily basis, including their jobs, leisure activities, and everything in between. According to Long's non-pedagogical definition, these are the kinds of activities people engage in outside of the classroom, some of which do not necessarily require the use of language. On the other hand, Richards, Platt, and Weber (as cited in Nunan, 1989, p. 10) have provided a definition that is more pedagogically focused. A task is defined as an action or activity conducted with the intention of processing or comprehending the language. Tasks include things like sketching a map while listening to a recording, following instructions while listening to them, and reading and comprehending texts. It is recommended that tasks incorporate communicative language use, where the user pays more attention to meaning than to linguistic structure. Nunan further asserts that this trait is reflected in the task. For the first time, emphasis is placed on meaning. According to the definition given by the author (1989, p. 10), a task is a piece of classroom work that requires students to grasp, manipulate, produce, or interact in the target language with a primary focus on meaning rather than on form.

Teacher's and Learners' Role in TBLT

According to Nunan (1989, p. 79), both students and teachers are accountable for performing learning activities and maintaining the participants' social and interpersonal connections. Additionally, there is a strong connection between the duties of the learner and the teacher's responsibilities and prestige. A different role for the teacher is necessary to provide the students a different role, such as more initiative in the classroom. The instructor is no longer merely a passive implementer of the syllabus and teaching strategies created by others. However, he or she actively creates their own resources, activities for the classroom, and other things. Additionally, Richards and Rodgers assert that the following challenges in the communicative classroom are connected to the teacher responsibilities (as cited in Nunan, 1989, p. 84): The first is the type of function teachers are expected to perform, the second is the level of control the teacher should have over the

learning that takes place, the third is the level of the teacher's responsibility for the content, and the fourth is the interactional patterns that form between the English teacher and the students in "Improving Students' Reading Comprehension Through Task-Based Language Teaching" and English classes. The teacher should construct the task and facilitate the reading material first, and then act as an observer and a guide for the students. Because students could be confused about what to do and how they can read during the assignment, the teacher should closely monitor students' reading progress for direction and watch them perform for praise or ideas for development. In addition, since students are frequently creative, the instructor should be a listener and student. The teacher interacts with the students during this process, hears their perspectives, and perhaps even collects some new information. Both teachers and students are believed to benefit from teaching. All in all, students in a task-based language teaching class are active agents. The objectives, steps, and strategies students must take when completing reading assignments are very specific. Since students are given several opportunities to participate in class activities, task-based language teaching can be considered to be both student-centered and task-based. The teacher is therefore more likely to be a patient listener than a talkative speaker. Such reading exercises are meant to help students learn to read more fluently while also allowing them to experience and explore language. grab students' attention and structure lessons so that they can complete the reading tasks competently and effectively, tasks are created from a variety of perspectives and in a variety of formats in task-based language instruction programs. Reading is not, in my opinion, a tedious task. It is a process that requires effort on the part of the reader because, under the direction of the teacher, they attempt to comprehend the meaning of the work more thoroughly and actively.

The Application of TBLT in Reading Class

TBLT is primarily based on not only meaning-focused but also grammar-based teaching. Students' ability to use the target language depends on the previous steps taken. According to Willis, cited in Harmer (2001, p. 71), there are three critical stages to complete in task-based language teaching: (1) Pre-task: The subject and task are explained to the students. (2) The task-cycle consists of the following steps: the task, which is completed by students in groups; planning, in which each group decides how to report the task's completion to the class; and reporting, in which students present the task's results. (3) Pre-task/Language Focus: Students analyze and evaluate how well other groups completed the tasks, while also practicing language issues under the teacher's supervision and talking about specific language aspects. The learning objectives can then be adjusted using the three steps within a creative framework.

1) Obtain some intriguing, pertinent texts from relevant sources, according to Willis & Willis (2007, p. 34–40). Whether or not the topic seems interesting, it is important to take into account the students' background schemata while choosing the book in this step.

2) Summarize the findings. The students provide the narrative to the class after writing an excellent report. Then they compare with other groups to determine how the ideas of the various groups differ from one another.

3) Engage in some reading. Their interpretation of the text will be contrasted with the entire story in this step.

4) Emphasize grammar. Focusing on both meaning and form is the goal of task-based language education in reading classes. Several comments were offered about the learners' language during the presentation in this step.

5) Write a text. The last phase allows students to work independently. By rearranging the disjointed phrases, finishing the disorganized paragraph, or summarizing the content, they are supposed to create the text to test their reading comprehension abilities. Writing was performed to improve the learners' reading comprehension.

Task-based testing

One aspect of performance evaluation is task-based testing. This method of language testing is said to have three key characteristics: It is based on tasks, to start. Authentic challenges should also be used, and experienced judges should determine the task's outcome because failure or Task failure is performance. Task-based exams appear to be examinations that compel students to engage in a behavior that encourages them to employ intentional, goal-oriented language relevant to real-world contexts. Then, the effectiveness of these tasks is assessed in accordance with pre-established, real-world criteria elements (i.e., task processes and outcomes) and criterion levels (i.e., genuine standards connected to task success). (Brown, 2004).

The Classroom Steps of TBLT in Teaching Learning Reading

In the reading teaching and learning process, there were five phases of the TBLT, which were taken from Willis and Willis (2007, p. 34–40). They were modified to fit the demands of the student. The steps of the reading teaching and learning process used in the implementation of this study were as follows: a) introducing the topic; b) conducting a reading session; c) getting ready for the report in groups; d) reporting the results; and e) writing a text. The pre-task portion that comprises the TBLT's initial steps may also be completed to provide the students a chance to examine their prior knowledge and the vocabulary required for understanding the texts. The tasks provided in this level improved student's command of vocabulary. The following activity offered the students opportunities to strengthen their command of grammar and made it simpler for them to understand the texts they were provided. Following that task cycle, the students were given numerous opportunities to practice their reading comprehension skills. The students next completed a few texts and questions either individually, in pairs, or in groups.

Solutions to Classroom Problems

Prior to this action research study, the theories stated before were reviewed properly. Instead of lacking effective teaching strategies, task-based language teaching will be applied. Task sequences will be provided to students for interesting reading practice through TBLT. Furthermore, according to Willis (1996), there are certain principles that help teachers select and apply useful classroom activities for stimulating students' learning. Efforts focusing on action research should be made more through TBLT to improve students' comprehension abilities and enhance the English teaching-learning process. It

enables the students to emphasize the process over product. Because they have less trouble producing something following the procedure, it can assist the students become more concentrated and involved in the tasks during the Improving Students' Reading Comprehension Through Task-Based Language Teaching process. (2) TBLT exercises and tasks with a focus on real-world success or classroom-specific pedagogy. It was simple to introduce the students to a subject that was relevant to their everyday experiences and to develop the background information necessary for them to understand the reading passages. (3) In TBLT, tasks and activities are organized according to complexity. In other words, during the teaching and learning process, intelligible input will be given. Additionally, the tasks and activities in TBLT will be arranged in order of increasing difficulty to prevent learners from readily abandoning them. The learners will benefit from having more self-assurance and ability to complete their responsibilities. (4) A task's level of difficulty in TBLT depends on a variety of variables, including the task's complexity, the learners' prior experience, and the language needed to complete it (Feez, as cited in Richard and Rodgers, 2001, p. 224). Since the students will have the opportunity to explore their restricted vocabularies and grammatical knowledge, it will be assumed that their limited vocabulary and grammar knowledge will improve. It will be conducted collaboratively by the researcher and the English teacher and will be divided into two steps: reconnaissance and action. Reconnaissance is the process of observing, identifying, classifying, and categorizing problems. Action is the process of planning, implementing, evaluating, and reflecting on the action.

Methodology

Research Design

This study was classroom action research and was performed in two cycles. Allwright and Bailey (1991: 2) state that the research focuses on the classroom and only attempts to find out what actually occurs there. It treats the relationship between students as if it were the only thing worth investigation. It properly captures the activity and practise carried out by teachers in their own classrooms, as well as concerns relating to how teachers react to students' mistakes, how interactions take place in classrooms, how teachers and students feel during or after lessons, and so forth. Through the process of action research, educators carefully and methodically assess their own practise while utilising research methods. Participants create a research question, gather information over the course of the year, assess what they have discovered, and then present their results in writing. Participants frequently utilise observations, interviews, surveys, and journals to gather information for their research. It is organised into four steps and completed over a cycle. Planning an action is the first step in conducting research, according to Kemmis and Taggart (1988). Next, the plan is carried out in the classroom as an action, and the action is then monitored. Analysis of the data gathered during the action is done through reflection.

This action research procedure suggested by Elliot (as cited in Hopkins, 2008, p. 52) was adapted as a classroom action research design. Two main steps, namely reconnaissance and action, were included in cycle research. Starting with reconnaissance, information was collected regarding the English teaching and learning process. After the existing problems had been identified, the research concern was determined. The next stage was planning. In this stage, the improvement was planned, and some points regarding what the collaborator and the researcher could perform were covered to solve the problems. Based on the results of the reconnaissance, some lesson plans, materials, and the required instruments were organized. Acting is the next step. In this stage of implementing the lesson plans in the class, the teaching and learning activities of each cycle were conducted in terms of the steps in TBLT. At the end of each cycle, there was a post-test.

The next stage was observing. In this stage, all events that occurred during the teaching and learning process of the action in each cycle had been observed, monitored, and recorded. All students’ activities had been recorded in the form of field notes. The next stage was reflection. The descriptive records made during the teaching and learning process were reflected. In this stage, the process and the results of the implementation of project-based learning in the English teaching process had been evaluated. The data from each step of TBLT had been analyzed and would determine the actions of the next cycle. The last stage was revising the plan. The reflection of the first cycle was employed as the basis for revising the actions in the second cycle. In this action research, there were standards or criteria to stop the cycle. The cycle was stopped when the students were able to fulfill the criteria.

Participants

In this research, the participants consisted of 20 high school grade 9 B students from Pinma private school, 12 females and 8 males, between the ages of 14 and 15. Grade 9 B students were selected to improve their reading comprehension skill because the students in this class obtained a lower English score compared to the other one. They obtained the lowest average score in daily tests, especially for recount texts, for four reading texts, comparing students of the same grade in 9A taught by Teacher Daw Kay Thi Aung, the collaborator. Purposive sampling were employed to choose participants who satisfy particular characteristics that are beneficial to the study's goals while improving reading comprehension using Task-Based Language Teaching (TBLT).

Demographic Profile

Gender	Male	8
	Female	12
Age	14-15	20

Time and Place of the Research

The study was conducted in Myanmar at Pin Ma Private School. It is a private school with mixed gender. There are 22 classes total, with 2 classes for grades II through XI and 1 class each for kindergarten and grade 1. There are 15 to 20 students in each grade. The actual research was conducted from June to October of 2021.

Subjects of the Research and its Characteristics

The research's subjects were the Grade IX B students and instructor at Pin Ma Private School in Myanmar during the 2020–2021 academic year. The research's target class was 9B. There were 20 students in this class, 12 females and 8 males, between the ages of 14 and 15. Observations conducted during classroom activities revealed that some students caused disruption and that there were few positive answers to the English teaching-learning process. When the materials were being explained, students showed a lack of interest in learning by playing truant, taking a break, making noise, tapping the table, and chatting with their friends. They performed poorly in English as well, particularly in reading and writing.

Materials

Two Reading Comprehension passages in Curriculum textbook

In terms of the educational experts, the competencies contained in the textbook include competency standards and Basic Competence (KD). According to that textbook, the reading paper tries to assess different reading skills. The focus and the test methods of the reading paper is highlighted in Table 1 below.

Table 1: The Reading Passage focus and the test methods

Part	Task type and focus
1	multiple matching, main points
2	multiple choice, details, opinion, gist, deducing meaning
3	gapped text, text structure
4	multiple matching, multiple choice specific information, detail

The reliability of the reading comprehension exam was estimated by using Cronbach Alpha, and the average readability index.78.

Instruments and Data Collection Techniques

The research data included both qualitative and quantitative information. The quantitative ones involved quantifying the evaluations of students' self-reflection and their achievement on the English reading comprehension performance test. To ensure that evaluators have a thorough understanding of the evaluation criteria and scoring rules, we provided training to them. To establish consistency in the assessors' evaluations of the students' self-reflection and test performance, we conducted calibration exercises. By

having various evaluators independently evaluate the same set of student responses, inter-rater reliability could be established. The qualitative information was acquired through student interviews and observation. Before conducting the actual interviews or observations, we performed a pilot test with a small group of participants to identify any potential issues or ambiguities in the interview questions or observation procedures. We also made necessary revisions based on the feedback received. During the reconnaissance, information was obtained on the field through observation and student test results. In addition, data from the action were gathered through observation, student interviews, self-reflection with a rating scale, and a performance exam.

Data Analysis

My lesson plan was designed for enhancing Reading Comprehension Skills of the students through Task-Based Language Teaching (TBLT). I used the coding process for data analysis of students-related data in this research. First, codes were assigned to each data point based on the predetermined coding categories in the spread sheet. Coding was done systematically and consistently to maintain reliability. The SPSS software (16.0) was used to analyze quantitative data in order to achieve the aforementioned goals.

Lesson Plan

Title: Enhancing Reading Comprehension Skills through Task-Based Language Teaching (TBLT)

Objectives:

By the end of this lesson, students will be able to:

- improve their comprehension ability by applying reading strategies
- analyze and interpret texts effectively.
- engage in collaborative learning through TBLT activities.

Subsidiary aims:

By the end of the lesson, students will be able to:

- acquire basic competencies integrated with 21st century skills(communication, collaboration, critical thinking and creativity)

Materials:

Reading passages at an appropriate level for the students.(The Last Leaf, Fatherless Child)

Task-based activities (e.g., jigsaw reading, group discussions, information gap tasks).
 Worksheets or graphic organizers for note-taking and summarizing.

Procedure:

Pre-Task Activities

Warm-up (10 minutes)

The class will be started with a short discussion about the importance of reading comprehension.

I'll ask my students to share their experiences or challenges with reading in the target language.

Vocabulary Building (15 minutes)

I'll introduce and pre-teach key vocabulary related to the upcoming reading task.

I'll engage students in activities like matching words with their meanings or using them in sentences.

Prediction and Pre-Reading (15 minutes)

I'll present the title and topic of the reading passage.

Students will be encouraged to make predictions about the content based on the title and any accompanying visuals.

I'll ask them to discuss their predictions as a class.

Skimming and Scanning (20 minutes)

I'll teach my students skimming and scanning techniques for reading.

A short practice exercise is provided to identify main ideas, headings, and subheadings.

I'll ask them to discuss the answers and clarify any doubts.

Task Cycle**Task Introduction (10 minutes)**

I'll present the main reading task to the students.

I'll clearly explain the task requirements and goals.

I'll provide a model response to help students understand the expected outcome.

Task Planning (15 minutes)

In pairs or small groups, have students discuss and plan their approach to the reading task.

I'll encourage them to brainstorm ideas, outline their strategies, and set time limits for different sections.

Task Performance (30 minutes)**A. Jigsaw Reading**

I'll divide my students into small groups (4-5 students per group) and each group is assigned to read a specific section of the reading passage.

Students independently read the assigned text, following their planned strategies.

I'll emphasize active reading techniques such as underlining important points, jotting down notes, or highlighting.

Afterward, the groups are reshuffle the groups, creating new groups with one member from each original group. In these new groups, students share their findings and reconstruct the complete passage.

B. Group Discussions:

I'll provide my students with a set of comprehension questions related to the reading passage.

In small groups, students discuss the questions, exchange ideas, and support their responses with evidence from the text.

Encourage students to actively listen and take notes during the discussions.

Afterward, each group shares their conclusions and reasoning with the whole class.

C. Information Gap Tasks:

I'll create pairs of students and provide each pair with different versions of the same reading passage.

I'll instruct my students to read their respective versions individually.

Then, without showing their text, each student takes turns summarizing their version to their partner.

I'll encourage active listening and asking questions to fill in any gaps in understanding.

Task Review and Feedback (15 minutes)

Students discuss their answers and understanding of the text in pairs or small groups.

I'll provide feedback, clarify misconceptions, and address any questions.

I'll provide my students with a set of comprehension questions related to the reading passage.

In small groups, students discuss the questions, exchange ideas, and support their responses with evidence from the text.

Encourage students to actively listen and take notes during the discussions.

Afterward, each group shares their conclusions and reasoning with the whole class.

Post-Task Activities

Discussion and Analysis (20 minutes)

I'll conduct a whole-class discussion about the reading passage, focusing on comprehension and analysis.

I'll encourage my students to share their opinions, ask questions, and express their understanding.

Critical Thinking Extension (20 minutes)

I'll provide related critical thinking questions or problem-solving scenarios based on the reading passage.

I'll engage my students in group discussions or individual reflections to develop higher-order thinking skills.

Language Focus (15 minutes)

Identify specific language features or structures from the reading passage that students can analyze and practice.

Conduct targeted language activities like gap-fill exercises, error correction, or sentence transformations.

Reflection and Self-Evaluation (10 minutes)

Ask students to reflect on their learning experience and assess their own reading comprehension improvement.

Provide prompts for self-evaluation and encourage students to set goals for further development.

Findings

The researcher and collaborator conducted this classroom action research study after first describing the situation before the action through a preliminary investigation. Class 9 B was chosen because the students in this class obtained a lower English score compared to the other one. They obtained the lowest average score in daily tests, especially for recount texts, for four reading texts, comparing students of the same grade in 9A taught by Teacher Daw Kay Thi Aung, the collaborator. Since the result of the test for this genre was the worst, recount texts were decided to take. The data demonstrated that the students' average score for the descriptive text test was 68.74, the short message test was 70.37, the notice test was 73.88, and the average score for the recount text test was 61.78. Although the mean score of two short functional text tests, i.e., short message and notice, passed over the criterion of minimum competence, the results of the test for the genre, i.e., descriptive and recount texts, did not achieve desired competencies to be achieved and fulfilled, and the recount text was the worst.

After observing the teaching-learning process and taking field notes, it was determined that the following issues were present: not providing good teaching-learning characteristics with the steps of the teaching-learning process, not interesting and monotonous teaching-learning activities; making students bored; most students not mentally prepared to learn; passive in performing the task; and being noisy in performing things unrelated to the task; having limited vocabulary for comprehending the recount texts, surrendering easily ;having a low motivation to increase their vocabulary, not bringing their dictionaries, becoming bored during the teaching and learning process, making jokes and chit-chatting with one another, having limited grammar knowledge, and having low reading comprehension skills.

Therefore, the researcher and collaborator listed and formulated the following solved challenges, ranking them according to priority and feasibility: (1) failing to include elements of effective teaching learning reading in the teaching learning process, (2) boring and uninteresting teaching activities that make students lose interest, (3) a lack of vocabulary for understanding recount texts, (4) limited grammar knowledge, including a lack of proficiency with the use of "past form verbs," "past form be," and "connectors," and (5) poor reading comprehension skills among students. The majority of their daily test results need more the criterion of minimum competence.

The process of teaching and learning reading was enhanced to achieve the action's ultimate goal of increasing students' reading comprehension capacity through TBLT approach after identifying the challenges of the students. It can increase the students' reading comprehension skills as well as an enjoyable teaching and learning environment. Later, the learners had opportunities to increase their vocabulary and grammatical proficiency due to TBLT. Students were able to enhance their reading comprehension skills as well as learn to understand the meaning of the texts more efficiently and actively by actively attempting to understand them with my supervision. The scenario of the teaching-learning process was appealing after implementing the TBLT procedures. The students' participation in the teaching and learning process as well as their test-taking performance had both increased.

