



# PROGRAM & ABSTRACT BOOK ICON-ELT 2024

16 March 2024

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



## ICON-ELT 2024

The 3<sup>rd</sup> International Conference on English Language Teaching

“Current Trends in Task-Based Language Teaching:  
Implications for ELT Research”

ISBN (e-book): XXX-XXX-XXX-XXX-X

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Faculty of Humanities and Social Sciences, Buriram Rajabhat University

439 Jira Road, Muang District, Buriram Province 31000, Thailand

Tel:+6644-611-221 ext. 4001

Fax: +6644-612-858

Website: <https://icon-elt-2024.bru.ac.th/>

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Tel:+6644-611-221 ext. 4001

Fax: +6644-612-858

Email: [iconelt@bru.ac.th](mailto:iconelt@bru.ac.th)



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### BRU President’s Message

I, the President of Buriram Rajabhat University (BRU), am honored to extend a warm welcome to distinguished academicians, researchers, and graduate students hailing from various academic institutions to participate in the international conference, which will be conducted in a hybrid format—both virtually through Zoom Meeting and physically at BRU campus. “Current Trends in Task-Based Language Teaching: Implications for ELT Research” is the theme of the 3<sup>rd</sup> International Conference on English Language Teaching organized by the Ph.D. (ELT) Program in the Faculty of Humanities and Social Sciences (HUSOC). This symposium is not solely of significance to Thai scholars, but also attracts the attention of foreign academics whose disciplines are pertinent to English Language Teaching (ELT).

It gives me great pleasure to learn that six prestigious universities will co-host ICON-ELT 2024: 1) Seiyun University, Yemen, 2) Lourdes College - Graduate Studies, the Philippines, 3) Universitas Al Asyariah Mandar, Indonesia, 4) University of Foreign Language and International Studies, Hue University, Vietnam, 5) Universitas Warmadewa, Indonesia, and 6) Faculty of Humanities and Social Sciences, Mahasarakham University, Thailand.

At this academic event, it is an honor to have the distinguished keynote speaker, Associate Professor Dr. Jonathan Newton from Victoria University of Wellington, New Zealand, who is going to deliver a keynote address on a trendy topic “Current Trends in Task-Based Language Teaching: Implications for ELT Research”. Furthermore, the renowned featured lecturers from both Thailand and other countries are also officially invited to deliver various trendy topics on ELT. Regarding this, I am confident that the ICON-ELT 2004 will be pertinent and beneficial to all symposium participants.

I would like to extend my heartfelt gratitude on behalf of Buriram Rajabhat University to the six co-hosts, keynote speaker, featured speakers, experts, authors, and participants for their scholarly assistance and valuable contributions. Last but not least, I extend my sincerest wishes for success in all aspects of the ICON-ELT 2004.

(Associate Professor Malinee Chutopama)  
President, Buriram Rajabhat University



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### HUSOC Faculty Dean’s Message

The Doctor of Philosophy in English Language Teaching (ELT), which is under the Faculty of Humanities and Social Sciences, Buriram Rajabhat University, offers a curriculum that prepares students for advanced professional careers in English teaching. Its objective is to produce and cultivate personnel who are proficient in ELT, possess sound ethical and moral principles, and are endowed with the capacity to teach English at both national and international levels. To achieve these objectives, the third international conference on English language teaching or ICON-ELT 2024 is being held under the theme “Current Trends in Task-Based Language Teaching: Implications for ELT Research”. The main reason to hold the third ELT symposium is to establish a network of academic cooperation in this field. Furthermore, ICON-ELT 2024 serves as a forum for the interchange of insights and expertise, fostering a network of academic collaboration in ELT among scholars and researchers from both within and beyond the country.

Besides the Ph.D. program of BRU as the conference main host, the six international academic partners of BRU have also been officially invited to co-host this symposium. At this academic event, it is an honor to have the distinguished keynote speaker, Professor Dr. Jonathan Newton from Victoria University of Wellington, New Zealand, who is going to deliver a keynote address on a trendy topic “Current Trends in Task-Based Language Teaching: Implications for ELT Research”. Moreover, we also have with us the well-known featured speakers attending the conference both virtually and physically.

I would like to extend my heartfelt gratitude on behalf of the conference organizing committee to Associate Professor Malinee Chutopama, President of Buriram Rajabhat University, for presiding over this scholarly event. My special thanks also go to the keynote speaker, Professor Dr. Jonathan Newton, and the featured speakers from various Thai and foreign universities. Lastly, 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 participants from Thailand and around the world for their huge contribution.