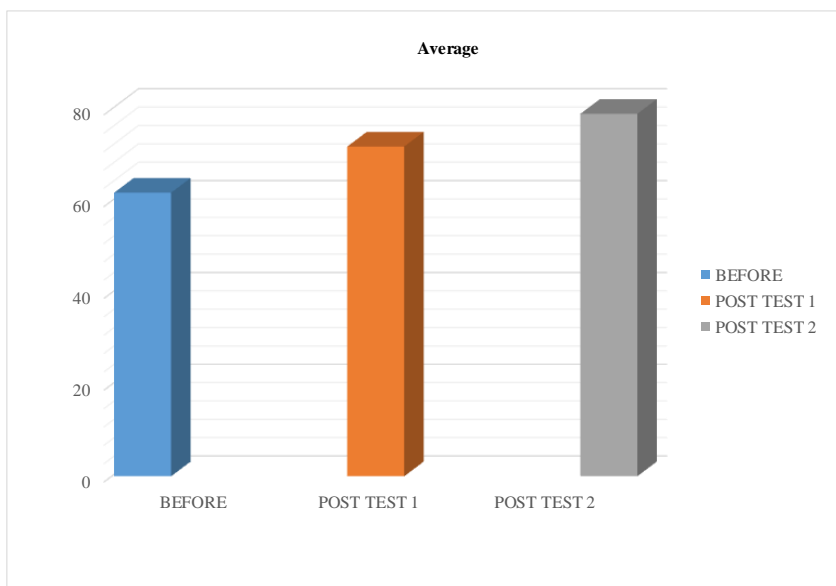


Figure 1. The Progress Result of Students' Reading Comprehension Scores

The students' average score increased in each test, as shown in the graph above. The average student score prior to the intervention was 61.78, and the average student score post-action was 71.83, and the average student score post-action was 78.96. During the academic year 2021–2022, classroom action research was implemented through task-based language teaching (TBLT) to enhance the students' reading comprehension skills in class 9B at Pin Ma Private School.

Discussion

In order to improve the teaching and learning of reading in class 9B at Pin Ma Private School in Myanmar, task-based language teaching, or TBLT, was implemented. The students were motivated to complete the tasks because they studied the texts in terms of recounting topics relevant to everyday life. The teaching and learning process was actively engaged by the students thanks to TBLT.

Additionally, the students should also be able to react accurately, rapidly, and in ways that are recognized as appropriate to the meaning and rhetorical strategies used on a simple, brief essay with a narrating form, according to the Basic Competence for that standard of competence. This indicates that the actions taken during the planning, implementation, and supervision of the reading instruction in this action research complied with the Standard of Process.

Therefore, the teaching materials and objectives were in line with the the desired competencies to be achieved and fulfilled, and the teaching method itself was in line with the Standard of Content. The Standard of Process required that the instructions be engaging, engrossing, difficult, and inspiring. As a result, they should actively engage in the teaching and learning process. As TBLT was in agreement with the standard, the researcher and collaborator used it in this study.

The students were pushed to be diligent in introductory and using the dictionary during the teaching and learning process, particularly while working on the activities in the pre-task phase. After finishing the assignments, the students were also able to expand their vocabulary. Even though they had to explain the grammatical review, they were still able to improve their command of the language. Those results were in line with Harmer's (2001) proposal, which states that TBLT is based primarily on both meaning-focused and grammar-based teaching.

One may say that TBLT is student-centered. There were several opportunities for students to participate in the teaching and learning process. Instead of being a talkative speaker, the researcher presented herself as a patient listener. The reading assignments aimed to improve students' reading abilities while allowing them to experience and explore language. Prior to doing this study, I ran a preliminary investigation to gather all the data I required and comprehend the reading teaching and learning process. I took on the role of the observer during that phase, while the collaborator took on the role of the teacher. The collaborator observed the reading teaching and learning process before compiling and evaluating the students' reading test results. With an English teacher, I collaborated on the implementation. She played the role of an observer, while I played the role of a practitioner, researcher, or teacher. Each of the two cycles in which the research was conducted required five meetings: one for the post-test and four for the teaching and learning activities. In each meeting, there were ten minutes available. Despite the fact that the text was the same, various reading themes for several cycles were chosen. The first cycle's theme was "The Last Leaf," whereas the second cycle's was "Fatherless Child." I administered the post-test to gauge student's progress in reading comprehension at the conclusion of each cycle. On the other hand, throughout the teaching and learning process employing TBLT, the collaborator performed the observation to acquire data about the entire activity. The two research questions' responses can be summarised as follows:

Q. 2.1 The students' participation during the teaching learning process

Through the use of TBLT, the students' participation in the teaching and learning process had improved to some extent. First of all, while the students weren't actively participating in the teaching and learning process prior to the actions, they engaged well while the actions were taking place. The students did not appreciate undertaking the activities in the teaching and learning process prior to the actions; however, they did enjoy performing the tasks in the teaching and learning process during the actions. Thirdly, at the first meeting of the activity, the students showed no desire in learning; but, at the subsequent meetings, they showed an interest in staying up to date on the teaching and learning process. Fourth, despite the fact that students did not bring their dictionaries to the first meeting of the action, they did at the subsequent meetings. At first meetings, some students might not have liked to work in groups; thankfully, they loved working in groups, pairs, or individually, as I had instructed. It appears that the exciting character of the activities, which motivated the students to a greater extent, may have been the cause of the statistically significant improvement in reading performance of the participants. The findings are in line with Brown's (2000) theories, according to which it is reasonable to believe that a student's motivation plays a role in their ability to complete any work

successfully. The findings concur with those of Richards and Rogers (2001), who postulate that task engagement and task completion can spur students' motivation.

Q.2.2 The students' improvement in their reading comprehension achievement after the teaching and learning process applying TBLT

The results of this classroom action research demonstrated that TBLT could improve not only the teaching and learning process of reading but also the students' reading comprehension ability in class 9B of Pin Ma Private School in Myanmar in the academic year 2020–2021. There was an improvement in the results of the tests. Before the action, the average of the students' reading scores on 'recount' was 61.78. There were only 5 students who achieved scores above the school standard and 9 students who achieved scores equal to the school standard. After studying the texts through the steps of TBLT, the students received a score of 71.83 for the average score of Post-Test 1. It was greater than that before the action. The students achieved better scores in Post-Test 2. They achieved 78.96 for the average score of Post-Test 2. According to the results, the findings of the current study are consistent with Bachman's (2002) theories, who proposed that a fundamental goal of most language performance assessments is to provide test-takers tasks that are comparable to tasks in "real-world" settings and that will engage test-takers in language use or the creation of discourse (p. 20). Additionally, this result is consistent with Han J.H.(2017). findings, which indicated that task-based language teaching enables the students improve their language use or creation of the discourse, and finally their reading comprehension ability with desired competencies like 21st century skills such as communication, collaboration, critical thinking and creativity.

Conclusion

To increase the students' reading comprehension skills in class 9B at Pin Ma Private School in Myanmar in the academic year 2020–2021, the research was conducted in two cycles. The initial investigation involved gathering and examining the students' reading test results as well as monitoring the teaching-learning process. An English instructor participated in the cooperation as an observer, and the researcher served as the practitioner, researcher, or teacher. At the conclusion of each cycle, a post-test was administered to see how much the students' reading comprehension skills had improved. The significant evidence of the study implies that the TBLT approach enables the students improve their engagement in the teaching and learning process as well as their reading comprehension skills.

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

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Abstract

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

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



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

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Abstract

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

Keywords: Attitudes, reading, direct reading instruction, intervention

Teachers’ Perceptions of the Experiential and Civic-minded Components of Global Citizenship Education in ELT in Myanmar

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Abstract

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

Keywords: The Experiential, civic-minded components, English language teachers, global citizenship education, Myanmar universities

Introduction

Teaching is not just about helping students learn the material and achieve great test results. Additionally, it aims to improve the world and encourage students to become better global citizens. Given the state of the world today, educators should demonstrate their social obligations to improve it, find solutions to global issues, and utilize education to promote peace and understanding amongst individuals, groups, and governments. It becomes difficult for all educators, especially English language teachers, to adapt their teaching and learning methods so that they don't just focus on getting pupils ready to be proficient in a particular language and successful language learners. In Myanmar, English teachers should also be able to teach their students how to respect their environment and be more understanding of it. As a general matter, global citizenship education strives to deepen cross-cultural understanding through the study of current transnational issues.



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Gallavan, 2008; Rapoport, 2013 also indicated that, indeed, for years, teachers have had insufficient experience in global education.

Literature Review

The history of globalization dates back several centuries. While there were trends toward globalization during the premodern (before 1500) and modern (1500-1945) periods, those trends hastened during the contemporary period following World War II (1945-present) (Hopper, 2007). By the dawn of the 21st century, Friedman (2000) perhaps best captured the rise of globalization with the following analogy: "If the first era of globalization shrank the world from a size large to a size medium, this era of globalization is shrinking the world from a size medium to a size small" with the growth of three types of globalization since World War II: political, economic, and cultural.

2.1 Global Citizenship Education

In this new age of globalization, global citizenship education has become part of high school curricula in several countries across the globe, including Japan, China, the UK, and Canada, among others (Bickmore, 2014; Brown, Morgan, & McGrath, 2009; Chong, 2015; Davies, Evans, & Reid, 2005; Evans, Ingram, MacDonald, & Weber, 2009; Motani, 2007). Given its broad appeal around the world, global citizenship "focuses on preparation for civic engagement in increasingly diverse and global contexts" (Whitehead, 2015, p. 8). Global citizenship education is perhaps best defined as an instructional field that seeks to hone students' critical thinking skills while teaching them to be agents of change in society (Bickmore, 2009; Peterson & Warwick, 2015; UNESCO, 2015). While global citizenship education has become the subject of increasing scholarly attention in the United States, it has not become part of high school curricula in the same way that it has in other countries (Burnside & Mackesy, 2015; DiCicco, 2016; Rapoport, 2010; Reimers et al., 2016).

2.2 Curricular Reform

Myanmar, also known as Burma, is a country located in Southeast Asia with a population of approximately 54 million people. It has a rich cultural heritage and a complex history of political and social issues. With the aim of fostering global citizenship, globalization, and civic learning, curriculum reform and experiential learning can play a vital role in addressing the issues faced by Myanmar.

In recent years, Myanmar has undergone a transition to a democratic government, but the process has been slow and challenging. To address these political issues, curriculum reform can play a significant role. The education system in Myanmar can be revised to promote critical thinking and democratic values. This education system can encourage young people to be active citizens who hold their leaders accountable. Experiential learning can provide a practical aspect to this education, engaging students in social discourse and showing them how democracy works.

Another issue facing Myanmar is its economic status. The country has a largely agricultural-based economy, which has left many of its citizens in poverty. This poverty can be attributed to a lack of education and job opportunities. To address these economic issues, curriculum reform can provide experiential learning opportunities that allow students to understand the underlying causes of poverty and inequality. This can include promoting entrepreneurship and job creation, as well as teaching financial education and the value of managing resources.

Moreover, a significant health issue in Myanmar is the prevalence of infectious diseases. The country has still a high rate of malaria, tuberculosis, and HIV/AIDS. This can be attributed to a lack of basic health education and the scarcity of medical resources and facilities in some parts of the country. Curriculum reform can target this issue by incorporating health education into the curriculum, such as preventing the spread of infectious diseases, basic first aid, and sexual education. Experiential learning opportunities can promote community health education campaigns, such as creating health education conferences for the public, as well as creating necessary medical infrastructure. Thus, Myanmar has numerous issues that require attention. The implementation of curriculum reform and experiential learning can help promote global citizenship, globalization, civic learning, and address the various issues such as political, economic, and health. These efforts will help young people in Myanmar to become informed, engaged citizens who are capable of tackling the challenges faced by their country and making positive changes on a global scale.

2.3 Experiential Learning

ELT is a gateway to a greater understanding of the experiential and civic-minded components of global citizenship education. A manifestation of the ELT model, service-learning is such a form of experiential learning (Bellner & Pomery, 2005; Deeley, 2010), in which students apply what they learn in the classroom to effect change in the community. Conceptualizing Service Learning as Experiential Learning Service learning has been variously framed in the United States in terms of social change, education for democracy, disciplinary learning, student centered learning, democratic civic engagement, collective impact and critical engagement with systems of oppression (Clayton & Bandy, 2021; Zlotkowski & Duffy, 2010). Enriching GCE in ELT through Service Learning for such change” (Bringle & Clayton, 2020). Service Learning is grounded in the theoretical principles of active and experiential learning articulated by Dewey, Lewin and Piaget, among others (Kolb, 2015). There are many forms of experiential learning (e.g., use of laboratories), including pedagogies that take place in communities (e.g., internships, clinical practice, field research, work-integrated experiences), but these are not typically understood to be or designed as Service Learning.

2.4 Civic Learning

The policy defined civic learning as the acquisition of knowledge, intellectual skills, and the applied competencies or practical skills that citizens need for informed and effective participation in civic and democratic life. The term civic learning evokes for most Americans their high school civics class in which they learned about the U.S. Constitution, the three branches of government, and how a bill becomes a law. According to Rebecca



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Winthrop (2020), there is an emerging consensus across the many scholars and organizations that work on civic learning that imparting knowledge must be paired with developing civic attitudes and behaviors.

(1) Civic knowledge and skills: where youth gain an understanding of the processes of government, prevalent political ideologies, civic and constitutional rights, and the history and heritage of the above.

(2) Civic values and dispositions: where youth gain an appreciation for civil discourse, free speech, and engaging with those whose perspectives differ from their own.

(3) Civic behaviors: where students develop the civic agency and confidence to vote, volunteer, attend public meetings, and engage with their communities.

Global citizenship education (GCED) is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. Civics is the study of the rights and obligations of citizens in society and relating to a citizen, a city, citizenship or community affairs. Civic mindedness involves a sense of responsibility towards one's community (whether local, national or global), and a belief that despite individual differences, everyone has something to contribute to the common good. Civic-minded individuals are proactive citizens willing to plug into and engage in the world around them. Civic participation encompasses a wide range of formal and informal activities, such as voting, volunteering, participating in group activities, and community gardening.

English can be assumed as a fundamental communication tool and lingua franca for economic and political development. Myanmar, a Southeast Asian country, offers English as the only foreign language learned as a mandatory subject for all levels. Burmese is a national and official language taught at school and used in administration. English language education has been varied throughout the times in Myanmar. The study of civic and citizenship education varies across nations given that school programs are developed around local histories, societal characteristics, and cultural contexts. Civic education can be defined as the study of history, traditions, and culture along with the national form of government processes (Etzioni, Berkowitz, & Wilcox, 1995). Citizenship education encompasses the skills, attitudes, beliefs, and values that encourage students' disposition toward participation and engagement in their communities, nation, and the world. Citizenship education embodies a set of understandings, based on civic knowledge, along with opportunities to practice civic competencies (Hahn, 1998; Schulz et al., 2010). School subjects such as math, science, and language arts are often organized as core areas with defined units of instruction. Variation is common with subjects such as history, geography, social studies, physical education, the arts, and health education. In many school systems civic education is a component of the social studies curriculum with topics such as government, law, and citizenship. At secondary levels separate courses in civics and government are often required for graduation. Inclusion of citizenship and civic education as either stand-alone courses or strands embedded across school programs fosters global perspectives (Held & McGrew, 2003) and provides context for the study of global dilemmas and challenges (Banks et al., 2005). Civic and citizenship education can be a policy initiated by a government, a school program, a lesson taught by a teacher or student

activities. The point of commonality across all examples is alignment with goals to educate students as engaged citizens in a world profoundly different from previous generations. As such civic and citizenship education is interdependent, providing students with core knowledge, attitudes, values, experiences and practice defined by societal goals and values (Banks, 2007).

Myanmar students remain accustomed to teacher-centered classrooms with limited participation. Educators are required to implement and rely on government curricula due to strict high school and university entrance exams based on government textbooks. Recently there has been tremendous effort for reform of the public education system; learner-centered approaches have been introduced but challenges such as large class size, limited materials, and strict expectations for curriculum coverage inhibit teachers' capacity to transition away from traditional teacher-centered pedagogy.

2.5 Objectives

Objectives of the research in this study include:

- (1) to investigate teachers' knowledge in global citizenship education for the curriculum development related to English course;
- (2) to explore teachers' civic engagement in global citizenship education through service learning such as international activities and extracurricular activities;

2.6 Research Questions

Based on the objectives of the research, the following research questions are formed.

- (1) How do educators perceive the role of preparing students for civic and citizenship education?
- (2) What do educators consider as the challenges and opportunities of citizenship and civic education?

Data sources included field logs, debriefing sessions, one-to one interview, focus group discussions, classroom observations, textbook evaluations, and review of media documents. Participants in Myanmar emphasized multiple perspectives applied as a lens to the study of contemporary global issues. In the Myanmar context, participants relied almost exclusively on textbooks; in this case, context and culture informed the aims and approaches of civic and citizenship education. Implications contribute to transnational discourse addressing the practice of civic and citizenship education globally.

Despite the growing interest in global citizenship education, there are still several research gaps that need to be addressed. One of the major research gaps is the lack of a clear and agreed-upon definition of global citizenship. This makes it difficult for researchers to assess the effectiveness of interventions aimed at developing global citizenship skills, as there is no consensus on what these skills are or how they can be measured. Another research gap is the limited understanding of how to integrate global citizenship into the curriculum. There is a need for research that explores the most effective methods for teaching global citizenship skills across different age groups, subjects, and educational contexts. This includes identifying the most effective pedagogical approaches, such as experiential learning, service learning, and project-based learning. Furthermore, there is a need for research that examines the impact of global citizenship education on

learners’ attitudes, values, and behaviors. While many studies have assessed the effectiveness of global citizenship education, few have examined the broader impact on learners’ personal development, such as their sense of identity, empathy, and social responsibility.

There is also a notable research gap on the role of technology in promoting global citizenship education. With the rise of digital technology, there is a growing need to explore how technology can be harnessed to support the development of global citizenship skills. This includes examining the potential of online learning platforms, social media, and digital games to foster cross-cultural communication, critical thinking and problem-solving. Finally, there is a lack of research on the challenges and barriers to implementing global citizenship education in practice. This includes identifying the institutional and structural obstacles that hinder the adoption of global citizenship education in schools. As well as recognizing the teacher's role and training related to global citizenship competencies. Addressing these research gaps will contribute significantly to the development of effective and context-specific global citizenship education initiatives, providing the pathway to creating more responsible global citizens.

Research Methodology

This presents a detailed description of research methodologies with the population, the instruments and the procedures of the research.

3.1 Population

A sample of 20 English teachers from selected universities in Myanmar participated in the study. Approximately 70% of the participating teachers earned their M.A. graduate degrees and 30% earned M.Ed. with the age range between 30-55. The gender breakdown is approximately 72% female and 28% male with an average of 5 to 15 years of teaching experience. All participants shared a commitment to teaching and learning about various concepts, values, skills, and knowledge associated with civics and citizenship education.

Table 1 represents Demographic information of the participants.

Table 1: Demographic Information of Participants (n=20)

No.	Participants	Total No	Male	Female	Age Range
1	Teachers	20	6	14	30-55

3.2 Research Instruments

The instrument used in this study was a semi-structured interview. with the open-ended questions. The following individuals participated in this study: 20 English language teachers who currently teach English for English specialization undergraduate course in the selected universities of Myanmar. (Hereinafter identified as, "Interviewee 1" to " Interviewee 20").

3.3 Procedures of the Study

During the process of the interview, the three stages have been followed: thematizing; transcribing and reporting. The first set of questions focused on the participants' academic background and life experience which included demographic questions about gender, race, and ethnicity. The next set of questions included two open-ended interview questions concerning with the themes of the experiential and civic minded components of global citizenship education. Each participant takes about 40 minutes to answer the interview question.

3.4 Interview Questions

The following was the interview question used in this research.

1. What and how do/did you teach about citizenship and civics education? Describe as much as possible, including resources and others involved in classroom processes.

At the end of each interview, the participants were thanked for sharing their perspectives, reiterated that confidentiality will be maintained to the greatest extent possible, and offered to provide them with a summary of the results. Later the recordings of the interviews and were transcribed and memorialized the findings in a report. Teachers in Myanmar should take part in the reform initiatives that are now under way. Encourage a bottom up curriculum plan is a suggestion for people and groups active in the present reform initiatives in the Myanmar educational system. The bottom-up approach gives educators a platform to discuss ideas for potential teaching theories, experiment with new ideas, and reflect on their own methods.

Instead of using curriculum, teachers take on the role of curriculum producers. The latter suggests issues of control and dependency, whilst the former speaks to issues of empowerment and social justice. The traditional hierarchical system, which typically places teachers at the bottom of the professional ladder, is challenged by the affirmation of teachers as curriculum developers. In addition, the primary control.

Data Analysis and Results

The findings were analyzed using the principles of the case study method and various coding processes. The themes highlight critical aspects of curriculum design, experiential learning, civic minded components of global citizenship education. Interview participants have considered different views on how they understand civic-minded components of global citizenship education based on their background knowledge, teaching practices and experiential learning experiences. Interview responses are compatible with the global standards of curriculum goals for global citizenship education with other countries.

The participants were such adventurous teachers. Diversity and global citizenship were significant ideas at the level of the envisaged curriculum. Participants studied global issues via the lens of diverse views. In order to discuss solutions to universal problems and challenges, students and participants engaged in experiential learning, realistic simulations, and problem-based learning. This helped them create a position for

citizenship and civics. The planning process at the classroom level was broad in scope, allowing for the most input and engagement from both teachers and students.

Interviewee 1

“I value responsibility and always treat others with consideration and regard, respect another person's point of view. Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, and take care of the environment.”

Interviewee 2

“Our world is becoming more interdependent, where the actions of ordinary citizens, everyday people's decisions are likely to have an effect on others all over the world. In turn, our lives, our jobs, the food we eat, and the development of our communities are being influenced by global trends.”

Interviewee 3

“Travelling is one of the best ways to explore the globe, understand and experience different cultures and country challenges first hand, as well as meet new friends. Thus, I find out what activities, campaigns, field trips and projects might be able to get involved with my students.”

Interviewee 4

“To become a more socially aware person, I trained my students by participating in the community to know the challenges and opportunities and get involved, from making suggestions to volunteering in different events, from attending community meetings, fairs and charity events.”

Interviewee 5

“In order to improve the students' knowledge of what it means to claim or have citizenship in the twenty-first century, educators and educational institutions are increasingly working toward the common objective of educating for global citizenship.”

Interviewee 6

“Today in 21st century, growing development and expansion of information and communications technologies have made the people around the world much closer and linked together and converted them into global citizens by causing changes in global trends and igniting the globalization phenomenon in its economic, political, and social facets on the other.”

Interviewee 7

“Young people need to be aware of the global factors that affect these choices if they want to make ethical decisions about their futures and how they live their lives right now.”

Interviewee 8

“I believe that Global citizenship is not merely a legal concept, and so it seems that another prerequisite to realize the citizenship education is to deal with the challenges and consequences resulted by using information and communications technologies.”

Interviewee 9

“Students can acquire professional skills including teamwork, communication, critical thinking, and problem solving through the high-impact practice of international and extra curriculum activities.”

Interviewee 10

“While teaching English, Global Citizenship can offer the context that we need to teach. Reading or discussing global concerns in English lessons is already commonplace, and many English teachers are experienced in assigning activities that require group collaboration or creativity.”

Interviewee 11

“I believe that all living things are connected and that the world and its inhabitants are interdependent. They strive to act in a way that advances both their self-interest and the interests of people across the world.”

Interviewee 12

“The objectives of global citizenship education should be focused on equipping the students with the required values, attitudes and skills and providing some opportunities for practical exercise in different fields.”

Interviewee 13

“Having a global perspective and the essential skills to meet the problems of the modern world are requirements for global citizenship education. If we neglect to nurture global perspective students are likely to continue viewing the world narrowly through the lenses of their own interests, location, and culture.”

Interviewee 14

“I suppose that the concepts and components proposed in the textbooks which cause to enhance the capabilities required at the current age, should be taken into consideration as the focus of learning objectives in the curriculum goals in each university.”

Interviewee 15

“Enriching global citizenship education can help the students develop the fundamental skills necessary to actively engage in the world and contribute to its improvement into one that is more just and sustainable, I hope.”

Interviewee 16

“Learners are able to solve problems, make decisions, think critically, communicate ideas clearly, and cooperate well with others with the help of global citizenship education. They can benefit personally, academically, and eventually professionally from this.”

Interviewee 17

“In the classrooms, I train students for becoming global citizens through the global content and interactive activities. The exposure of the students to many forms of multimodal texts can help in their preparation for various forms of literacy and competence in their professional and sociocultural experiences.”

Interviewee 18

“Some students in my classes wanna actively engage in community life on many different scales, from the local to the global, and they are eager to take action internationally.”

Interviewee 19

“Education fosters an understanding of civic engagement, skills, and commitment so that young people can effectively fulfill their civic and social responsibility. democracy, rations, parliament and voting as well as human rights, justice, media literacy, the law and the economy.”

Interviewee 20

“I think that English teachers need educational experiences, including classroom, online, blended, self-guided, coaching, mentoring, and experiential course work. It may be delivered internally or externally, and must directly relate to the curriculum goals.”

Overall, it is assumed that teachers should also incorporate experiential learning opportunities, such as service-learning projects and study abroad programs, to help students develop a deeper understanding of global issues. It is important to incorporate diverse perspectives and voices into the curriculum. This can be achieved by including readings, videos, and other resources from a variety of cultural backgrounds. As an educator, it is important to equip students with the knowledge and skills necessary to become responsible global citizens by promoting social justice, human rights, and environmental sustainability. Global citizenship education is a powerful tool for achieving these goals and the success of a global citizenship education curriculum can be measured by the extent to which students are able to apply what they have learned in real-world contexts. This can be demonstrated through their engagement in service-learning projects, their participation in advocacy efforts, and their ability to think critically about global issues. This can be performed by incorporating one or two global citizenship education topics into your existing curriculum, and gradually expand as you become more comfortable and confident. Additionally, teachers should seek out professional development opportunities and connect with other professional educators who are excellent and passionate about global citizenship education.

Discussion and Conclusion

Overall, Global citizenship education (GCE) is an approach to education that aims to develop learners who are aware of and engaged with global issues, and who have the skills, knowledge, and values to act to address these issues. English language teaching (ELT) plays an important role in promoting GCE, as English is a global language and is often used as a means of communication in international contexts by helping learners to develop the skills, knowledge, and values needed to be active and engaged global citizens.

It was concluded with three main findings that it can promote English language learning as a tool for global communication in ELT can help learners to see language learning as a means of communicating with people from different parts of the world. This can involve using authentic materials such as news articles, podcasts, and videos from different countries, as well as engaging in online language exchanges with learners from other countries. This can help learners to understand the interconnectedness of global issues and to develop a sense of responsibility towards them. Secondly, it can encourage critical thinking and reflection because English language teaching can provide opportunities for learners to critically analyze and reflect on global issues. Thirdly, it can foster intercultural competence in ELT Myanmar by helping learners to develop intercultural competence, which is the ability to communicate.

Recommendations

Based on the findings of this study, the following recommendations are suggested to enhance the integration of the experiential and civic-minded components of Global Citizenship Education (GCE) into English Language Teaching (ELT) in Myanmar:

1. **Provide Training and Professional Development:** Teachers require training and professional development to facilitate the implementation of GCE effectively in ELT. This training should include hands-on experience with teaching materials and methods that relate to GCE, workshops, and collaborative learning opportunities with other professionals specializing in GCE.
2. **Develop Teaching Materials and Resources:** Teachers require relevant teaching and learning resources such as textbooks, audio-visual aids, and supplementary materials that are specifically designed to incorporate GCE components in ELT.
3. **Collaboration and Networking:** Cooperation and networking with other educational institutions, civil society groups, and international organizations could help teachers to access more GCE support and resources. This would also enable them to stay up to date with relevant developments in GCE.
4. **Adopt a Student-Centered Approach:** Adopting a student-centered approach to teaching and learning in ELT will encourage students to engage more meaningfully with GCE concepts and issues. Instructors should encourage participation, critical thinking, and reflection in the classroom, which will enable students to take responsibility for their own learning.
5. **Review and Review Curriculum:** The incorporation of GCE into ELT needs to be integrated within the country's educational policies and curricula. Therefore, policymakers need to review the current curriculum, identify gaps, and develop a relevant, updated curriculum that encourages the incorporation of GCE in ELT.
6. **Promote Multilingualism:** Myanmar is a multilingual country, and teachers should embrace multilingualism in the classroom. Promoting the use of local languages in conjunction with the English language could create an inclusive learning environment and facilitate deeper learning and understanding of GCE components.
7. **Engage in Research:** Further research is required to explore the factors that facilitate and impede the implementation of GCE in ELT in Myanmar. Future studies could focus on examining the effectiveness of GCE teaching and learning strategies and assessing the impact of such strategies on students' academic and personal development.

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

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Abstract

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

Keywords: EFL, dimension, theories, classroom, methodology

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


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Abstract

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

Keywords: schema activation, undergraduate students, reading comprehension, English Poetry

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

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Abstract

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

Keywords: Digital Storytelling, English speaking ability, Secondary School students

Introduction

English is very important for many people in our world as it is an international language. That is one of the reasons why Thailand government contain English as a foreign language which have to teach at school. Since English is taught as a foreign language in Thailand, many efforts have been continuously made to find the appropriate techniques to develop English language learners’ ability. Teaching language for communication has been greatly emphasized in the classroom since communication is one of the twenty-first century skills. Specifically, the ability to speak a language has been deemed critical as speaking is the most common form of human communication. Hence, successful language learners are the ones who can communicate effectively in the target language. Most of Thai secondary school students have already learned a great number of vocabularies, but they do not have opportunities to communicate in English. Although English teaching time at high schools

has been increased, their English speaking still remain unsatisfactory (Person, 2018). Therefore, proficiency in speaking English is a matter of concern for problems and solutions in secondary level. In present time, there are several speaking activities in class such as discussion, debate and role play. Moreover, this era is popular with technology. According to Jessica & Yunus, (2018) developing speaking skill through Digital Storytelling promotes speaking pronunciation accuracy and confidence as well as motivation in English. In additional, Abdelmageed and El-Naggar (2018) found that students had a positive effect on learners’ oral performance through digital storytelling method. However, Interaction among group-work were suggested for more study. Most of study about digital storytelling had done with higher education more than secondary school. Therefore, this study decides to use Digital Storytelling to improve speaking ability of Thai secondary students.

Digital Storytelling that are a stimulating and enlightening venture for EFL classroom can not only strengthen language skills, but also provide opportunities for learners to develop learning autonomy, collaboration and problem solving (Thang et. al., 2014). This research aims to examine whether Digital Storytelling Lessons could improve Thai secondary school students’ speaking ability.

The finding of this study will hopefully give valuable information on the benefits of using Digital Storytelling Lessons that improve Thai secondary school students’ speaking ability. It can also give insights on how learners perceived the use of Digital Storytelling in an EFL classroom context. Moreover, it can serve as a basis for those who are interested in conducting research similar to this topic.

Objective of the study

- 1) To investigating the effects of Digital Storytelling on Thai Secondary School students’ speaking ability.
2. To investigate students’ attitudes towards Digital Storytelling Lessons.

Literature Review

2.1 Speaking Ability

Speaking ability can be defined in many terms. For the purposes of this study, definitions form four prominent authors have been considered. Speaking is “any process in which people share information, ideas, and feeling, it involves all of body language, mannerism and style-anything that adds meaning to a message” (Richard 2001, cited in Jenprai, 2013). Khamkhien (2010), speaking is considered to be the most important in a second language. It is the ability that demands the process of communicative competence, pronunciation, grammar, and vocabulary improving, Widdowson (1994), also believed that speaking is the working as production skill and use of oral production. Therefore, speaking refers to the ability to communicate among people to share information, ideas and feelings by using the knowledge of communicative competence, grammar structure, pronunciation and vocabulary. It also involves using speech in speaking and body language fluently and accurately. So, speaking is an important way to communicate in the present time.

However, it still is a problem of many Thai students at high school. According Wiriyachitra (2003), English as a foreign language learning in Thailand is not very successful because the most students lack the opportunities to learn and practice English in English environment. Students’ worrying, excitement, lack of confidence during taking a speaking in the class time limited also are the problems in teaching and learning English (Ratanapinyowong, Poonon, & Honsa, 2007). Moreover, the Ministry of Education in Thailand during the years of 2017 and 2018 found that Thai students had unsatisfactory proficiency in speaking ability. The exposure to English in authentic language input for students in Thailand is limited, because Thai students still have problems in their English speaking abilities when learning English (Sasum & Weeks, 2018). Much research has been investigated of the need for English in workplace had suggested that the English curriculum in Thai school should focus on the most listening and speaking (Wiriyachitra, 2003).

The English activities are one of opportunities to practice the students’ speaking skill. There are various speaking activities in class for instance, debate, discussion, role play, speech activity, etc. As Harmer (1984) reports since there were active activities in the classroom for motivating the students, they were increased the self-confidence of being of part in the classroom including answering the question, sharing the idea, and also presentation. Therefore, researcher considered that, if the students do not get enough chances and activities to practice speaking skill in language classroom, they may give up soon in learning. Activities and tasks must be designed to expose the students to the aim’s language and foster students’ motivation to learn the language in class.

2.2 Technology to Teach Speaking

Walking into the 21st century, education was forced to evolve once again in accordance with the 21st Century Skills. Being in the digital era, education is necessitated to adapt massively to the requirements of the new era in effort to be parallel with the new learning expectations. To ensure meaningful and effective speaking, students need to have a lot of practice sessions and the practice session should be done in an authentic environment (Miskam & Aminabibi, 2019). Fortunately, new learning technology will provide the ability to bring improvement in the teaching and learning of speaking courses. It is believed that there is a need to revisit the teaching methodology of oral communication courses (Simona, 2015) and to bridge the gap between theory and practice. This technology-supported methodology will move beyond the chalk-and-talk normal classroom. It is also parallel to the Thai Education Announcement 2020 (Covid-19) that aims for globalized online learning (Ministry of Education Thailand, 2020). With the use of technology such as the World Wide Web, it provides flexible delivery mode and students have infinite practice sessions since the course is no longer bound by the four walls of the classroom. Hung (2011) and Shih (2010) investigated the pedagogical implication of Vlogs (videoblogs) learners and their studies found that the students considered Vlogs to be useful in learning and there are improvements shown in terms of the students’ body language and delivery. In another study, Abdelmageed and El-Naggar (2018) and Robin (2016) used digital storytelling techniques to improve speaking through Wevideo website and they found students can improve their speaking ability with positive attitudes. It can be seen that

the use of technology in speaking activities is a way to help students improve their speaking skills.

2.3 Digital Storytelling

As Jianing (2007) studied, storytelling is a basic form of teaching that story learning plays an important role in learners' language improvement. All kinds of interesting storytelling are used in different situations which depend on the appropriate learners' level. Using storytelling is one of the good activities to encourage students to study English. Much research showed that storytelling activities are chances to practice oral and written language comprehension, critical thinking, and increased greater speaking fluency and accuracy. Although using storytelling in the classroom is still satisfying, it is not enough chance for expression. Nowadays, technology is popular that everyone knew. This is a good way to apply storytelling activity with a combination of technology.

Davis & Weinshenker, (2012) gives the term of digital storytelling that came from a basic movement that uses multi-media digital tools to help general people tell their own stories. Moreover, digital storytelling is an ancient art of oral storytelling with mixed the creators' own story voice and personal tales by blending images, music, narrative, and voice together into their strong creations (Porter, 2004). In the present time, digital storytelling has become a stimulating and enlightening tool for EFL classroom teachers and students (Brown, 2005). In agreement with Ohler (2007), new advanced media was used in a storytelling activity. Ellis (2005) recommended that technology has worked on the collaborative relationship between students and the way they interact with each other which ultimately influences the learning chances in the classroom. Nowadays, development in technology which related to one of the interesting activities in the classroom so common storytelling is digital storytelling.

Students are motivated, engaged, and interested in digital storytelling (Daniel, 2018). Jitpaisarnwattana (2018) has shown that any technological utilization has promoted learner autonomy and self-direct. It also expressed that the use of multimedia in teaching helps students keep new information as well as aids in the understanding of difficult material. In addition, digital storytelling has assisted a positive effect on learners' oral performance (Abdelmageed and El-Naggar, 2018). Therefore, this study focuses to use digital storytelling to improve the speaking ability of students.

Research Methodology

3.1 Research Design

The study was quasi-experimental research. The design of two groups were experimental group and control group. The population in this study was all of the students in Therdthaiwittayakom School (200 students from grade 7 to grade 12). The 50 participants of grade 8 were purposive sampling selected and their English speaking ability was assessed before and after using digital storytelling. Therdthaiwittayakom school is in rural secondary schools in Thailand where students can speak English as Foreign Language with only a word to answer questions. They cannot use long expressions to answer or express their ideas. Moreover, every student is able to access the internet through mobile

phones. Thus, with the help of interacting with technology by digital storytelling such as Video clips of mobile phones, it is a great opportunity to try a different alternative to teach speaking skills to students.

The research instruments were pre-test and post-test, a questionnaire and semi-structured interviews. There were two groups of this study. The participants of the experimental group had taught through Digital Storytelling lessons constructed by the researcher. The control group had taught through regular lessons by using textbooks that English teachers generally prepared for eighth grade students at the school. The regular lessons were reviewed following the secondary English curriculum (seventh to ninth grades) from the Foreign Language Department of Curriculum, Ministry of Education (2008). Digital storytelling lessons were conducted by researchers following the standard of curriculum (eighth grade) from the Foreign Language Department of Curriculum, Ministry of Education (2008) and steps of how to create digital storytelling by Morra (2016). There were 3 lesson plans on 3 topics; Personal narratives, Historical documentaries, Stories designed. These 3 topics are the themes that popular in digital storytelling because it encompasses something personal, documentary information and can create topics to create digital storytelling on needs (Robin, 2016).

3.2 Data Collection and Data Analysis

3.2.1 Quantitative data

The data from speaking ability pre-test and post-test measured students' development. Descriptive statistics were applied to determine the mean and standard deviation of the pre-test and post-test scores with both experimental and control groups using SPSS (windows) software. Pair-sample t-test statistics were employed to measure differences between the speaking ability mean scores on pre-test and post-test in each group. T-test independent statistics was used to measure differences between the score of speaking ability of the experimental and control groups to compare students who were taught through Digital Storytelling lessons and who were taught through regular lessons. In addition, data for analysis were obtained from the students' questionnaire. The research counted the frequency of the answer in the students' attitude questionnaire of the experimental group. The means and standard deviation scores on the questionnaire were also calculated using SPSS (windows) software.

3.2.2 Qualitative Data

Data from the open-ended section of the questionnaires was summarized and grouped by content analysis. The data from the semi-structured interview were transcribed from audios. Then, it was to summarize and synthesize data. The result from the open-ended section of the questionnaires and the semi-structured interview supported what are the participants' attitudes towards digital storytelling lessons.

There were pretests and posttests that evaluation of speaking ability was based on an analytic rubric daybed from TFU Foreign Language Assessment Rubrics (2018).

The questionnaire had 2 parts (closed-end answer, and recommendation). The first was closed-end with a Likert scale (1932). In this part, there were 12 items. This part concerned 2 topics; speaking ability with digital storytelling technique and the attitude towards speaking ability. Each item had 5 scales to choose from: Strongly Agree (5 points),

Agree (4 points), Undecided (3 points), Disagree (2 points), and Strongly Disagree (1 point). The second part was about recommendations from participants towards digital storytelling lessons.

Results

4.1. The results of the improvement of English speaking ability of Thai secondary students.

4.1.1 The result from the pre-test and post-test

Table 1 The score of pre-test and post-test of the speaking ability of the experimental group

Paired Samples Statistics						t	df	Sig.
		Mean	N	Std. Deviation	Std. Error Mean			
Pair1	Pretest	7.84	25	1.143	.229	-37.666	24	.000
	Posttest	18.04	25	1.241	.248			

*Significant at the 0.05 level (Sig<0.05)

According to Table 1, it was the experimental group. The post-test ($M=18.04$) mean score was higher than the pre-test ($M=7.84$). The pre-test and post-test mean scores of the experimental group indicated a significant difference value of 0.00, which was lower than the 0.05 level. The results demonstrated a significant difference between the pre-test and post-test scores at the 0.05 level. This indicated that the students who studied English through the Digital Storytelling Lessons got higher scores in English speaking ability after they completed the course.

Table 2 The score of pre-test and post-test of the speaking ability of the control group

Paired Samples Statistics						t	df	Sig.
		Mean	N	Std. Deviation	Std. Error Mean			
Pair1	Pretest	7.32	25	1.464	.293	-14.722	24	.000
	Posttest	9.36	25	2.413	.483			

*Significant at the 0.05 level (Sig<0.05)

According to Table 2, it was the control group. The post-test ($M=9.36$) mean score was higher than the pre-test ($M=7.32$). The pre-test and post-test mean scores of the control group indicated a significant difference value of 0.00, which was lower than the 0.05 level. The results demonstrated a significant difference between the pre-test and post-test scores at the 0.05 level. This indicated that the students who studied English through regular lessons got higher scores in English speaking ability after they completed the course. However, the score of post-tests still did not pass the criteria of half of the total score. Therefore, the results must be compared with the experimental group again.