With the expectation that all participants whose research pertains to English Language Teaching (ELT) and Task-Based Language Teaching (TBLT) will find ICON 2024 to be of the utmost academic benefits.

(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 2024: The 3<sup>rd</sup> International Conference on English Language Teaching (ELT)

under the theme

“Current Trends in Task-Based Language Teaching:  
Implications for ELT Research”

Date: March 16, 2024

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

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## Rationale

Buriram Rajabhat University's Doctor of Philosophy in English Language Teaching (ELT), which is under the Faculty of Humanities and Social Sciences, offers a curriculum that prepares students for advanced professional careers in English teaching. Its objective is to produce and cultivate personnel who are proficient in ELT, possess sound ethical and moral principles, and are endowed with the capacity to teach English at both national and international levels. Therefore, the Ph.D. (ELT) students must conduct research and keep abreast of current issues and trends pertaining to the instruction of World Englishes, supported by a variety of perspectives and theories, and be capable of presenting and debating intriguing topics in this regard. The main reason to hold the international conference on English Language Teaching (ELT) is to establish a network of academic cooperation in this field. This platform serves as a medium for the distribution of research findings and advancements pertaining to ELT. Its subject matter includes Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Foreign Language (TEFL), English as a Lingua Franca (ELF), English as an International Language (EIL), and so forth. Academics, researchers, lecturers, and students from both domestic and international institutions are afforded the opportunity to showcase high-caliber academic work and research on ELT. This will potentially facilitate advancements on both the local and national scales. Furthermore, ICON-ELT 2024 serves as a forum for the interchange of insights and expertise, fostering a network of academic collaboration in ELT among scholars and researchers from both within and beyond the country.

## Conference Objectives

1. To enhance the knowledge and skills of lecturers and students specializing in English Language Teaching (ELT) to an international standard, and to encourage their professional growth and recognition in the field
2. To facilitate the establishment of academic networks in English Language Teaching (ELT) with academics from different institutions in Thailand and abroad

## Theme and Sub-themes of ICON-ELT 2024

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



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**Conference Theme:** Current Trends in Task-Based Language Teaching:  
Implications for ELT Research

**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

## ICON-ELT 2024: The 3<sup>rd</sup> International Conference on English Language Teaching (ELT)

under the theme

### “Current Trends in Task-Based Language Teaching: Implications for ELT Research”

**Date:** March 16, 2024

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

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- |                       |   |
|-----------------------|---|
| 08.00 am. - 09.00 am. | Registration in front of the Meeting Hall,<br>15 <sup>th</sup> floor, 15 <sup>th</sup> building   |
| 09.00 am. - 10.00 am. | - BRU / HUSOC / ELT Program Video Presentations<br>- Cultural Performance to Welcome the Guests<br>- Opening ceremony by Assoc. Prof. Malinee Chutopama,<br>President of Buriram Rajabhat University<br>- Report speech by Assoc. Prof. Dr. Akkarapon<br>Nuemaihom, Dean of Faculty of Humanities and<br>Social Sciences, and Ph.D. (ELT) Program Chair<br>- A thankful message by Asst. Prof. Dr. Nawamin<br>Prachanant, BRU Vice-President, and Ph.D. (ELT)<br>Curriculum Committee |
| 10.00 am. - 12.00 pm. | Keynote address on "Current Trends in Task-Based<br>Language Teaching: Implications for ELT Research"<br>by Associate Professor Dr. Jonathan Newton,<br>Victoria University of Wellington, New Zealand  |
| 12.00 - 01.00 pm.     | Lunch   |
| 01.00 - 03.30 pm.     | Poster Presentation, beside the Meeting Room,<br>15 <sup>th</sup> floor, 15 <sup>th</sup> building  |
| 01.00 - 04.00 pm.     | Oral Presentation, 7 <sup>th</sup> -9 <sup>th</sup> Floors, 15 <sup>th</sup> building &<br>Online via Zoom Meeting  |

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





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**Featured Speaker, Commentator, and Paper Presenter**

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**Online Session via Zoom Meeting (3 Sessions)**