Table 3 Compared pre-test scores of the speaking ability of the experimental and control groups

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	Mean Differences
Pair 1	Pretest-Experimental group	7.84	25	1.143	.229	0.520
	Pretest-Control group	7.32	25	1.464	.293	

*Significant at the 0.05 level (Sig<0.05)

Table 3, it compared the pre-test score of the speaking ability of the experimental and control groups. The Mean score of the experimental group was 7.84 and the control group was 7.32. The paired differences Mean from the two groups was 0.520. Although the score of the experimental group was higher than the control group. It seemed that the scores of speaking ability from the two groups were not more different. Therefore, it could be concluded that the abilities of both groups before learning were at the same level.

Table 4 Compared post-test scores of the speaking ability of the experimental and control groups

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	Mean Differences
Pair 1	Posttest-Experimental group	18.04	25	1.241	.248	8.680
	Posttest-Control group	9.36	25	2.413	.483	

*Significant at the 0.05 level (Sig<0.05)

As shown in Table 4, there compared post-test scores of the speaking ability of the experimental and control groups. To support the first objective, the Mean score of the experimental group was 18.04, and the control group was 9.36. The paired differences Mean from the two groups was 8.680. It could be seen that the post-test scores of the experimental group were significantly higher than the control group. So, this could be concluded that the experimental group's post-English speaking ability through Digital Storytelling Lessons was more successful than that of normal learning.

Table 5 Summary of the average achievement scores of the experimental and control groups

Group Statistics (Independent Sample T-test)								t	df	Sig.
Group	N	Mean	Std. Deviation	Std. Error Mean	Mean Diff.	Std. Error Dif.				
Score	1	25	18.04	1.241	.248	8.680	.543	15.99	48	.000*
	2	25	9.36	2.413	.483					

*Significant at the 0.05 level (Sig<0.05)

According to Table 5, Group 1 was the experimental group and Group 2 presented the control group. This table compared the average achievement scores of English speaking ability of the experimental and control groups. There were 25 participants who studied English through Digital Storytelling Lessons while the other 25 participants who studied English through regular Lessons. The mean score of the experimental group ($M=18.04$) was higher than the Mean score of the control group ($M=9.36$). In addition, the achievement scores of the two groups indicated a significant difference value of 0.00, which was lower than the 0.05 level. The results demonstrated a significant difference between the achievement scores of the experimental group and the control group at the 0.05 level. This revealed that the English speaking ability of participants taught through the Digital Storytelling Lessons was significantly higher than the control group.

4.1.2 The result from the questionnaire

Table 6 The results obtained from the questionnaire in part 1 (Item 1.1-1.6)

No.	Items	Mean	Std. Deviation	Interpretation (Level of participants’
1. Digital storytelling lessons could improve students’ speaking ability.				
1.1	The digital storytelling lessons help me improve my vocabulary in spelling words that I use in	4.76	.436	Strongly agreement
1.2	The digital storytelling lessons help me improve my pronunciation of the stress of noun words that	4.72	.458	Strongly agreement

No.	Items	Mean	Std. Deviation	Interpretation (Level of participants’)
1.3	I can speak one or two sentences fluently in English better after using digital storytelling	4.60	.500	Strongly agreement
1.4	The digital storytelling lessons help me improve my grammar in subject-verb agreement.	4.68	.557	Strongly agreement
1.5	The digital storytelling lessons enhance interaction between teacher and students.	4.68	.476	Strongly agreement
1.6	The digital storytelling lessons facilitate interaction between students.	4.68	.627	Strongly agreement
Overall		4.6867	.26926	Strongly agreement

Table 6 showed that all of the students improved their English speaking ability through the Digital Storytelling Lessons in descending order. It could be seen that the first item was the highest Mean score. The digital storytelling lessons helped to improve the spelling vocabulary used by digital storytelling videos (4.76). The second item developed their pronunciation of the stress of noun words that they used in digital storytelling videos (4.72). The third listing was that digital storytelling lessons helped to improve their grammar in subject-verb agreement (4.68). In addition, Digital Storytelling Lessons enhanced interaction between teachers and students (4.68). Finally, the digital storytelling lessons facilitated interaction among students (4.68). The fourth matter was that they could speak one or two sentences fluently in English better after using digital storytelling lessons (4.60). After students completed if their English speaking ability had improved. All of them agreed that the Digital Storytelling Lessons helped them to improve their English speaking ability.

In conclusion, the results of the questionnaire in this part revealed that most students were strongly agreed that Digital Storytelling helped to improve with vocabulary, pronunciation, sentence fluency, grammar, and interaction of speaking in English. This result supported Digital Storytelling Lessons influence on speaking ability better in a regular instruction.

4.2 The results giving the participants’ attitude toward learning from Digital Storytelling Lessons.

4.2.1 The result from the questionnaire in part 1

Table 7 The results obtained from the questionnaire in part 1 (Item 2.1-2.6)

No.	Items	Mean	Std. Deviation	Interpretation (Level of participants’ satisfaction)
2. Students’ attitudes towards digital storytelling lessons.				
2.1	I like to speak English after learning through digital storytelling lessons.	4.72	.458	Strongly agreement

No.	Items	Mean	Std. Deviation	Interpretation (Level of participants' satisfaction)
2.2	I enjoyed every time when I learned through the digital storytelling lessons.	4.64	.638	Strongly agreement
2.3	I have more confidence to speak English while doing a video recording.	4.72	.458	Strongly agreement
2.4	I have skills in using technology, due to the knowledge I got from digital storytelling lessons	4.52	.653	Strongly agreement
2.5	I think the digital storytelling lessons give me more opportunities to practice my speaking	4.84	.374	Strongly agreement
2.6	I look for chances to speak English after learning through digital storytelling lessons.	4.76	.523	Strongly agreement
Overall		4.6850	.18085	Strongly agreement

Table 7 showed that the participants' attitudes toward Digital Storytelling Lessons in descending order. It could be seen that the digital storytelling lessons gave them more opportunities to practice speaking ability frequently has the highest average score (4.84). Then, the participants looked for chances to speak English after learning through the digital storytelling lessons got the second score (4.76). The third rating was participants liked to speak English after learning through lessons and they had more confidence to speak English while doing a video recording (4.72). One other following was the participants enjoyed every time when they learned through the digital storytelling lessons (4.64). The last least was that they had skills in using technology (4.52). However, the mean summary of attitudes was very satisfactory in terms of sub-scores and overall mean scores (4.6850). After students were completed if their English speaking ability had improved. All of them agreed that the Digital Storytelling Lessons helped them improve their English speaking ability. They had a good attitude toward English after they studied through Digital Storytelling Lessons.

In summary, the results of the questionnaire revealed that most students had positive attitudes toward using Digital Storytelling Lessons. Moreover, students said that their studies were more enjoyable, more confident, and the content was more giving an opportunity to practice, and a chance to use technology. This result definitely supported the digital storytelling lessons that influence participants' attitudes.

4.2.2 The result from the semi-structured interview

In brief, the results of the semi-structured interview showed that participants' English speaking ability was increased, they enjoyed the class and had safe with digital storytelling videos, they would like to learn more and practice more, and they were less nervous and had less anxiety. Moreover, negative feelings such as being afraid of making

grammatical mistakes, hesitation, confusion, and other such feelings decreased after digital storytelling lessons.

In summary, the result of the average score pretest and posttest of speaking ability from 2 groups, the questionnaire, and the semi-structured interview revealed that most students had positive attitudes toward using the Digital Storytelling Lesson. They strongly agreed that the Digital Storytelling Lesson helped to improve their speaking ability and more enjoyable with interesting content. Moreover, the students said that the Digital Storytelling Lesson could increase their confidence in speaking English because this project offered them an opportunity to practice speaking by themselves with their mobile phones. Besides, they said the Digital Storytelling Lesson was easy to learn. In particular, the students were able to improve their English speaking ability by recording their own voices, and doing the sub-topics also helped them to understand the meaning of the vocabulary. However, some students said that the Digital Storytelling Lesson needed more time because they wanted to practice more to understand the lessons.

Discussions

5.1 Improving Thai secondary students' speaking ability through Digital Storytelling Lessons

Based on the results of the study from a comparison of the pre-test on speaking ability and the post-test on speaking ability, the mean scores of the post-test were significantly higher than those of the pre-test. All participants agreed that their ability in speaking English was derived from practicing regularly speaking English through going video clips and they also assented that using a variety of situations and often speaking English with a mobile phone anywhere assisted them in enhancing their speaking ability throughout the study period. This means that the Digital Storytelling lessons helped the students to improve their English speaking ability. This was because after the students presented their own digital storytelling.

It can be seen that the efficiency of the learning outcome was higher than the efficiency of the regular lessons. This outcome corresponds to Robin (2016) study that the average scores of post-tests are higher than pre-test. Moreover, the topics in each lesson were interesting, closed, and easy to learn which made students understand the tests and perform well. Likewise, Daniel (2018) stated that digital storytelling lessons might enhance and promote speaking ability after instruction by giving students the opportunity to learn and practice speaking in various situations and activities assigned to them.

The reason for this might be that the participants could learn better because they had higher scores on the tests after they practiced doing their projects on the mobile phone by themselves. Similarly, the study by Abdelmageed and El-Naggar (2018) that there was an improvement in the students' speaking skills after the creation of their Scribe videos through the Wevideo website. In addition, learning technical skills in the use of telephones or electronic devices is considered to create independent knowledge for the students. This result is consistent with Jitpaisarnwattana, (2018) study that explores the potential of a digital storytelling (DST) project that can foster learner autonomy. Also, the Digital

Storytelling Lesson might be motivated them to pay more attention when doing their speaking projects.

In summary, the participants in this study were able to improve their English speaking ability significantly because using the Digital Storytelling Lessons provided them with better English speaking ability. This was clearly seen that Digital Storytelling could help improve Thai secondary students' speaking ability.

5.2 The participants' attitudes toward digital storytelling lessons

According to the findings, it could be seen that students had a positive attitude toward Digital Storytelling Lessons to improve their English speaking ability. The results of the questionnaire and interview could be claimed that not only the speaking ability developed, but also the attitude towards the Digital Storytelling Lessons. Participants were less anxious, embarrassed, and nervous which the result was consistent with Gong (2002) found that technology might provide learners with a safe, less threatening, less anxious, and highly motivating environment to develop their spoken language competence.

Most interestingly, the results of questionnaires and semi-structured interviews revealed that students had greatly satisfied attitudes towards speaking English through digital lessons, which agreed with the research of Abdelmageed and El-Naggar, (2018) stating that the participants were greatly satisfied with Digital storytelling. In terms of attitude, there was also the result that students had more confidence in speaking, similar to the results of Jessica & Yunus, (2018). In addition, the results of the semi-structured interview showed that students' English speaking ability was increased, they enjoyed the class, and were safe with digital storytelling videos. Similar to the result of Jenprai, (2013) that students had fun and had strong trustful in digital storytelling. Moreover, this study also agreed with Hung (2011) and Shih (2010) that they would like to learn more and practice more, and they were less nervous and had less anxiety. The final result is increased interaction of the student with the student and the student with the teacher. Similarly, Ellis (2005) recommended that technology worked on the collaborative relationship between students and the way they interact with each other which ultimately influences the learning chances in the classroom.

In conclusion, all participants had a great attitude toward English speaking ability through the Digital Storytelling Lesson. The discussion showed that they were confident in speaking, enjoyed the class, and were safe with digital storytelling videos, they were less nervous and less anxious, and also the technology had worked on the collaborative relationship between students and the way they interacted with each other. All these were the aspects of attitude in this study.

Conclusion

The conclusion of this research could be summarized as follows.

1. The results of the comparison between experimental and control groups showed that learning English through digital storytelling lessons improved students' English speaking ability at 0.05 level.

2. Students had a highest satisfaction level of attitude toward learning from the digital storytelling lessons.

The current study also found that encouraging students to participate in technological interactions. This interaction was the way to build language effectively, and confidence in speaking. Moreover, digital storytelling can foster learner autonomy and interaction among students and the student with the teacher. In addition, teachers can create the atmosphere and inspire learners to be more positive attitude. This research study confirmed that proved Digital Storytelling Lessons enhanced the ability to speak English.

Limitations

First, the limitation was time constraints. This study was conducted within 9 weeks because there had been School intervention activities. If there were a longer period of time for the experiment, the results might have been different. Second, topic restrictions were a concern. There were only 3 topics; Personal narratives, Historical documentaries, and Stories designed. If there were more various topics in the experiment, the results might have been different. Third, participant restrictions were a consideration. The participants of this study had different abilities at the same grade level. If they had the same ability in English or different grade levels, the findings might have been various. Fourth, the limitation was a technical problem. High-speed internet did not cover all areas of participants. Uploading videos to the Flipgrid website required a high-speed Internet service and took time which could also have an effect on the learning process. Using this instructional medium in a context where Internet access was not available would be a problem.

Recommendation

Further research should be extended more appropriately time, such as using the entire semester for this technique. This recommendation gave participants that they had enough time to practice the whole script and practiced digital editing, including giving and receiving feedback in order to complete the work efficiently. Secondly, the research on digital storytelling should be conducted on a variety of topics. Allowing participants to choose or customize their own topics would keep participants engaged and learner-centered. There might be different results. Thirdly, the research should consider the different levels of participants. It should be the same level of the ability in English or a different grade level in the whole school. The finding research could vary. Finally, further research should provide high-speed Internet for experiments and check the permanent stability of the Internet signal all the time. In addition, it would be useful to explore the various types of digital storytelling software which is convenient and easy to use, such as Microsoft PowerPoint, TikTok app, etc. for creating stories. There were a variety of new technological approaches available that could develop ways to improve digital storytelling lessons which would encourage students to practice more and improve their English.

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

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Abstract

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

Keywords: effectiveness study, mobile application, ESP

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

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Abstract

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

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

Introduction

Studies (Liu, 2020; Pang, 2019; Xing, 2019) have shown that the age of three to six is a critical period for language development in young children whose ability to imitate and absorb new things and the low emotional barrier to learning language at this stage make it a golden period for language learning (Li, 2022). The Guidelines for Learning and Development of Children aged 3-6 (Ma, 2020) also state, "Language is a tool for communication and thinking. Childhood is an important stage of language development especially in the development of spoken language. Children's language development is cross-cutting and also has an important impact on other areas of learning and development." A large number of psycholinguists have demonstrated that children have a more sensitive sense of hearing and an excellent ability to imitate and comprehend language (Du, 2018; Zhen, 2019; Yan, 2022). A good initiation of children's English learning during the kindergarten years has a non-negligible impact on their individual development, provides a solid foundation for their future second language development, and enables them to better use this language for communication and interaction (Ma, 2020).



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The Chinese Ministry of Education aims to promote the deep integration of information technology and education teaching, assist schools in making full use of information technology to reform talent training and teaching methods, and gradually achieve full coverage of information technology in teaching applications (China Market Information Center, 2019). The unique characteristics of the teaching method that combines education technology and teaching mainly with the interactive whiteboard are expected to match the lively and curious nature of young children (Yan, 2022; Zhang, 2017).

Interactive whiteboard (IWB) integrates computer technology, microelectronics, and electronic communication technology, and is an intelligent platform for computer-based language teaching. As a new teaching media and the most popular teaching tool, it is both a product of the mixed development of modern education technology, information and communication technology and computer multimedia technology, and an inevitable product of the development of modern education technology (Zang, 2022; Yan, 2022). The emergence and application of interactive whiteboards represent the development trend of classroom teaching technology. The role of interactive whiteboards in teaching and learning has been recognized by the educational community, and many countries in Asia, America and Europe have started to promote the use of interactive whiteboards in education and teaching. (Hu, 2021; Du, 2018). Compared with the previously mentioned developed countries, the application and research of interactive whiteboards in China started late, but the development has been gradually improved in recent years. However, in recent years, a number of Chinese scholars (Liao, 2022; Du, 2019) have conducted some explorations based on the theory of integrating interactive whiteboard technology with classroom teaching curriculum as well as on how teachers should use the various tools and functions of interactive whiteboards to improve the effectiveness of children's English teaching and learning, including instructional design, instructional applications and strategies, classroom content integration, assessment of teaching effectiveness, and the role of interactive whiteboard technology in classroom teaching (Xing, 2019; Zhang, 2017; Ma, 2019; Wu, 2020).

Previous studies have found that factors that influence the quality of English education for children include kindergarten English education beliefs, teachers' own English knowledge base, and self-efficacy (Hu, 2021; Du, 2018; Zang, 2022; Yan, 2022). Among them, educational beliefs affect teachers' perceptions and judgments about the importance of kindergarten education, and can further influence teachers' teaching behaviors, content, and educational strategy choices in the classroom (Du, 2018; Zhen, 2019; Yan, 2022). Teachers' own beliefs affect their perceptions of the English subject and their beliefs about young children's English learning, further influencing the way kindergarten teaching practices are implemented (Liu, 2020; Pang, 2019). This shows the importance of teachers' educational beliefs on their teaching practices.

Therefore, it is worth investigating whether kindergarten teachers' beliefs can influence their choices of instructional tools and their classroom practices. It is necessary to further explore kindergarten English Chinese teachers' reasons for using the interactive whiteboards. The English Chinese teachers were the participants in this study because

English is used as the means of instruction and at the kindergarten level, the study content is not divided into subjects. All the teachers must be able to use English well and vocabulary is mainly taught.

Objectives

1. To study the beliefs of kindergarten Chinese English teachers towards interactive whiteboard-assisted English teaching
2. To explore the practices of kindergarten Chinese English teachers towards interactive whiteboard-assisted English teaching
3. To examine the reasons for the kindergarten English teachers for their use of interactive whiteboards

Methodology

This section gives a brief introduction to the study to be conducted.

1. Location

This study was conducted at EF English School in Kunming, Yunnan Province, China.

2. Population and Sample

In this study, English teachers working at EF English schools in Kunming, Yunnan Province were the population of the study. There were 30 Chinese teachers at the two EF campuses in Kunming, Yunnan Province, whose main responsibility was to organize English activities for children aged 3 to 6 years old by using English as a means of instruction. Based on the formula developed by Krejcie and Morgan (1970), the sample size of full-time English teachers at the Kunming EF campuses was calculated to be 26 for the questionnaire and 8 for the semi-structured interviews. Then, from the eight participating teachers in the semi-structured interviews, four full-time English teachers were randomly selected to conduct a classroom observation session (Creswell, 2003). Only four of the eight teachers gave permission for the researcher and a colleague to enter the classroom to conduct classroom observations, photograph, and complete a classroom observation form. The age of the teacher population ranged from 28 to 35 years old, and approximately 75% of the teachers were female. In addition, the teachers in the study had been working for more than five years and had more than three years of teaching experience with interactive whiteboards.

3. Research Instruments

This study used a mixed-methods approach, combining quantitative and qualitative data, using questionnaires, classroom observation and semi-structured interviews. This study explored the teachers' beliefs, practices, and reasons for using the interactive whiteboards to assist their teaching in English in the classroom.

After the Item Objective Congruence by three invited experts to assess the questionnaire, 37 items which were divided into 4 parts were used. The first part, personal information, had 4 items. The second part had 14 items designed to explore the teachers' beliefs about using interactive whiteboards and the third part with 17 items explored the

teachers' practices of using interactive whiteboards. The last part was an open-ended question to allow the respondents additional comments or remarks.

A total of 25 checklist items were created for classroom observation to study four teachers’ one-hour-long teaching practices in four different classes. The classroom observation checklist was in five sections, each with five items: the lesson delivery, the lesson, the teacher's skills, the teacher's interaction with the students and the classroom atmosphere.

Finally, the semi-structured interview conducted had four prompt questions for eight kindergarten English teachers. Each 10-to-15-minute-long interview was recorded with the consent of the interviewees.

4. Data Collection

First, both the questionnaire and the interview questions went through Item Objective Congruence activity to ensure the validity of both research instruments. The score of the questionnaire was 0.67 and the interview questions, 1. Second, to ensure the reliability of the questionnaire, another group of 30 teachers were invited to participate in the pilot test on March 18, 2023. The alpha value of the questionnaire was 0.756. Thus, a few days later, the questionnaires were distributed to 26 full-time EF teachers in Kunming through WeChat, and by the end of the month, the questionnaires were collected back. The next step to follow was class observation. A colleague and the researcher went to observe four classes on convenience sampling using the class observation checklist which focused on five areas: 1) The lesson delivery, 2) The Lesson, 3) The teacher's skills in using interactive whiteboard, 4) The teacher's interaction with the student, and 5) The class atmosphere. This colleague had more than one year of experience as a researcher and was familiar with both the students and the teaching process.

5. Data analysis

In this study, two types of data, quantitative and qualitative were collected. First, descriptive statistics such as percentage, average and standard deviation were used to analyze the questionnaire responses. Table 1 shows the three tops items that indicate the teachers’ beliefs.

Table 1 The three tops’ items from the Teachers’ Beliefs.

<i>No.</i>	<i>Items</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
6	<i>Interactive whiteboards are effective tools to support the teaching of English to children.</i>	4.346	0.689	<i>Strongly Agree</i>
15	<i>Interactive whiteboards can help improve the quality of teaching and learning.</i>	4.315	0.697	<i>Strongly Agree</i>
18	<i>Children can learn better with the use of interactive whiteboards.</i>	4.310	0.647	<i>Strongly Agree</i>

Table 1 shows that the highest mean score was Item 6 (\bar{x} =4.346/SD=0.689), which indicated that most of the participating teachers strongly agreed that interactive whiteboards are an effective tool to support the teaching of English to children. The second highest mean score of Item 15(\bar{x} =4.315/SD=0.697) shows that most of the

teachers strongly agreed that interactive whiteboards can enhance the quality of teaching and learning. Item 18 ($\bar{x}=4.310/SD=0.647$), the third highest mean, indicated that most of the participating teachers strongly agreed that interactive whiteboards are an effective tool to support the teaching of English to children.

Table 2 The three tops’ items from the Teachers’ Practices

No.	Items	Mean	SD	Interpretation
26	<i>I use the interactive whiteboard in teaching English vocabulary.</i>	4.511	0.402	Strongly Agree
28	<i>I use the interactive whiteboard to interact with my students by getting my students to present their tasks on it.</i>	4.375	0.761	Strongly Agree
31	<i>Interactive whiteboards are an important tool in demonstrating vocabulary.</i>	4.362	0.344	Strongly Agree

Based on Table 2, the highest mean score was Item 26 ($\bar{x}=4.511/SD=0.402$) shows that most of the participating teachers strongly agreed that they used interactive whiteboards to teach English vocabulary to young children. With the second ‘highest’ the mean score, Item 28 ($\bar{x}=4.375/SD=0.761$) showed that most of the teachers used the interactive whiteboards to interact with their students and got them to use the interactive whiteboard to present their tasks. Item 31 ($\bar{x}=4.362/SD=0.344$), with the third highest mean score indicated that most teachers used the interactive whiteboard as the most important tool to demonstrate the taught vocabulary.

For the classroom observation checklist, ‘Yes’ and ‘No’ answers were required and the notes of the two observers were compared followed by the discussion over what was seen. The following figure, figure 1 shows how the teachers taught the classes.

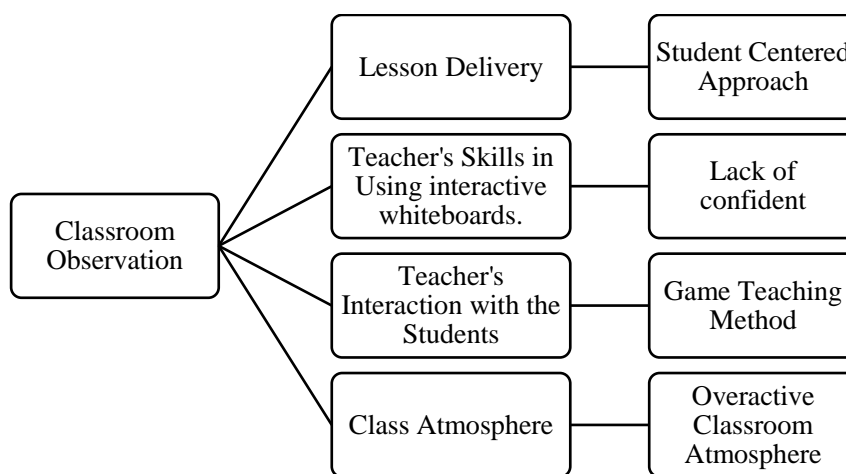


Figure 1 Themes form Classroom Observation of the Kindergarten English Teachers

Another data set, the interviewed data, were analyzed using Lichtman’s 3 Cs Model (2013), which consists of three major steps: Codes—Categories---Concepts. The following figure 2 shows the data analysis map.

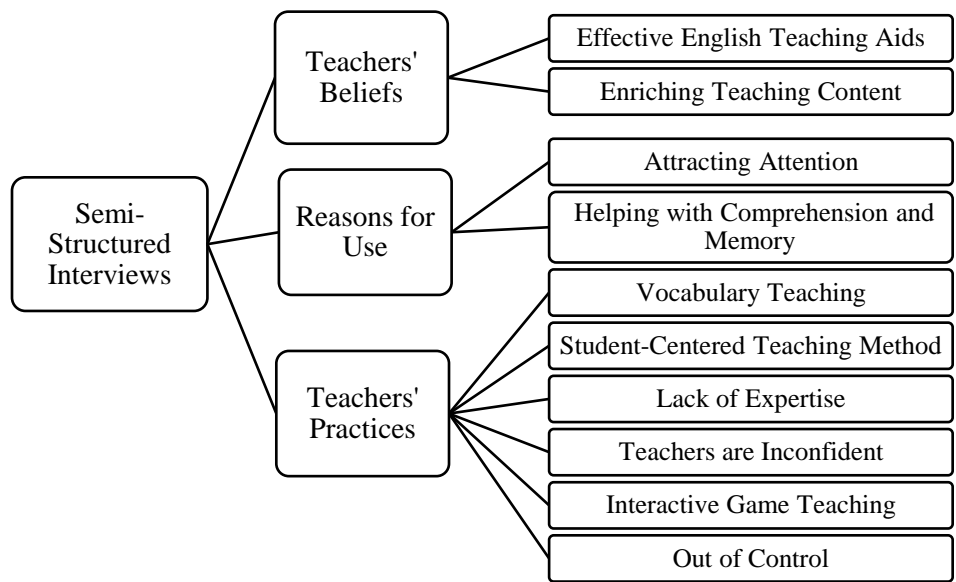


Figure 2 Themes from Interviews of the Kindergarten English Teachers

Results

1. Responses to Research Question 1

What are the kindergarten Chinese English teachers’ beliefs towards the use of interactive whiteboards in teaching English to children?

The following conclusions can be drawn from analyzing the questionnaire data: the kindergarten English teachers in the study believed that interactive whiteboards were an effective tool to support the teaching of English to children (\bar{X} =4.346/SD=0.689), that the interactive whiteboards helped to improve their teaching (\bar{X} =4.231/SD=0.514) and the children learned better by the using interactive whiteboards (\bar{X} =4.310/SD=0.514). Semi-structured interviews and classroom observations revealed that the teachers perceived interactive whiteboards as an effective English teaching tool and that interactive whiteboards helped kindergarten English teachers to enrich their teaching content and attract the attention of the students.

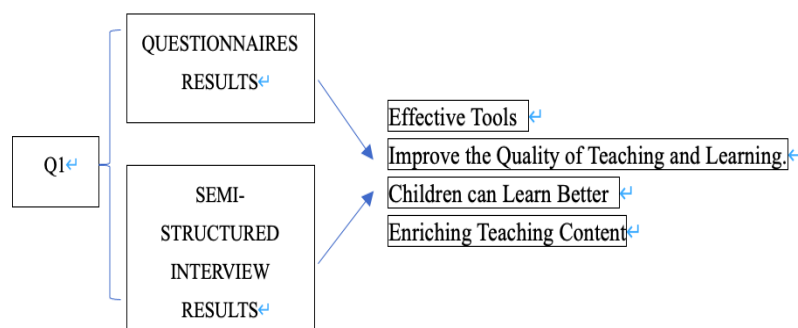


Figure 3 Responses to Research Question 1

2. Responses to Research Question 2

What are the kindergarten Chinese English teachers’ practices towards the use of interactive whiteboards in teaching English to children?

It was found that the majority of kindergarten English teachers had participated in interactive whiteboard training activities ($\bar{X}=4.392/SD=0.679$), used interactive whiteboards to teach the four kindergarten English skills ($\bar{X}=4.569/SD= (0.863)$), to teach English vocabulary for kindergarten ($\bar{X}=4.511/SD=0.402$), to interact with their students ($\bar{X}=4.375/SD=0.761$) and to present words ($\bar{X}=4.362/SD=0.344$). Few teachers had difficulty using the interactive whiteboards ($\bar{X}=1.692/SD=0.928$) and felt they had low confidence in using the interactive whiteboards ($\bar{X}=1.769/SD=0.815$).

Data from the interview data analysis indicated that these kindergarten English teachers used student-centered teaching methods in their teaching with the interactive whiteboards. As for the type of activities used, the interviewees used games for interactive teaching. The classroom atmosphere was active but easily got out of control and class became too noisy with the young kids running about. The interviewees blamed the classroom management problem on their lack of classroom management skill and their lack of confidence in maximizing the use of the interactive whiteboards. During the observations, the researchers found that some kindergarten English teachers used one single, inflexible approach to teaching content and methods that were not adapted and optimized for the individual needs of different students. In addition, it was found that these teachers lacked opportunities to provide students with independent choice and control, that students' learning pace and interests were not adequately considered, and that lessons were too fast or too slow to meet the needs of different students.

In summary, kindergarten English teachers' practices in using interactive whiteboards were identified as: 1) Vocabulary Teaching, 2) Student-Centered Teaching Method, 3) Game Teaching Method, 4) Overactive Classroom Atmosphere, 5) Need for Up-to-date Professional Knowledge and 6) Lack of Confidence.

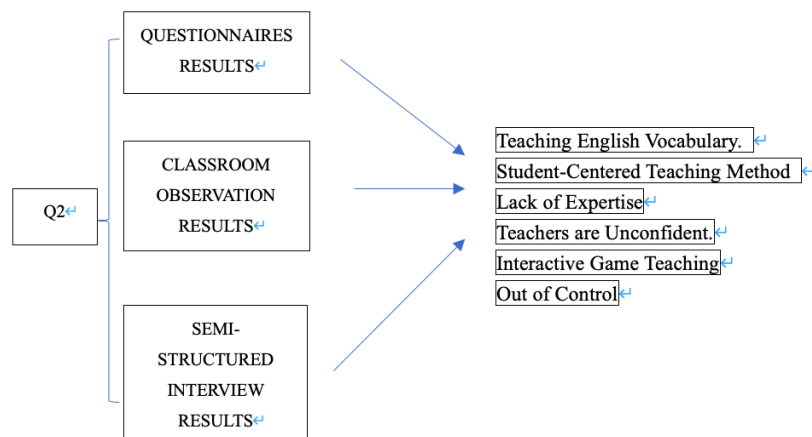


Figure 4 Responses to Research Q2

3. Responses to Research Q3

What are the reasons for the kindergarten Chinese English teachers use of interactive whiteboard?

The responses to the question consisted of the following reasons: the semi-structured interviews and classroom observations pointed out similar findings: the interactive whiteboard-assisted lessons captured the children's attention, helped them understand the lesson content and were very interesting for children, especially when they interacted with the teachers.

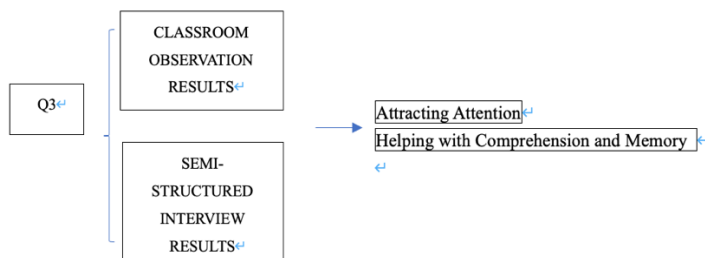


Figure 5 Responses to Research Q3

Discussion

According to the findings from the three instruments, the following issues emerged:

1. Issues about kindergarten Chinese English teachers’ beliefs about the use of interactive whiteboards in teaching

1.1 The interactive whiteboard is an effective tool.

The interactive whiteboard could enhance the children’s learning interest, improve the teachers’ teaching effect, support personalized teaching, improve interaction and participation, and benefit children's English learning and development. Children were usually curious about new things. Interactive whiteboard provided more vivid, rich, and

diversified learning content through multimedia, animation, and audio, which could stimulate children's interest and enthusiasm in learning and made them more actively participate in English.

1.2. The Interactive whiteboard improves the teachers' teaching standards.

The interactive whiteboard helped enhance teaching interaction, promote teacher-student interaction, improve classroom activity, and make teaching more vivid. The use of the interactive whiteboard in the kindergarten English classroom could improve the teaching quality. Using the interactive whiteboard, teachers could better complete the teaching objectives, improve the teaching quality, and let students better grasp the knowledge and skills.

1.3. The interactive whiteboard can enrich the teaching content.

The interactive whiteboard could display various images, audio, and video in multimedia form, which can enrich the teaching content. Teachers can add animation, sound, video, and other elements to make students understand the knowledge point more intuitively. Interactive whiteboards allowed teachers to demonstrate knowledge points in real time.

2. Issues about kindergarten Chinese English teachers' practices in the use of interactive whiteboards in teaching English to children

2.1. The teachers use the whiteboards in vocabulary teaching.

The interactive whiteboard could present words in a variety of ways such as pictures and videos. This multi-sensory learning mode could help children understand and memorize words more easily, thus improving their vocabulary mastery. When kindergarten English teachers used the interactive whiteboard for vocabulary teaching, kindergarten students could quickly understand the meaning of the words they had learned and combine what they had learned with reality through the pictures and videos displayed by the kindergarten English teachers.

2.2 It is a way towards Student-Centered Teaching Method.

The interactive whiteboard could be operated by touch screen, handwriting and other ways. Kindergarten students could take the initiative to participate in teaching activities under the guidance of kindergarten English teachers, to better understand and master the knowledge of kindergarten English teachers. In the process of using the interactive whiteboard, kindergarten English teachers could set up different teaching contents and forms, such as games, music, and animation according to the different levels and needs of kindergarten students. This personalized way of learning can meet the different learning needs of kindergarten students, so that they could get a sense of achievement in learning more easily.

However, the teachers ignored individual student differences and failed to provide individualized instructional support and assistance to students, resulting in some students' inability to effectively understand and master knowledge.

2.3 Some teachers are worried over their lack of Professional Teaching Knowledge.

Some kindergarten English teachers voiced that they lacked professional knowledge of English education and linguistics, so kindergarten English teachers could not reasonably design the teaching content and teaching activities. For example, kindergarten English teachers might simply project words and sentences from kindergarten English textbooks onto the interactive whiteboard without thinking deeply about how to guide kindergarten students to better understand and use the content.

2.4 Some teachers are worried over their lack of confidence in teaching.

This worry on the part of the teachers is valid and shared by other researchers. First, performance of kindergarten English teachers could affect children's learning interest and participation, thus affecting the class atmosphere. Second, these kindergarten English teachers might be afraid to try some new teaching contents or methods. In this way, the learning scope of kindergarten students would be limited, affecting their learning effect. Third, if kindergarten English teachers were not confident when using interactive whiteboards, they would not master the technology well, leading to a decline in the teaching quality.

2.5 Overactive classroom atmosphere can damage the conducive atmosphere for learning.

Classroom atmosphere is an educational environment created by kindergarten English teachers in the classroom, which plays an important role in the use of interactive whiteboard by kindergarten English teachers in kindergarten English classroom. A good classroom atmosphere can stimulate children's learning motivation and make them more actively participate in classroom activities. And a good classroom atmosphere could improve the learning effect of kindergarten students, so that they could better understand and absorb the knowledge taught by kindergarten English teachers.

3. Issues about the Reasons for the Kindergarten Chinese English Teachers' Use of Interactive Whiteboards

3.1 The Interactive Whiteboard Helps Attract Students' Attention

It is worth noting that interactive whiteboards could attract students' attention, made students actively participate in the teaching process in the classroom, increased their interest and participation in learning, and promoted their thinking and creativity. Kindergarten English teachers used interactive whiteboard to teach English subjects to help students focus their attention, and make students more engaged in class through animation, video, pictures, and other ways of presentation.

3.2 The Interactive whiteboards help students understand the lesson content.

For young children, as their first stage of development is sensory, they learn best through their sensory organs. When kindergarten English teachers used multimedia display, interactive whiteboard could display a variety of images, audio, and video in the form of multimedia so that children could more intuitively understand and absorb the knowledge. Interactive whiteboards could design teaching content through gamification so that students could learn knowledge in a fun, relaxing and pleasant atmosphere.

Recommendations

The findings from the study have pointed out the effectiveness of the interactive whiteboards in several ways. However, there were still some areas that need all parties’ attention. The recommendations for the stakeholders in student education are as follows:

1. School administrators need to frequently organize training workshops for kindergarten English teachers to participate in learning how to maximize the use of interactive whiteboards in teaching and learning.
2. Kindergarten teachers need to develop the correct beliefs about teaching with interactive whiteboards. In addition, teachers need to continuously strengthen their professional teaching knowledge and theories to enhance their confidence and teaching effectiveness.

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

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Abstract

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

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

Investigating the Attitudes toward the Use of Technology for Enhancing English Grammar

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Abstract

This study aimed to explore the attitudes of first-year Business English students toward the use of technology for enhancing their English grammar skills. The sample consisted of 21 students enrolled in the Business English program at Buriram Rajabhat University, selected using a convenience sampling technique. The sample completed a questionnaire comprising a 22-item Likert-type scale, which underwent multiple revisions based on feedback from the experts. The revisions ensured the validity and accuracy of the questionnaire. Data were collected through an online survey platform, and descriptive statistics, including frequency, percentage, mean, and standard deviation, were employed to analyze the data. The study found that first-year business English students had a generally positive attitude toward using technology to improve their English grammar skills. Specifically, they believed that technological methods and resources helped enhance their grammar (average score of 5.00 out of 5), grammar games were fun and engaging (average score of 4.81 out of 5), and grammar applications were effective for improving grammar skills (average score of 4.67 out of 5). The overall average attitude score was 4.43 out of 5. This suggests that the majority of students had a high attitude toward using technology for learning English grammar. The study's findings offer insights into Business English students' attitudes toward using technology to enhance their English grammar skills. In addition, the study provided valuable insights into the attitudes of first-year Business English students toward the use of technology for enhancing English grammar, which could inform future research and teaching practices.

Keywords: Technology, Learning English Grammar, Attitude toward Using Technology in English Grammar

Introduction

The use of technology in language learning has been growing rapidly over the past few years. With advancements in technology, teachers and students have increasingly been using digital tools to enhance the learning experience. In particular, technology can be an effective tool for enhancing English grammar skills. The purpose of this study is to investigate the attitudes of students and teachers toward the use of technology for enhancing English grammar.

Attitudes toward the use of technology for language learning have been studied extensively in the literature. Researchers have found that the use of technology can have a positive impact on language learning outcomes (Warschauer & Healey, 1998; Tavakoli & Rezvani, 2010). For example, students who used technology in their language learning were more motivated and engaged in the learning process (Warschauer & Healey, 1998). Similarly, students who used technology to learn grammar had better performance than those who did not (Tavakoli & Rezvani, 2010). These findings suggest that technology can be an effective tool for enhancing English grammar by improving students' motivation, engagement, and learning outcomes.

According to a study by Tondeur et al (2012). Teachers who have positive attitudes towards technology are more likely to incorporate it into their teaching strategies for English grammar. Given the potential benefits and challenges associated with the use of technology for enhancing English grammar, it is important to understand the attitudes of students and teachers towards this approach. By investigating their attitudes, we can identify potential barriers to the successful implementation of technology in English grammar instruction and develop strategies to overcome these barriers. This study aims to contribute to the existing literature by exploring the attitudes of students and teachers toward the use of technology for enhancing English grammar.

According to a study by Warschauer & Healey (1998), students who used technology in their language learning were more motivated and engaged in the learning process. This finding suggests that technology can be an effective tool for enhancing English grammar by increasing students' motivation and engagement. Similarly, Lhousumeth (2018) found that the students' attitudes about learning English grammar were neutral. They agreed that English grammar should be taught with engaging and fun activities to reduce boredom even if they thought the subject was dull and would be valuable to them both now and in the future. Another study by Tavakoli & Rezvani (2010) found that students who used technology to learn grammar had better performance than those who did not. This study suggests that technology can be an effective tool for enhancing English grammar by improving students' learning outcomes.