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**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	Dr. Saowarot Ruangpaisan Buriram Rajabhat University	*Prof. Ni Ni Hlaing (Featured speaker 1)	Implementation of Task- Based Language Teaching Approach in English Language Classrooms of Myanmar	1.00 -1.30 pm.	Li Xiaoyan	Ohnmar Win
2			Li Xiaoyan Ph.D. (ELT) Program, Buriram Rajabhat University, Thailand	A Survey Research on the Underlying Sources Informing Chinese University Students’ English Writing Self-efficacy	1.30-1.50 pm.		
3			Hassan Saeed Awadh Ba-Udhan  Seiyun University, Yemen	Factors of Non-English Majors' Success at Speaking English as a Foreign Language	1.50-2.10 pm.		
4			Ni Ketut Mirah Dewi Arsani Universitas Warmadewa, Indonesia	Analyzing Practical Applications of English for Secretary	2.10-2.30 pm.		

**NB:** 1) The Zoom link together with the Meeting ID and the Passcode for all presenters attending the ICON-ELT online will be given in the morning of 16 March 2024.

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	Assistant Professor Dr. Morshed Salim Al-Jaro Seiyun University, Seiyun, Yemen	Assistant Professor Dr. Muthmainnah Universitas Al Asyariah Mandar Sulawesi Barat, Indonesia	* Assistant Professor Dr. Morshed Salim Al-Jaro (Featured speaker1)	English Language Teaching Methods: Applicability and Challenges from EFL Teachers' Perspectives	1.00 -1.30 pm.	Jiang Hongyuan	Yee Mon Cho
			* Assistant Professor Dr. Muthmainna (Featured speaker 2)	English Language Teaching Methods: Applicability and Challenges from EFL Teachers' Perspectives	1.30 -2.00 pm.		
2			Jiang Hongyuan	The Effects of Strategy-based Reading Instruction on Enhancing Chinese College Students' Reading Comprehension in the CET-4 and Students' Attitudes	2.00-2.20 pm.		
3			Aung Min Paing Diploma in TESOL Student, Myanmar	Effectiveness of Task-based Language Teaching on Writing in Myanmar EFL Classrooms	2.20-2.40 pm.		

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**Online Session III**

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Associate Professor Dr. Agus Darma Yoga Pratama Universitas Warmadewa, Indonesia	Asst. Prof. Dr. Surachai Piyanukool Buriram Rajabhat University	*Associate Professor Dr. Agus Darma Yoga Pratama (Featured speaker1)	Enhancing English Learning Engagement through Kahoot: A Study at Warmadewa University's English Language and Literature Program	1.00-1.30 pm.	Aung Thet Soe	Yili Wang
			Associate Professor Dr. Muhammad Afzaal	Grammatical Complexity in L2 Writing at Higher Educational Institutions: A Corpus-Based Study	1.30-2.00 pm		
2			Aung Thet Soe	The Relationship between Attitudes towards English Language Learning and Proficiency Level among Different Specialization Students at University of Myitkyina	2.00-2.20 pm.		
3			Yahya Ameen Tayeb Seiyun University, Yemen	Beyond the Textbook: A Classroom Observation Study of How High-Stakes Tests Redefine Teaching Content	2.20-2.40 pm.		

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**On-site Session at BRU (4 Sessions)**



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**On-site Session I (Fuangfa Meeting Room, Floor 15)**

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Assistant Professor Dr. Apisak Sukying Mahasarakham University, Thailand	Associate Professor Dr. Jonathan Newton Victoria University of Wellington, New Zealand	Assistant Professor Dr. Apisak Sukying (Featured speaker)	Revisiting English Language Teaching: From Theory to Pedagogy in EFL Classrooms	1.00-1.40 pm.	Piyachat Dhephasadin Na Ayudhaya	Mary
2			Mary Ph.D. (ELT) Program, Buriram Rajabhat University, Thailand	Exploring Challenges in Teaching English through Literature Syllabus in Myanmar Higher Education: Insights from Stakeholders	1.40-2.00 pm.		
3			Huong Vu Mahasarakham University, Thailand	Redefining Language Learning: The Role of Translanguaging in Academic Writing in Vietnamese High Schools	2.00-2.20 pm.		

**NB:** It is noted that 40 minutes are allocated for the featured speaker’s presentation, 20 minutes for each author, and 5 minutes for Q & A.