However, not all students have positive attitudes toward the use of technology for language learning. A study by Li & Hegelheimer (2013) found that students who had negative attitudes toward technology were less likely to use technology for language learning. This finding suggests that students' attitudes toward technology can impact their willingness to use technology for enhancing English grammar.

Teachers' attitudes towards the use of technology for enhancing English grammar also play an important role in its effectiveness. A study by Tondeur et al. (2012) found that teachers who had positive attitudes toward technology were more likely to use technology in their teaching practices. This finding suggests that teachers' attitudes towards technology can impact their willingness to incorporate technology into their teaching strategies for English grammar.

Overall, the literature suggests that the use of technology can be an effective tool for enhancing English grammar. However, students' and teachers' attitudes towards technology can impact its effectiveness. It is important to understand these attitudes to determine the best strategies for incorporating technology into English grammar instruction.

Objectives

To investigate the attitudes of first-year Business English students toward the use of technology for learning English grammar

Methodology

The research conducted in investigating the attitudes of Business English students for this study was selected using a convenience sampling method. Specifically, 21 first-year Business English students in the academic year of 2022 at Buriram Rajabhat University were invited to participate in this study. The online questionnaire was used to collect data on their attitudes toward the use of technology for enhancing English grammar. The collected data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation. These statistics were used to summarize and interpret the data collected in the survey.

Results

The results showed that technological methods and resources were perceived to be highly helpful in improving English grammar, with a rating of 5.00 out of 5. Grammar games were found to be a fun and engaging way to practice and learn English grammar, with a rating of 4.81 out of 5. Grammar applications were also perceived to be effective in enhancing grammar skills, with a rating of 4.67 out of 5.

Overall, the study provided valuable insights into first-year Business English students' attitudes toward using technology to enhance English grammar, which can inform future research and teaching practices. These findings suggest that incorporating technology into English language learning may be beneficial for students, particularly in the area of grammar skills. The results were shown as follows.

Table 1: Participant’s Personal Information

Gender	Frequency	Percentage
Male	8	38.1
Female	11	52.4
other	2	9.5
Total	21	100

As shown in Table 1, presents the details of the gender of the participants. In terms of gender, there were 11 females (52.4%), 8 males (38.1%), and 2 others (9.5%)

Table 2: Statements attitudes towards English grammar learning. Lhorsumeth (2018)

	Statements	Mean	SD.
1	Using technological methods and resources can help enhance their English grammar.	5.00	.000
2	Using grammar games is fun and engaging.	4.81	.402
3	Using grammar applications can be effective for improving grammar skills.	4.67	.483

As shown in Table 2, presents the details of attitudes towards English grammar learning by using technology; The study found that first-year business English students had a generally positive attitude towards using technology to improve their English grammar skills. Specifically, they believed that technological methods and resources can help enhance their English grammar. ($\bar{X} = 5.00$) Using grammar games is fun and engaging. ($\bar{X} = 4.81$), and Using grammar applications can be effective for improving grammar skills. ($\bar{X} = 4.67$) respectively

Table 3: Open-ended form for any comments and suggestions.

Statements	
1	The grammar application is very useful because my speaking skill has been improved a lot.
2	I find that playing grammar games during class helps me relax.
3	I feel more convenient when using technology to search for grammar rules.

As shown in Table 3, there are 3 open-ended comments on the attitudes toward English grammar learning.

Discussions

The following points based on the research results are discussed below.

Several previous studies have explored the use of technology in improving English grammar. For example: In a study conducted by Hsu and Huang (2017), the researchers investigated the effects of using a mobile learning application on students' English grammar learning. The results of their study showed that the use of the application significantly improved students' grammar performance. Similarly, in a study by Wang and Liang (2011), the researchers investigated the use of online grammar exercises and games for English language learners. They found that the use of online exercises and games improved students' grammar knowledge and skills. These studies, along with others, support the idea that technology can be a useful tool for improving English grammar skills.

There are previous studies related to the result that using grammar games encourages enjoyable to study and usage of English grammar. For example, a study conducted by M. Ramineni and P. V. Seshaiyah (2015) found that using grammar games can significantly improve students' grammar proficiency and motivation to learn grammar. Similarly, another study by T. A. Akbar and M. H. Zainuddin (2017) showed that using digital games can enhance students' engagement and motivation in learning English grammar. These studies suggest that incorporating grammar games into language learning can be an effective and enjoyable way to improve students' grammar skills.

There have been previous studies that support the finding that grammar applications can be effective in improving English grammar skills. For example, a study by Ahmed and Al-Ahmadi (2021) found that using grammar applications in language learning can have a positive impact on students' language performance, especially in the areas of grammar and vocabulary. Similarly, a study by Al-Amri (2018) found that using mobile applications for grammar learning can improve students' grammar knowledge and promote self-directed learning. These studies suggest that grammar applications can be an effective tool for improving English grammar skills.

Thus, technological tools and resources, such as grammar applications and games, can be an effective way to enhance English grammar instruction and engage students in the learning process. Furthermore, the positive attitudes towards these technological methods and resources suggest that they could be useful for teachers to consider when designing English grammar lessons.

Recommendations

The study found that incorporating technological tools and resources, such as grammar applications and games, can be an effective way to enhance English grammar instruction and engage students in the learning process. The positive attitudes towards these technological methods and resources suggest that they could be useful for teachers to consider when designing English grammar lessons. Future research could investigate the impact of different types of technology tools and resources on grammar learning outcomes and explore the attitudes and perceptions of English language teachers towards the use of technology in their teaching practices. Additionally, future studies could explore the



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effectiveness of different types of grammar applications and games, or consider other technology tools such as chatbots, virtual reality, or machine learning.

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

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Abstract

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

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

Introduction

Due to advances in transportation technology, people have been able to travel by aircraft from one country to another for decades. Evidently, scientists have created innovative instruments and high-tech communication tools so that people all over the world could see, hear, and communicate by clicking a single button. The obvious solution is the emergence of advanced technology for communication, including real-time video conferencing, in which communicators could indeed interact in an effective and appropriate manner. Zoom, Skype for Business, Slack, BigBlueBotton, Bluejeans, Whereby, GoToMeeting, Cisco WebEx, Google Meet, Blackboard Collaborate, and Line are examples of video conferencing applications (Goel & Joyner, 2017).

According to the information provided, it is indisputable that as the method of communication has developed and altered, so has the lifestyle. Nowadays, competition is increasingly competitive in the telecommunications and telephone business industries. To be the industry leader in telecommunicating and marketing smart phones, the company that manufactures PC computers and laptops is currently engaged in the process of developing high-end specifications and functions for video conferencing and facial expression meetings. The research and development segments of a computer company reveal that technicians and computing engineers should first develop modern communication functions to support the requirements of customers (Yaman & Yesilel, 2021).

In addition to the aforementioned accelerated development of computer companies, the telephone company contributes to the research, design, and development of high-technology functions and features that attract customers' interests. Customers require high-tech functions for interacting and communicating with their interlocutors in real-time, according to surveys conducted by all telephone manufacturers and developers. Additionally, the user needs the finest voice and video conferencing software for their talks, communications, and group meetings. The results of interviews indicate that, in the modern age, the smart phone is an integral part of people's lives and that they cannot isolate their everyday routines from their interactions with others (Canrdali & Yuksel, 2012).

Three-quarters of the world's population owns a personal computer, a laptop, and a smartphone, according to research findings supporting the aforementioned assertion. It can be presumed that communication instruments are vital to human life. And because of the emergence of high technology and digital functions in innovative communication tools, the above behaviours and lifestyle patterns also influence the paradigm shift in the teaching of the English language. The group of English scholars and educators who are specialists in English assessment or English language standards evaluation institutions where policies in the evaluation goals of English proficiency standards measure correct English structures, grammars, and linguistics must shift to measure English communication related to the use of cross-cultural competence in the real English due to the advanced technology of telecommunications. In order to elaborate, the author writes this review article to demonstrate how the trend in ELT relates the improvement of students' cross-cultural knowledge to their English proficiency. It can be assumed that ELT instructors will shift their focus from preparing their students to communicate with classmates from

the same nation to preparing them to meet, interact, communicate, and discuss their ideas with foreign friends from multicultural backgrounds. At this key moment, EFL students should be prepared to interact with onsite and online groups of foreign interlocutors in consideration of the paradigm shift (Wang & Hill, 2011).

As the author indicated, the trend in English language instruction (ELT) relates the development of students' cross-cultural knowledge to their English proficiency. This section explains cross-cultural competence from the standpoint of teaching English as a foreign language. Regarding the concept of cross-cultural competence, it alludes to a student's ability to comprehend and interact effectively with other students or individuals from different cultures. In ELT, a teacher needs to develop students' cross-cultural sensitivity until they are able to use English effectively in interactions with people from virtually any culture. Clearly, cross-cultural competence helps students develop the mutual understanding and interpersonal relationships necessary for achieving their professional career goals (Canrdali & Yuksel, 2012). To demonstrate the significance of adding cross-cultural competence to ELT classrooms, a teacher needs to organise demonstration activities that encourage students to use English when interacting with peers or people from diverse English dialects, pronunciations, and backgrounds. This type of activity will raise students' awareness of the fact that English language learning in the twenty-first century is no longer restricted to studying in English but has migrated to English for cross-cultural studies. As shown in Figure 1, this paradigm comprises personal attributes, personal skills, cultural knowledge, institutional ethnocentrism, and cultural distance to illustrate cross-cultural competence (Canrdali & Yuksel, 2012).

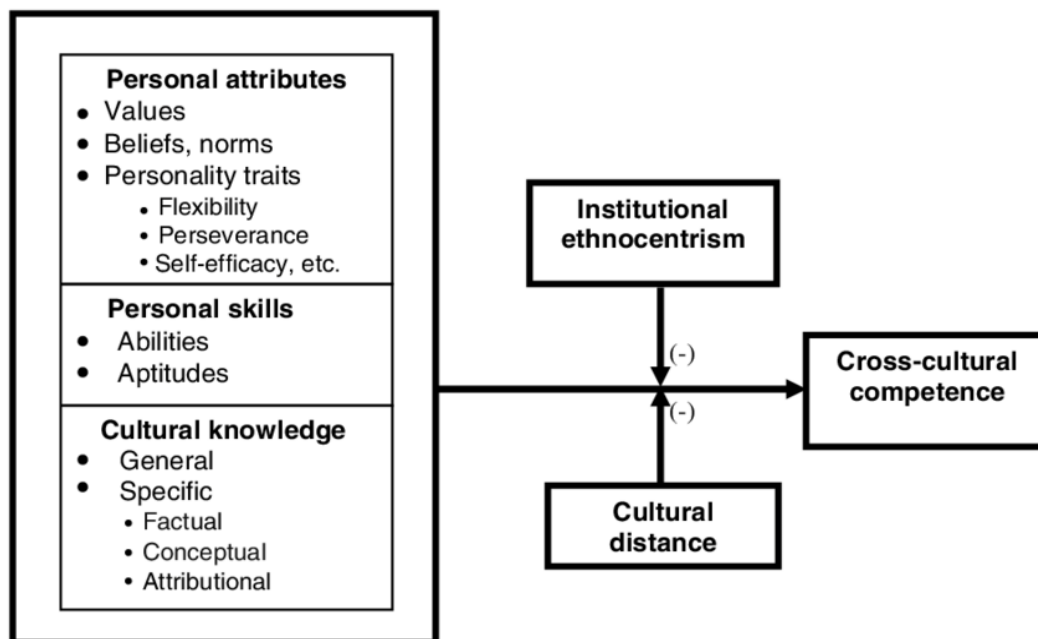


Figure 1: A model of cross culture competence (Johnson & Lenartowicz, 2006)

The shift from traditional ELT to contemporary ELT pedagogy

In traditional ELT classrooms, non-native English speakers frequently experience feelings of rejection, confusion, and pressure to abandon their native tongue in accordance with the opinion of English. To transit it, scholars and educators of English language teaching believe that the teaching methods and principles of ELT are shifted and modified as a result of the altering perceptions and living conditions of English language students. In ELT classrooms a half century ago, teachers were concerned with the extent to which students' English proficiency influenced their instruction. How high a score students will receive on the exam, as well as which students are in the top tier of English standard tests. However, in the twenty-first century, the globe's English academicians and educators adopted a new point of view. Due to the immigration and travel of people from one world continent to another, such as from Europe to Asia, from Oceania to Africa, and from North America to South America, the scholar reveals that the majority of the world's population has immigrated. It demonstrates that, as a result of the development of transportation, global citizens can study the same issues, learn about various cultures, and use English as an international language to express what they are interested in sharing (Pika, 2000, pp.1-18).

Following the information presented as one English, one world, there are various reports on how to assess students' cross-cultural sensitivity. The significance of this measurement is that it allows the teacher to prepare an English teaching procedure and instructional materials that correspond with students' cross-cultural interests and knowledge. A teacher in an ELT classroom encourages students to share information about their cultural and ethnic background as a means of fostering trusting relationships among classmates. It is essential to compare and analyse students' differences in traditions, beliefs, and social behaviours in order to organise an activity that will motivate students. The next stage is for a teacher to develop teaching materials adapted from international television series, dramas, songs, advertisements, and movies that have appeared in world broadcasting and relate to intra- and inter-cross-cultural lessons for students. This type of activity will encourage students to recognise that their own beliefs and traditions constitute a culture, which is a crucial step in the development of a genuinely culturally responsive classroom (Wardhany, 2022).

This section assumes that if we prefer to shift from the traditional ELT classroom to a new era of ELT that incorporates cross-cultural sensitivity instruction that is beneficial for students' working and living, it is the responsibility of the Minister of Education in each country to develop a road map for teaching students how to integrate cultural variations into their knowledge base in order to facilitate their personal and professional success in a multicultural world. A culturally responsive curriculum assists students from minority cultural or ethnic contexts in developing a sense of identity as individuals and in identifying with their particular culture group with respect. Through the establishment of culturally responsive classrooms, teachers can play a significant role in assisting these students to succeed. However, after teaching cross-cultural sensitivity in an ELT classroom, a teacher can measure the development of students' cross-cultural



sensitivity using cross-cultural tests such as the Cross-Cultural Adaptability Inventory (CCAI) and the Cross-Cultural Sensitivity Scale (CCSS) (Sinicrope & Watanabe, 2007).

The influence of English as a Lingua Franca (ELF) on ELT in the twenty-first century

It is permissible for English as a lingua franca (ELF) to become the objective viewpoint in English language acquisition. ELF is not limited to countries where English is spoken as a second language (ESL) or as a foreign language (EFL). However, countries where English is the native tongue also use ELF. ELF refers to using English as a medium of communication among speakers of various native languages. For instance, in the United States of America, where English is the native language, the language in the South differs from that in the North. Consequently, following the case of the United States, ELF is defined as speaking English in various dialects with meaning, vocabulary, and pronunciation in a group where English is the native language (ENL). English as a lingua franca is an acquired language system used in international contexts where speakers from diverse linguistic and cultural backgrounds who frequently do not share another language interact (Wang & Hill, 2011).

According to the information provided by ELF, this demonstrates that the English language is used in distinct varieties. At this point, the target goal of English usage is not to receive the highest grade in class; rather, the shift and clear objective of English usage today is for English users to be able to use, speak, and interpret their own language so that their interlocutors can comprehend the meaning of their English speeches. It is reasonable to presume that English is the most extensively spoken language on earth. It is important not only for intimate communication but also in a variety of social contexts (Sinicrope & Watanabe, 2007).

English has been taught primarily through EFL and ESL approaches, which follow the language paradigm of native British or American English and place a strong emphasis on 'native speaker' pronunciation, grammar, vocabulary, and culture, among other things. Thus, the purpose of teaching English as a foreign language is to prepare students to communicate completely with its native speakers. The emphasis on developing native-like skills gives students the false impression that the only way to communicate effectively in English is to speak and think like a native, which is clearly not the case. The approach to teaching English as a foreign language (ELF) focuses on preparing students for the genuine language diversity that is universal in international interactions and utilising this diversity as an asset rather than a liability. There are four suggested practical stages for ELT teachers to prepare ELF lessons. In the first stage, students focus on mutual comprehension and communication effectiveness rather than native-like accuracy. In the second step, students practise internationally intelligible diction using non-native speaker recordings. In the third stage, students practise using communication strategies to anticipate and resolve communicative turbulence in various ELF interactional situations. Finally, students are taught how to use English in a variety of contexts, including cross-cultural sensitivity, code switching, and multilingual repertoires (Gu, 2005).

Table 1: The basic concept of EFL and ELF for communicative English (Gu, 2005).

Goals	English as a foreign language (EFL)	English as lingua franca (ELF)
Interlingua norms	Communicated with principles standards	Negotiated, interpreted, paraphrased, communicated
Objectives	Integration, membership in ENL community	Intelligibility, communication in all types of varieties of English, ENL, ESL, EFL, and EIL communities
Process	Imitation, adoption	Application and adaptation

In accordance with Table 1, presented previously, the author aims to explain the fundamental concept of EFL and ELF for communicative English. In EFL classrooms, the first learning objective, interlingua norms, concentrates on the standard of English communication. Students of English as a foreign language are encouraged to communicate in English as a native speaker. In ELF classrooms, however, students' confidence in using English for negotiating, interpreting, paraphrasing, and communicating is fostered. Students in EFL classrooms practise using the English standard for communicating with individuals from countries where English is the native language. In ELF classrooms, however, students are prepared and encouraged to have the confidence and preparedness to use English in the variety and diversity of English-speaking communities around the world. The final objective and process of teaching English in EFL classrooms is to encourage students to imitate and adopt English as their first language. On the other hand, ELF students practise, promote, and enhance their confidence in spoken and used English in authentic English situations from the perspective of cross-cultural communication (Gu, 2005). Thus, a teacher intends to motivate students to implement and alter English for communication purposes. It can be presumed that, by the end of ELF class, students will be prepared as well as aware of how to use English in situations involving a variety of English cultures, which will make them better prepared to work with people and colleagues in the future (Wang & Hill, 2011).

The impact of cross-cultural phenomena on the development of ELT trends from the current century to the next

Johnson and Lenartowicz (2006) states cross-cultural competence is the ability to comprehend individuals of various cultures and interact with them effectively. Developing cross-cultural competence entails the ability to communicate effectively with individuals of virtually any culture. The ability to communicate and collaborate across

cultures will become increasingly important towards the twenty-first century and subsequent periods in the future. It can be presumed that cross-cultural competence aids in the development of the mutual understanding and interpersonal relationships required for attaining professional objectives.

In ELT classrooms, imparting cross-cultural competence is one of the lessons that needs to be taught. Below are three examples of crucial concepts of cross-cultural competence that teachers can implement in the classroom (Gu, 2005, pp.34-39).

1.To understand the different cultures within ourselves.

Students need to be promoted in opening their minds to accepting different cultures and learning about diverse world cultures, which they can see via a textbook or additional teaching materials related to the lesson.

2.To develop reliable information sources

Cross-cultural competence-related information sources are plentiful on the digital learning platform. Before selecting any sources, a teacher should indeed ensure that the content is appropriate for the students' class level and prior knowledge. Some portions of one type of information sources may pertain to cross-cultural competence, while others do not. Therefore, a teacher should take the time to select, design, and create instructional materials.

3. To design cross-cultural ELT classroom activities and promote students' lifelong learning abilities

In an ELT classroom, a teacher is a facilitator who designs class activities to stimulate students' interest in learning about cultures from around the world in order to study cross-cultural skills. It can be presumed that classroom activities such as role-playing are effective in fostering students' cross-cultural awareness and understanding. Before engaging in role-playing, students are directed to read a textbook or watch digital media platforms such as Netflix and YouTube, which are referred to as modern teaching materials, in order for them to visualise and comprehend the significance of cross-cultural principles in relation to their ELT learning. It can be expected that students are motivated to learn about cross-cultural differences in the world; this method cultivates lifelong learning by searching for new trends that will be beneficial in their future work with people from different cultures and nations. Clearly, not only are their English skills enhanced, but they are also integrated into lifelong learning and cooperative work, preparing them for future roles as global partners and good global citizens.