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**On-site Session II (Room 150703/1, Floor 7)**

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Assistant Professor Dr. Kornwipa Poonpon Khon Kaen University	Asst. Prof. Dr. Nawamin Prachanant Buriram Rajabhat University	Assistant Professor Dr. Kornwipa Poonpon (Featured peaker)	Designing Glocalized TBLT Materials for EFL Learners	1.00- 1.40 pm.	Yuttachak Lamjuanjit	Somyong Som-In
2			Cheng-Chun Alan Tsai  Chulalongkorn University, Thailand	Thai EFL High School Students’ Attitudes toward Non-Scripted Role-Play Activities in Enhancing Speaking Skills: A Mixed- Methods Approach	1.40- 2.00 pm.		
3			Thi Tuyet Tran  Mahasarakham University, Thailand	The Transformative Impact of Self-Study Apps on Learner Autonomy in Thailand and Vietnam: A Comparative Study	2.00- 2.20 pm.		
4			Pikul Kulsawang  Ubon Ratchathani Rajabhat University, Thailand	Teachers’ and Students’ Perceptions of Interactional Pragmatics Strategies Usage in a Thai University Setting: Challenges and Suggestions	2.20- 2.40 pm.		

**NB:** It is noted that 40 minutes are allocated for the featured speaker’s presentation, 20 minutes for each author, and 5 minutes for Q & A.



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**On-site Session III (Room 150901, Floor 9)**

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
1	Associate Professor Dr. Atipat Boonmoh  King Mongkut’s University of Technology Thonburi	Dr Eric Ambele  Mahasarakham University	Associate Professor Dr. Atipat Boonmoh (Featured speaker 1)  * Dr Eric Ambele (Featured speaker 2)	Exploring ChatGPT Prompts and Attitudes of Thai EFL Elderly Students: A Case Study of Sakon Nakhon Elderly School, Thailand, and Its Pedagogical mplications for Digital Literacy in ELT Re-evaluating language pedagogy: Serving the needs of learners	1.00- 1.40 pm.  1.40- 2.20 pm.	Onsiri Wimontham	Pattanan Sujaritjan
2			Pattama Panyasai Mahasarakham University, Thailand	Exploring Employer Expectations and Competencies for Thai EFL University Graduates: A Needs Analysis of Oral Presentation Proficiency, and Workplace Competencies in Different Organizational Contexts	2.20- 2.40 pm.		
3			Smith Gasi Tekeh Azah Buriram Rajabhat University, Thailand	Bridging Language Divides: Examining Thai University Students' Attitudes towards Translanguaging in English Language Education	2.40- 3.00 pm.		

**NB:** It is noted that 40 minutes are allocated for the featured speaker’s presentation, 20 minutes for each author, and 5 minutes for Q & A.





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**On-site Session IV (Room 150905/1, Floor 9)**

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. Chookiat Jarat  Buriram Rajabhat University	* Associate Professor Dr. Pragasit Sitthitikul (Featured speaker)	Integrating multiple intelligences-based instruction in Thai English classes: Voices of the Teachers	1.00- 1.40 pm.	Wiphaporn Dangsri	Wanchana
2			Wanchana Boonchom  Ph.D. (ELT) Program, Buriram Rajabhat University, Thailand	Trends of Using Artificial Intelligence (AI) Technologies in English Language Teaching	1.40- 2.00 pm.		
3			Pasara Namsaeng  Mahasarakham University, Thailand	Knowledge of English Affixes in Thai EFL Learners of Science and Language Programs	2.00- 2.20 pm.		

**NB:** It is noted that 40 minutes are allocated for the featured speaker’s presentation, 20 minutes for each author, and 5 minutes for Q & A.



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## Current Trends in Task-Based Language Teaching: Implications for ELT Research

Jonathan Newton<sup>1</sup>

<sup>1</sup>Assoc. Prof. Dr. Jonathan Newton, Victoria University of Wellington, New Zealand

### Abstract

In recent times, TBLT has continued to expand enormously as a field of scholarship and in its global influence on language teaching and learning. In *research and scholarship*, TBLT has, over the past three decades or so, embraced the social, translanguaging and multicultural ‘turns’ in applied linguistics, and in so doing expanded its theoretical foundations well beyond its early roots in cognitive approaches to second language acquisition (SLA). In *language teaching*, we see the influence of TBLT in language curricula and textbook/materials design in an ever widening range of national education systems and educational sectors. It is, in fact, such a dynamic and productive field of both research and pedagogy that keeping track of current trends is nigh on impossible. With this background in mind, in keeping with my own research in TBLT, in this talk I’d like to focus on selected trends that relate to the realities of the classroom - to teachers and teaching. After first exploring a few such trends, I will trace the practice of TBLT from its origins in particular educational settings in North America (to which it was ideally suited) to a range of much less ideal contexts (including, perhaps some in Thailand). In these newer contexts, teachers have often found themselves ill-equipped to understand let alone implement tasks. In the light of this situation, my main theme for the talk will be ways in which TBLT has been or needs to be *adapted* rather than *adopted* and the avenues for classroom-based research that these adaptive processes open up.