Conclusions

We believe that the pedagogy and trend of teaching English as a second language have changed and transferred from previous centuries to the next century. As ELT teachers, it is our responsibility to investigate new trends in instruction that will benefit our students. When a teacher practises with students in a classroom, their experience remains very limited to the classroom. However, if a teacher attempts to design, construct, and organise demonstrative ELT activities for students to practise and learn, this can be challenging. It can be said that a classroom is the initial stage where students learn



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how to communicate with other students. It is comparable to taking a small step to practise them. However, in the twenty-first century, ELT instruction should not be limited to worksheets and whiteboards. It is the perfect time for ELT teachers to shift from in-class instruction to outside instruction. Consequently, teaching cross-cultural competence is the only methodology in ELT that can encourage students to develop an open mind and attitude towards the diversity of world cultures and foreign beliefs. In accordance with the philosophy of "one world, one language," English is the international language for speaking, sharing, exchanging, and deliberating among individuals from various nations. Students have the opportunity to communicate and interact with foreign interlocutors both in person and online due to the emergence of high-tech communication devices such as smartphones. Therefore, now is the time to educate and motivate students in cross-cultural competence. The objective is to increase students' confidence in their ability to speak English from the perspective of ELF. Under the concept of cross-cultural competence, this entails speaking English with confidence using our own national dialects, and students are also confident in expressing their attitudes and opinions. These two major factors in communication, ELF and cross-cultural competence, can promote students' readiness to become global citizens who are able to work with and understand the various cultures of their foreign friends, as ELT teachers are currently teaching and educating world partnership citizens.

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Assessing the TPACK Integration in Teaching English Intensive Courses

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Abstract

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

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

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

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Abstract

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

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

Teaching English through Drama in the Language Classroom: Myanmar Context

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Abstract

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

Keywords: Drama, EFL teaching, language classroom, Myanmar context

Introduction

Language teaching and learning has long been geared towards developing students' communicative competence, and a whole language approach which aims at integrating and applying students' language skills in an authentic context can be effective and should be at the heart of the language classroom. In an EFL environment, where the opportunities for authentic language use is limited for learners, creating an authentic context for language use is thus essential for EFL language teachers. Using drama activities



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in EFL classrooms, where students are learning language structures in concrete situations and through integrated tasks, can help students consolidate what they've learned and acquire communicative competence (Chia-Ti, 2021). Besides, drama can be fun and motivating since it is creative, collaborative, interactive, and expressive, while students assume other identities and thus were able to free themselves from the inhibition of speaking a foreign language. Most English teachers nowadays advocate some elements of a 'Communicative Approach' and therefore recognize and appreciate the value of Drama in ELT. Drama can be defined as activity involving people in a social context and there is no doubt that effective communication in social situations involves other forms of communication that go beyond language competence and includes the use of gesture, body posture, intonation and other prosodic features (Ashrafuzzaman, Ahmed & Begum, 2021). However, the inclusion of drama-based activities is not so evident in current ELT course books, resource books, supplementary materials and teacher training courses. Teachers clearly need practical step by step guidance on how to incorporate drama more comprehensively and cohesively into their teaching (Yu & Zhenghui, 2019).

In Myanmar, as most of the English classrooms are still teacher-centered and lecture-based, language is often broken down into pieces and taught in discrete manners. Much effort is still placed on explaining the structure of language and the memorization of word usages and phrases. As for the language skills, they are usually not treated as a whole but often are taught separately and placed with different degree of emphases. More emphases have still been placed on reading and writing since these are the main skills to be tested on major exams. With the lately added English listening comprehension test, students have started to improve their listening skills, whereas speaking ability is still largely ignored since it is not tested in the exams. As each language skill is taught separately, is test-driven and is learned in a decontextualized manner, the effectiveness of students' English learning is undermined and students are frustrated with their limited competence in actually communicating with the language after years of English learning. In realizing the whole language approach via drama activities, this paper aims to explore students' perceived effectiveness on their gains in communicative competence in the target language through drama in an EFL classroom.

Teaching English through drama has been advocated for its effectiveness in promoting content knowledge and enhancing language proficiency. Tseng (2015) further taps into the area of using a drama-based project to enhance students' overall English learning. Specifically, this study will first report on the methods and procedures in implementing integrated tasks and a drama-based project in an EFL class. It will then explore how students perceive the effectiveness of this project for their overall language learning, particularly in the area of enhancing their communicative abilities. Needless to say, literature-based dramatic activities are valuable for ESL / EFL (Nanda & Susanto, 2020). They facilitate and accelerate development of the oral skills since they motivate students to achieve a clearer comprehension of a work's plot and a deeper comprehension and awareness of its characters. In the classroom, teaching English through dramas can assume many forms, there are three main types, which are dramatization, role-playing and improvisation.

1.1 Dramatization

The dramatization is an educational tool that promotes and enhances participants in their values, social skills as well as different means of speaking and writing (Freeman, 1992 & Chia-Ti, 2021). Dramatization requires classroom performance of scripted materials. Students can make up their own scripts for short stories or sections of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the characters would say and how they would say it. Scripts written by students are also probable with plays. Poems comprising one or more personae may also be scripted by students. Students should attentively read assigned sections of dialog in advance and be able to answer questions about characters and plot. They should indicate vocabulary, idioms, or dialog they don't understand and words they cannot pronounce. Students next rehearse the scene with their partners. Although they don't memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspects of staging the scene (i.e., facial expressions, gestures, and the physical aspects). At last, the dramatization is presented before the class.

1.2 Role-Playing and Improvisation

Role play is the basis of all dramatic activity. Both role-playing and improvisation may be developed around the characters, plot, and themes of a literary work. Improvisation is a more systematic activity, i.e., a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role playing, students picture characters from the work being read and join in a speaking activity other than a dramatization, such as an interview or panel discussion. Academic role-play can be regarded as one of the most efficient, interactive and recurrently used learning strategies in higher educational institutions in the process of preparation of future educators. Researchers have assessed the benefits of role-play as being the best strategy to improve the skills of initiative, self-awareness, problem solving, communication, working collaboratively in groups (Kaovere & Mbaokua, 2018; MacDonald, 2012). This strategy may help the students in overcoming their inability to speak in English in real-life situations. In meeting the learning objective of the English language, the use of role-play may allow the students to practice the English language writing as well as speaking skills in a mentored and prepared to learn the background. It may improve confidence to speak in English in the real world. It encourages the learners to generate their own reality, develops the skill to interact with other people, increases motivation of students, encourages shy students to be engaged in activities, increases self-confidence, and makes them aware regarding the complexity (Adams & Mabusela, 2014; Rashid & Qaisar, 2017).

1.3 Group Activities

Making each student responsible for facts and ideas to be contributed and discussed, group activities stimulate total participation. All students are involved and the participation is multidirectional (Yu & Zhenghui, 2019). When teaching English through literature, some of the group activities used in language classroom are general class discussion, small-group work, panel discussions, and debates. All of these group activities both develop the speaking abilities of the students and give importance to pronunciation practice. Teachers indicate pronunciation errors of the students during the act of such

activities so as to correct such errors.

1.4 Benefits of Using Dramas in the Classroom

Over the past few decades, there has been much discussion on the benefits of attempting to teach any kind of literature, whether it be poetry, drama, novel, or short story, as part of an English language syllabus. In addition, a number of articles outlined the benefits of incorporating drama in the language learning classroom. Its many advantages include contextualizing language that students can experience the language in concrete situations. Drama can also be fun and motivating, and the fictional persona is often felt as a protection where learners are less afraid and embarrassed in making mistakes. In addition, since drama activities involved learners physically and emotionally, it helped improve retention of language structures and vocabularies. Other advantages such as increasing students' self-confidence and consequently, lowering their fear in speaking the foreign language was also reported. Drama activities also contribute to improving students' integrated linguistic competence when students are required to read and write scripts, and to enact on the scripts in an actual performance. Echoed with WLA, drama activities develop students' communicative ability naturally since language is activated to communicate real meaning (Chia-Ti, 2021 & Stern, 1991).

Research Objectives

The research objectives are as follows:

- 1) To investigate the effectiveness of developing communicative competence through drama-based group projects in an EFL class
- 2) To examine the attitudes of students and teachers towards incorporating dramas in EFL classrooms

Research Methodology

A mixed method research design was employed over two months. Quantitative questionnaire survey and qualitative semi-structured interviews data were collected. In groups, activities such as watching movie, reading movie reviews, introducing the movie plots and casts, providing feedback through presentations, choosing the plot, adapting and editing the script, and finally performing the plot were enacted in class. The study was conducted in 2022-2023 First Semester academic year.

3.1 Participants

The student participants in this study were 56 First Year English Specialization students from Maubin University and 20 English teachers who are currently teaching dramas at selected universities in Myanmar.

Table 1
Demographic data of First Year English specialization students (n=56)

SN	Variables	Number (%)
(i)	Gender	
	Male	36%
	Female	64%

Table 1 shows that there were (36%) male and (64%) female students who ranged from 17 to 20 years old, studying in undergraduate program.

Table 2
Demographic data of English teachers (n=20)

SN	Variables	Number (%)	
(i)	Gender		
	Male	10%	
	Female	90%	
(ii)	Literature teaching experience	1 to 5 years	15%
		6 to 10 years	65%
		11+ years	20%

Table 2 shows that 90% of the teachers were females and the rest were males. Regarding literature teaching experience, around 15% of the teacher participants have 1 to 5 years, 65% of them have 6 to 10 years and 20% of them have more than 11 years.

3.2 Data Collection

In order to achieve the objectives of the current study, two research instruments, questionnaire survey and semi-structured interviews, were used to collect data to be able to examine attitude of students and teachers towards learning and teaching dramas. There are five phases and it took about twenty minutes for each phase to collect data. The average mean of the factors with five-rating Likert’s scale were employed to analyze quantitative data. The items were related to the benefits of using dramas.

3.3 Data Analysis

The simple descriptive analysis was used to analyse the data. The researcher manually reviewed each questionnaire and completed a tally of responses. SPSS version 22 was used to analyze the quantitative data. This data was then statistically sorted into percentage, mean and standard deviation. The qualitative data was analysed through content analysis and common themes were identified.

Research Results

Literary texts have many advantages and provide learners with authentic material that can be used in the language classroom. Kataja (2018) stated that literature has the potential to develop students’ comprehension skills with authentic materials. Using authentic materials involves learners in authentic communication and in genuine experiences which have value, importance, or significance for them.

4.1 Phase 1: Questionnaire Survey 1

Students’ attitudes on if and how they have improved in their overall linguistic skills through the project were examined. The average mean of the factors with five-rating Likert’s scale are employed to analyze the data as followings:

Table 3
Students’ Attitudes Regarding their Improvement in Overall Linguistic Skills (n=56)

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Interpretation
1	My English listening ability has improved because of watching films.	0%	5.35%	14.28%	41.09%	39.28%	4.14	0.85	Very positive
2	My English speaking ability has improved because of oral presentation and acting on the drama play.	0%	3.57%	10.71%	53.57%	32.15%	4.14	0.74	Very positive
3	My English reading ability has improved because of reading the movie reviews and other related sources.	0%	3.57%	19.64%	30.35%	46.44%	4.20	0.87	Very positive
4	My English writing ability has improved as I need to write feedback for midterm presentation, adapt and edit the scripts for the final play.	0%	1.78%	35.71%	35.73%	26.78%	3.88	0.82	Very positive
5	Overall, I think I have improved in all four skills of English from doing this group project.	0%	3.57%	16.07%	51.59%	28.77%	4.06	0.77	Very positive
6	Evaluating other group’s presentation and performance helps me think of my own advantages and weaknesses.	0%	3.57%	8.92%	50.00%	37.51%	4.21	0.75	Completely positive
Average		0.00%	3.57%	17.56%	43.72%	35.16%	4.10	0.81	Very positive

NOTE:

- 1.0 - 1.80=Negative
- 1.81 - 2.60=Slightly positive
- 2.61 - 3.40=Positive
- 3.41 - 4.20=Very positive
- 4.21 - 5.00=Completely positive

Table 3 reveals that students held positive attitude toward learning dramas with the average mean score 4.10. The results indicate that students believe that dramas are somehow beneficial for them in different aspects such as improving in thinking of their own advantages and weaknesses (Mean=4.21), reading skills (Mean=4.20), listening skills (Mean=4.14), speaking skills (Mean=4.14), all four skills (Mean=4.06) and writing skill (3.88). It should be noted that the item that stated that “Evaluating other group’s presentation and performance helps the students think of their own advantages and weaknesses” got the highest mean.

4.2 Phase 2: Questionnaire Survey 2

Table 4 shows the attitudes of the students regarding on the contextualized learning in the language classroom. The average mean of the factors with five-rating Likert’s scale are employed to analyze the data as followings:

Table 4
Students’ Attitudes Regarding Contextualized Learning (n=56)

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Interpretation
1	Learning English from films allows me to learn useful expressions and know how they are used in real communication.	0%	1.78%	12.50%	50.00%	35.72%	4.20	0.72	Very positive
2	Performing the drama allows me to use what I learned in the movie in actual practice.	0%	3.57%	28.57%	44.64%	23.22%	3.88	0.80	Very positive
3	Learning English from films help me understand different cultures.	0%	3.57%	32.14%	35.72%	28.57%	3.89	0.86	Very positive
4	Learning English from films make me aware of different usages in English and Myanmar.	0%	16.07%	42.85%	25.00%	16.08%	3.41	0.94	Very positive
5	I think I know better about how to interact naturally and properly in a conversation	0%	5.35%	23.21%	42.85%	28.59%	3.95	0.85	Very positive
Average		0.00%	6.07%	27.85%	39.64%	26.44%	3.86	0.88	Very positive

NOTE:

- 1.0 - 1.80=Negative
- 1.81 - 2.60=Slightly positive
- 2.61 - 3.40=Positive
- 3.41 - 4.20=Very positive
- 4.21 - 5.00=Completely positive

As shown by Table 4, students believe that learning English from films allows them to learn useful expressions and know how they are used in real communication with the highest mean score (Mean=4.20). The results also show that students strongly believed that they know better about how to interact naturally and properly in a conversation (Mean= 3.95), learning English from films help them understand different cultures (Mean=3.89), performing drama allows them to use what they learned in the movie in actual practice (Mean=3.88) and learning English from films make them aware of different usages in English and Myanmar (Mean=3.41). Students observe that learning dramas in the language classroom is significantly advantages with the average mean score 3.86.

4.3 Phase 3: Questionnaire Survey 3

The questionnaire data reveal students’ attitudes regarding effects on learning anxiety, self-esteem and motivation. The average mean of the factors with five-rating Likert’s scale are employed to analyze the data as followings:

Table 5
Students’ Attitudes Regarding Effects on Learning Anxiety, Self-esteem and Motivation (n=56)

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Interpretation
1	I think learning English via viewing films and performing drama is interesting	0%	1.78%	10.71%	44.64%	42.87%	4.29	0.72	Completely positive
2	After doing this project, I am now not afraid to speak English in general	0%	1.78%	17.85%	44.64%	35.73%	4.14	0.77	Very positive
3	I do not feel as anxious when I have to present publicly with English	5.35%	10.71%	26.78%	33.92%	23.24%	3.59	1.11	Very positive
4	I start to speak English without thinking too much in Myanmar.	1.78%	16.07%	53.57%	12.50%	16.08%	3.25	0.97	Positive
5	I am now more confident to speak English in general.	0%	0%	8.92%	41.07%	50.01%	4.41	0.65	Completely positive
Average		1.43%	6.07%	23.57%	35.35%	33.59%	3.94	0.97	Very positive

NOTE:

- 1.0 - 1.80=Negative
- 1.81 - 2.60=Slightly positive
- 2.61 - 3.40=Positive
- 3.41 - 4.20=Very positive
- 4.21 - 5.00=Completely positive

As can be seen in Table 5, the results show that students are more confident to speak English in general with the highest mean score (Mean=4.41). The results also indicate that students strongly believed that learning English via viewing films and performing drama is interesting (Mean=4.29), After doing this project, students are not afraid to speak English in general (Mean=4.14), they do not feel as anxious when they have to present publicly with English (Mean=3.59) and they start to speak English without thinking too much in Myanmar (Mean=3.25). Students observe that learning dramas in the language classroom is significantly advantages. They also believe that dramas can reduce anxiety, raise self-esteem and enhance motivation with the average mean score 3.94.

4.4 Phase 4: Interview Survey (n=20)

English teachers who are currently teaching dramas from selected universities were chosen to be individually interviewed and asked them three questions.

Interview Question(i): Do you think teaching dramas at university is effective, and if yes why?

In accordance with the interview responses of the teacher participants, all of them answered “yes” for question no 1. The followings are sample excerpts of the teachers’ answers to this question.

- i) *I think teaching dramas at university is effective because drama helps learners gain confidence, express themselves and get group satisfaction and also master the control of emotions and behaviors.*
- ii) *Drama is an active approach, it goes beyond language, as social interaction [and] involves communication on multiple levels that cross cultural and language boundaries. It is also a powerful tool that can engage students actively with the English learning process.*
- iii) *By being part of a drama ensemble and participating in a fictitious context, the class is experiencing a shared moment of intensity that involves emotions, facial expressions, gesture, movement and a heightened awareness of others, that would not necessarily be experienced outside the drama environment.*
- iv) *The skills that drama develops are confidence, motivation, trust and participation, oral and written communication skills, awareness of interpersonal and socio-cultural communication skills, accuracy and fluency of expression, rhythm and pronunciation, linguistic intelligence, and social interactive skills.*
- v) *Incorporating drama in assessment produces a more authentic alternative than the traditional paper and pencil test.*

Interview Question(ii): What are the difficulties teachers and students at university are likely to face while teaching and learning dramas?

When the second question was asked, the teachers mentioned the linguistic difficulty students with modest language proficiency and teachers with the lack of appropriate teaching techniques will face in teaching and learning dramas in the language classrooms. The followings are sample excerpts of the teachers’ answers to this question.

- i) In addition to other difficulties such as the length of the play, the themes, the right to choose the text for study, extensive use of symbolism, similes, metaphor, and writing style were the major difficulties facing the students in learning drama in English literature.*
- ii) Organizing the activities and designing the activities meaningfully are challenges for the teachers. The problems for the students are that difficult to understand the context, memorization and concept of settings due to its long text and large amount of new vocabulary which can be daunting to students.*
- iii) Some English teachers have difficulty controlling the class and some students complain that drama activities only bring them fun instead of knowledge. Students are faced with discourage task of communicating their needs to teachers. They must be patient with unfamiliar words while learning novels.*
- iv) In my opinion, vocabularies and reading comprehension are the problems students at university are likely to face while learning novels. The problems are that students may lack of linguistic ability, new vocabularies, cultural knowledge and motivation. There are however problems that arise in drama-based classrooms. These include:*
 - *Learners use L1 persistently*
 - *Learners don’t participate*
 - *Learners make lots of errors*
 - *Dominant / shy students*
 - *Learners get confused and do not know what to do*
 - *Noise*
 - *Chaos*

These problems may occur in many learner-centered communicative activities.

- v) Teachers who work in a traditional environment and follow a very structured syllabus are often afraid to experiment with more student-centered activities. As a result, teaching techniques are critical for using drama. Conducting drama activities is skillful technique for teaching English Teachers and they should be aware of the appropriate methods and techniques for using drama. It is the responsibility of the teacher to guide the language learning process effectively.*

Interview Question(iii): How can students deal with drama?

All teachers provided almost similar answer when question 3 was examined. The following are sample excerpts of the teachers’ answers to this question. They answered that the problems mentioned above may occur in many learner-centered communicative activities and can be remedied by the following solutions:

- i) **Explain the rationale.** Tell the students why the teacher is doing these activities. If the aim is to develop oral fluency, then explain to the students that it is important for them to try to speak in English and not their L1. Only by practicing speaking in English will their oral fluency improve. This explanation of the rationale can be reinforced in many activities by having a penalty for L1 use. One way is to nominate a student as a language policeman who reports infringements of the rule.
- ii) **Prepare students thoroughly.** Prior to any communicative activity, learners need to have sufficient controlled practice of the language they need to perform the tasks. This will include relevant lexis, language structures and pronunciation practice. Many weaker students are reluctant to participate in freer activities because they feel under prepared and lacking in confidence.
- iii) **Give clear instructions.** Communicative activities are often complex to set up. Teachers need to have clear instructions and stage the instructions carefully. This typically involves the following stages:
 1. Introduce the topic / aim of the activity
 2. Show any relevant materials
 3. Give clear instructions
 4. Check instructions by asking checking questions
 5. Briefly demonstrate the activity with a student / or get students to do an example / model.
 6. Put students into relevant pairs / groups
 7. Monitor students and help them as necessary.
- iv) **Allow plenty of preparation time.** Students need time to prepare both their ideas and rehearse the language before they can perform a complex communicative task. Indeed, the more time they have to prepare the better they will perform the task. A lack of preparation time will produce a poor-quality performance and this leads to feelings of frustration and disappointment. The opposite of what teachers are aiming to achieve. Students also need time to think. In a communicative / drama language class some of the most productive work is processed during periods of complete silence. Language teachers are often afraid of silence, as they believe silence means incomprehension. Teachers should avoid filling silence with their own voice but instead exploit the silence as necessary learner thinking time.

- v) ***Prepare the formation of groups careful.*** The composition of groups is important. Learners should have a variety of focus and interact with as many different learners as possible. Teachers need to consider balancing strong / weak learners, as well as considering personalities, gender etc. If the teachers do not plan groups carefully, it is likely that the strong learners will dominate and the weaker learners soon lose motivation and interest.
- vi) ***Feedback.*** After every communicative / drama task there should be a feedback stage where the learners reflect on their performance. The focus should be on how effectively they performed the activity in terms of their communicative competence. It should not be a stage where the teacher focuses on errors or language accuracy as the aim of drama-based activities is to develop fluency. It is of course an opportunity to highlight effective language use and introduce language that could have improved the effectiveness of the communication. The feedback stage should also be an opportunity to praise the learners on their performance and highlight the progress and development they are making in their communicative competence. The lesson should end on a high note with students leaving the class with a smile of accomplishment on their faces and the ringing of loud applause in their ears.

To conclude, the teachers held positive attitude towards teaching dramas in the language classroom. The results will hopefully provide teachers, researchers, curriculum designers, and policymakers with a clear understanding of dramas used in EFL classrooms.

Discussion

One of the main aims of using drama in a language course is to provide an active, stimulating, fun and creative environment in which to develop the student's language learning potential. In the classroom, the teachers can host a classroom debate and group or pair activities concerning with the target topics of the study about dramas. For the assessments, the teachers can do such as asking the questions whether they comprehend or not and giving the assignments to promote their skills. The results of this study are similar to notable researchers such as Altun, (2018), Nurie (2017), Khezrlou, (2012), Mujumdar (2010), Haji Maibodi (2008), and Savvidou (2004) who have all attested to the idea of the usefulness of the application of literature in the language class. The results of the present study also indicate that in an EFL environment, where the opportunities for authentic language use is limited for learners, creating an authentic context for language use is thus essential for EFL language teachers. Using drama activities in EFL classrooms, where students are learning language structures in concrete situations and through integrated tasks, can help students consolidate what they've learned and acquire communicative competence. Besides, drama can be fun and motivating since it is creative, collaborative, interactive, and expressive, while students assume other identities and thus were able to free themselves from the inhibition of speaking a foreign language.

The findings are also in line with Chia-Ti (2021), Stroller (2006) and Tseng (2015) in which they claim that drama-based project learning has been advocated for its effectiveness in promoting content knowledge and enhancing language proficiency. According to them, its many advantages also arise from increased motivation, improved learner autonomy, to enhanced learners' confidence and overall English learning. Specifically, this study will first report on the methods and procedures in implementing integrated tasks and a drama-based project in an EFL class. It also explores how students perceive the effectiveness of this project for their overall language learning, particularly in the area of enhancing their communicative abilities. The interview questions of this study support the results of questionnaire survey and highly stressed the important role dramas play in the language classroom. Interview survey of this study also pointed that dramas can provide culturally relevant content that help students make connections and develop language enrichment and personal involvement. According to (Chia-Ti, 2021), literature has been discovered as a valuable and interesting material for improving students' language ability. Moreover, the teachers favorably emphasized the importance of using dramas in the language classrooms in that they present the kind of language students need to get training in. Drama is an “art of communication,” which is essential in teaching literature (Tamayo Santacruz, 2022).

In addition, questionnaire survey also reveal that dramas improve language skills which is in line with the study conducted by Shelton- Strong (2012) who state that the authentic reading materials challenge the students to improve their own language skills. Febriani, Rukmini, Mujiyanto and Yuliasri (2022) asserted in their studies that the selection of appropriate approach(es) to teaching literature in EFL classrooms becomes a necessity that they can result in good performance of the students, both in their critical thinking aspect and their language proficiency. According to (Hamid et al., 2020), learning literature offers various advantages to the learners including improving reflective and purposeful learning as well as exposing them to cultural awareness and critical thinking. However, the teachers had to work with some challenges. The students had difficulty to comprehend various concepts as the stories are not from their part of the world. The students came across various unfamiliar words and could not grasp the appropriate meaning due to the cultural gap. Therefore, they could seldom activate their schemata since cultural barrier prevents the learners from getting directly involved in the text. Large class size and class duration of one hour per week sometimes became a challenge for the teacher. The students' motivation and low proficiency also posed challenges for the teacher.

Recommendations

Though some positive findings were found in this study to support the effectiveness of developing communicative competence through drama-based group projects in an EFL class, classroom observation should be carried out to find out whether the materials chosen to teach in class corresponded with the students' views on literature as seen in the data or not, and interviews with more well- experienced literature teachers should be conducted to ensure the quality of the questionnaire responses if time had

allowed. Further research is strongly recommended to be conducted to fill in the gap among issues students face such as cultural, communicative, and linguistic facets in learning drama. The removal of these obstacles can benefit different aspects of learning and teaching drama and literature. These implications can be multi-dimensional in terms of linguistic, cultural, and communicative aims.

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Translanguaging for English Language Education in Cameroon

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Abstract

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

Keywords: Translanguaging, English Language education, linguistic diversity,
linguistic repertoire



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

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Abstract

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

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



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

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Abstract

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

Keywords: English language writing, Writing Problem, Writing strategies



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Move Analysis of the Narrative Essays Written by Thai Undergraduate Students: A Genre-Based Approach

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Abstract

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

Keywords: Moves, Genre Analysis, Narrative Essays

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

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Abstract

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

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

An Investigation of Thai English Major Students’ Intercultural Awareness

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Abstract

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

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



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

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Abstract

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

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

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

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Abstract

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

Keywords: synthesis study, reading approaches, teaching reading

Introduction

Reading is one of the vital language skills. Reading is a challenging process as it requires the involvement of various types of reading approaches, which includes Cognitive Reading Approaches (e.g., planning and goal setting, tapping prior knowledge, asking questions and making predictions, constructing gist, monitoring, revising meaning, reflecting and relating, and revising meaning) and Metacognitive Reading Approaches (e.g., problem solving reading approach, global reading approach, support reading approach) which can be used to assist in understanding the reading text.

Although there is a growing number of research focusing on the difficulties and the challenges faced by the students, reading still seems a struggle to most of English as a second language (ESL) and English as a foreign language (EFL) student; and one of the reasons could be related to the reading instruction in the classroom, particularly in teaching reading approaches to these students.

Some researchers also believe that students may know the reading approaches but they might need continuous practice to better understand these approaches (i.e., Nasab & Ghafournia, 2016 & Wai et al., 2014). And English language teachers might prefer using only certain reading approaches instead of using diverse reading approaches to make sure the students read better. Teaching and practicing many different types of reading approaches can be time-consuming and challenging sometimes for students. Therefore, it is advised for the language teachers to try teaching different types of reading approaches that are suitable to the students' needs, which are according to their level of English proficiency, and suitable with the genres of texts – especially if and when students have difficulties in understanding the texts especially if they use inappropriate approaches in doing so. Nasab and Ghafournia (2016) suggest that, “before implementing such a framework in our classrooms, we should determine the relevance and effectiveness of these approaches.

It is possible by a teacher to informally try each approach and find out about the feedback in terms of students' reaction and their effects in class achievement. It is important to teach reading approaches according to the students' level of English proficiency as well as their learning needs. Some researchers are intrigued as to how English language teachers actually teach their ESL/EFL students using reading approaches. They try to discover the types of reading approaches that have been used by English language teachers in teaching their ESL/EFL students.

Research indicates that using effective reading approaches works effectively towards enhancing reading comprehension by using metacognitive strategies (Trabass, Boucharad, 2000). Pressley (2000) suggests that proficient readers use appropriate comprehension techniques.

The following are reading approaches proposed by some previous researchers.

Metacognitive Approach

Weinstein and Mayer (1986) regard all metacognitive activities as partly the monitoring of comprehension where students check their understanding against some self-set goals. Monitoring activities include tracking of attention while reading a text, understanding, etc. (Pintrich, 1999).

Metacognitive reading strategies are devices for solving problems met during reading while readers are deeply engaged with the text. Reading offers opportunities to learn several language mechanisms such as vocabulary, grammar, and other devices that can be effectively used for comprehension—a complex multidimensional method in interpreting symbols and meaning that the learner draws on previous schemes.

Metacognitive reading approaches main contribution to language learners’ reading comprehension is to reactivate their conscious attention to become autonomous in accomplishing their goals (Miller, 2017). Robillos (2019) studied the impact of global metacognitive approach instruction on Thai English as foreign language (EFL) learners and their metacognitive aware- ness. The findings provided significant support for the metacognitive approach instructions to be included as a beneficial pedagogical method to improve students’ comprehension in the EFL classroom. It is a clear indication that metacognitive reading approaches help students understand the meaning of the text when employing appropriate approaches.

Cognitive Approach

The cognitive reading approaches refer the person ability to acquire information, making sense form the context, consulting dictionaries, memorizing and repetition (O’Malley & Chamot, 1990). Flavell (1981) argues that the focus of these approaches is on how the cognitive process happens when a person is reading. Different reading research establishes that the successful comprehension of written materials does not often happen automatically but occurs through different cogitative process. Wallace (2007) holds that effective reading includes the active and critical processes where the reader asks questions to approach the text by implementing diverse reading skills such as prediction, skimming, scanning and finding the structure of the text. Sheorey and Mokhtari (2001) argue that cognitive processes are probably the first step to comprehending written materials. Most unskilled readers often rely mostly on such approaches as they are unable to consciously reflect on their reading approaches and apply more sophisticated techniques.

Bottom-up Approach

This model is declared as a decoding process of constructing meaning at the “bottom”, e.g., letters or words to the larger units at “the top”, e.g., phrases, clauses, and intersentential linkages (Carrell & Eistenhold, 1983). Brown (2007) defines bottom-up model as using metal data-processing device to put linguistic signal (letters morphemes, syllables, words, phrases, and discourse makers) in order. In addition, Eunjeo (2009) comments that this model is defined as “focusing on individual words, pausing for grammatical difficulties and repeated readings. Finally, Dambacher (2010) discusses that bottom-up model processes account for elaboration of sensory signals and therefore reflects operations giving rise to the retrieval of a word’s mental representation. This reading model believes that students who master this process quickly become proficient readers.

Top-down Approach

The concept of Top-down approach is about guessing the meaning of the target reading material. Goodman (1971) firstly comment on top-down model as “a psycholinguistic guessing game”, by showing that the readers predict text’s meaning primarily based on their existing or background knowledge. As Nuttall (1996) proposes, this model is applied when readers interpret assumptions and draw inference or they need to find out the overall purpose of the text or to get main ideas of the text. The top-down model is recognized under cognitive process that the processing of a text begins in the mind

of the reader. The meaning which is retrieved from the reader’s knowledge, expectation, assumption, and questions to the text is reconfirmed by identifying the letters and words appeared on the text (Aebersold & Field, 1997). In the other words, the readers activate their experience and background or world knowledge in order to understand the text. Correll & Eisterhold (1998) also discuss that reader’s prediction and background knowledge play a vital role in this model. Using as a tool to predict the text, construct a goal of reading, and self-monitor, this model is very much like the general approaches (Block, 1986) or global approaches (Sheorey & Mokhtari, 2001).

Research Objectives

To synthesize the reading approaches employed in the research articles of reading skill.

Research Method

Data Source

The study is a research analysis and related theory (Documentary Research), in the reading approaches applies in the research articles of reading skill. The researcher studied of 14 relevant research papers and theory during 2019-2022.

Data Analysis

Data was analyzed by content analysis method that categorize the important issues according to the academic scope. After that the data were brought together by using the frequency distribution synthetic table.

Research Results

Reading Approaches Employed in Research Articles

According to the studying of reading approaches employed in the research, the result shows that there are four reading approaches as shown in Table 1 below.

Table 1
Reading Approaches Used in Research

No	Reading Approaches/ Author & Year	AlAdwani 2022	Villaneva 2022	Sico, W. M. 2022	Rochmawati 2022	Jeevaratnam 2022	Manh 2021	Mustajab 2020	Ali 2019	Al Roony 2019	Suraprajit 2019	Sheikh 2019	Azir 2019	Sutiyanto 2019	Dewi 2019	Frequency	Percentage	Rank
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			
1	Metacognitive approach	✓	✓	✓	✓	✓	✓					✓	✓	✓		9	64.29	1
2	Cognitive, Metacognitive approach							✓	✓	✓						3	21.43	2
3	Bottom up, top-down approach										✓					1	7.14	3
4	Bottom-up approach														✓	1	7.14	3
Total																14	100.00	

As shown in Table 1, the results shown that there were four main reading approaches found in the researches. The most frequently found reading approaches were metacognitive approach ($f=9$, 64.29%), followed by cognitive and metacognitive approach ($f=3$, 21.43%), bottom-up, top-down approach ($f=1$, 7.14%), and bottom-up approach ($f=1$, 7.14%), respectively.

The Results of Employing Approaches in Researches

Metacognitive Reading Approach Employed in the Researches

Summary of previous studies related in employing reading approaches in English teaching class in total of fourteen previous studies were identified using four different approaches highlighted. Some researchers employed metacognitive reading approach in the researches. Sutiayatno, S. (2019), Aziz, Z. A., Nasir, C., & Ramazani, R. (2019), Sheikh, I., Soomro, K. A., & Hussain, N. (2019), Manh Do, H., & Le Thu Phan, H. (2021), Jeevaratnam, J. A., & Stapa, M. (2022), Rochmawati, L., & Sukma, M. M. (2022), Siew, W. M., Amini, M., Lee, K. F., Lin, S. E., Tee, J. N., & Siau, C. S. (2022), Villanueva, J. M. (2022), AlAdwani, A., AlFadley, A., AlGasab, M., & Alnwaiem, A. F. (2022) employed the metacognitive reading approach in their studies and they found that the metacognitive approach can help students improve their reading abilities.

Cognitive and Metacognitive Reading Approach Employed in the Researches

Summary of fourteen previous studies related in employing reading approaches in English teaching class using four different approaches highlighted. Some researchers employed cognitive and metacognitive reading approach in the researches. Al Roomy, M., & Alhawsawi, S. (2019), Ali, A. M., & Razali, A. B. (2019), Mustajab Ahmed, R. (2020) employed cognitive, metacognitive approach in their studies and they found that the cognitive and metacognitive approach can help students enhance their reading comprehension.

Bottom-up, Top-down Reading Approach Employed in the Researches

Summary of previous studies related in employing reading approaches in English teaching class in total of fourteen previous studies were identified using four different approaches highlighted. Some researchers employed Bottom-up, Top-down approach in the researches. Suraprajit (2019) employed Bottom-up, Top-down approach to improve reading process.

Bottom-up Reading Approach Employed in the Researches

Summary of fourteen previous studies related in employing reading approaches in English teaching class using four different approaches highlighted. One research employed Top-down approach. Dewi, U., & Salmiah, M. (2019) employed Top-down approach to improve reading process.

According to the studying of the scope of academic work and synthesis the content with the frequency distribution synthetic table the result shows that four reading approaches as following: Metacognitive, Cognitive, Bottom-up and Top-down. And the most researchers focused on metacognitive reading approaches to develop reading comprehension. It can be recognized that reading approaches take more time for readers; however, these aforementioned processes may assist them perform effectively in their

reading comprehension. Being aware of these processes is defined as metacognitive awareness of reading strategies, so learners should practice these approaches regularly and it gradually becomes a natural part of their reading. From the mention above can be found that metacognitive can improve reading skill for learners' abilities.

The researchers above-mentioned effectiveness of metacognitive approach training or instruction proves that many researchers agreed that students need to receive more effective instructional practice so as to improve their reading abilities. Based on these reasons, the researcher felt very interested in teaching students these effective reading approaches to enhance the awareness of their own learning when they are reading. It can be said that the course using metacognitive approaches can improve students' reading comprehension abilities. The finding in this study make contribution to the body of knowledge that clear and effective of metacognitive approaches in the process of reading and also support that metacognitive approaches will enhance learners' reading skill and ability.

Discussion

According to the research results, it shows that there are many reading approaches to improve reading comprehension researches, namely, metacognitive approach, cognitive approach, bottom-up approach and top-down approach. The results indicated that metacognitive approach found as the foremost employed reading approach in most studies.

Metacognitive awareness is considered a crucial factor in reading comprehension. Considering the importance of metacognitive awareness of reading strategies (MARS) in accelerating reading comprehension, numerous studies have adapted both original of MARS developed by Mokhtari and Reichard (2002). Manh (2021) investigated the metacognitive awareness of reading approaches on L2 Vietnamese undergraduate students majoring in English language. EFL Vietnamese learners are well equipped with approaches while reading and gender might not be a significant factor influencing learners' metacognitive awareness. The results of the research indicated that there was a relationship between reading comprehension and metacognitive awareness in reading. Since good readers reported their higher awareness of reading strategies than poor readers who showed low frequent strategies usage. Therefore, it is encouraged to improve metacognitive awareness of reading approaches in order to enhance their reading comprehension.

As mentioned in the previous research there is a tight relationship between metacognitive reading approaches and the students' reading comprehension abilities. Villanueva (2022) stated metacognitive reading strategies were found to have a significant relationship to students' reading comprehension performance. Hence, the use of metacognitive reading approaches would expose discoveries on learners' responses, as they are also helped with how reflective thinking and problem-solving strategies are employed in different classroom situations. In the research Villanueva illustrated metacognitive reading approaches facilitate students' learning independence, acquire new

knowledge, skills, and information, spend more time building up high order thinking skills and improve their reading comprehension and academic performance. The findings of the Villanueva’s study would be very helpful for policymakers, curriculum developers, language educators, and mentors to review and enrich the curriculum through the inclusion of diverse metacognitive reading approaches in classroom instructions.

One of research findings suggest that metacognitive approaches and learning motivation have a great impact on learning outcomes. Rochmawati (2022) examines reading strategies and learning motivation on learning outcomes, analyzing key achievements and constraints in enhancing the reading experience and learning motivation, and determine English reading approaches. His study shows that students who use metacognitive approaches in reading lessons require complicated knowledge. The successful use of metacognitive approaches is highly dependent on the ability to self-regulate. Learning metacognitive reading approaches has proven to be very useful for an English teacher to help cadets be more independent and empowering for students. The research results showed that if cadets have greater extrinsic motivation than intrinsic motivation, it is necessary to develop the acquisition of intrinsic motivation from cadets, which will affect the learning process.

Recommendation

Studies have shown a correlation between learning outcomes and the relationship between cognitive and metacognitive reading approaches. Cognitive and metacognitive reading approaches are the most crucial language learning strategies. The education system must increase the commitment to teaching students how to process information properly by utilizing cognitive and metacognitive approaches to deal with academic challenges effectively.

Curriculum developers and syllabus designers can utilize the findings of this study in developing more effective programs and course content for EFL learners. Materials to use reorganization and inferential comprehension strategies and monitoring the use of reading approaches by both students and teachers could enhance students’ reading proficiency. The administrators are recommended to organize more training for teachers and students to improve their knowledge of reading comprehension skills and approaches.

The previous study identified some gaps in the research, including the lack of studies on the effectiveness of teaching reading approaches to students with different learning styles and the need for more research on the impact of cultural and linguistic diversity on reading approaches. Teachers should know the importance of metacognitive approaches for EFL learners and it is an area that needs more attention.

Future studies may consider exploring gender differences in teaching and learning reading approaches among ELT learners to understand the practicality of exploring this dimension of the efficacy of reading approaches. The future studies will also explore the differences in reading approaches used in various contexts. And researchers are

encouraged to conduct an experimental design to gauge a more holistic overview of the effectiveness of teaching or learning multiple reading approaches in the ESL/EFL contexts.

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