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## Implementation of Task-Based Language Teaching Approach in English Language Classrooms of Myanmar

Professor Ni Ni Hlaing<sup>1</sup>

<sup>1</sup>Prof., Ministry of Education, Myanmar

### Abstract

Task-based Language Teaching (TBLT), as a communicative language teaching model, has gradually become a hot topic in the field of second and foreign language teaching and acquisition. In order to present the research focuses and trends of task-based language teaching, this study tries to indicate the integration of TBLT in English language classrooms of Myanmar. It was found that TBLT is a practical approach that allows EFL students to use real-world language as a communication tool. Although TBLT has numerous advantages, it is not enlightened from difficulties. Some basic difficulties are found in this research. According to the results, it requests a higher-level creativity of the instructor who is considered to be extremely unique. Shortage of time and absence of real preparation are other obstacles. Besides, adequacy by the students likewise influences the feasibility of the methodology. Students may decline or object to Task Based Language Learning as this sort of guidance is not comfortable to them. The results of this study have some implications for future task-based language teaching and in the field of research.

**Keywords:** Task-based language teaching, English language classrooms, Myanmar



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## Examining student EFL perceptions and experiences with AI-driven metaverse environments for developing communication skills

Muthmainnah<sup>1</sup>

<sup>1</sup>Asst. Prof. Dr., Universitas AI Asyariah Mandar Sulawesi Barat, Indonesia

E-mail: muthmainnahunasman@gmail.com

### Abstract

This study looks at how people interact with AI in English as a Foreign Language (EFL) classes by looking at the interactional practices and multimodal resources they use while learning in a metaverse environment. The population of this study was 291 students in the Indonesian language education study program, and for one semester, twenty-three undergraduate students selected using purposeful techniques participated in learning English using AI, and we saw the effectiveness of AI on their communication skills. Our research explores the interaction process with participants to create practiced interaction patterns between human-machine and robot-assisted language learning approaches. This research method uses a pre-experimental design without involving a control class. The instruments used are pre-test, post-test, questionnaire, and observation. The results showed that students' choice of interactions with virtual robots continued to improve their English language comprehension, including vocabulary, tenses, and listening. They also believe that with the help of AI, they can improve their learning independence, higher order thinking skills, and confidence to practice English practically and efficiently. We found that, despite improvements in learning outcomes, undergraduate students still need grammar and vocabulary training. This research contribution provides insight into the importance of using AI-robot technology so that participants achieve learning outcomes, making learning more enjoyable, the importance of soft skills for the cognitive process of language acquisition, and together building communicative skills in the 21st century era.

**Keywords:** EFL, AI, communication skills, metaverse



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## English Language Teaching Methods: Applicability and Challenges from EFL Teachers' Perspectives

Morshed Salim Al-Jaro<sup>1</sup>

<sup>1</sup>Asst. Prof. Dr., Department of English, College of Women, Seiyun University, Yemen

E-mail: maljaro@seiyunu.edu.ye

### Abstract

The study aims to examine effective English language teaching methods that are considered more applicable from the perspectives of teachers of English as a Foreign Language (EFL). The study further explores the challenges faced by EFL teachers when utilizing English language teaching methods, focusing on their perspectives, experiences, and suggestions. The study employs a qualitative research design, using interviews, to gather data from a diverse group of EFL teachers in Hadhramout region, Yemen. The study reveals insights and practical strategies for EFL teachers to enhance their instructional practices and improve language learning outcomes. It also draws upon current research, best practices, and the experiences of EFL experts to present a comprehensive overview of effective teaching methods. The findings of the study provide valuable insights into the preferences, challenges, and potential benefits associated with different EFL teaching methods. The study concludes with significant implications of these findings for EFL teaching practices and offers recommendations for teacher professional development.

**Keywords:** EFL teachers, Hadhramout, teaching methods, Yemen





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## **Integrating Multiple Intelligences-based Instruction in Thai English Classes: Voices of the Teachers**

**Pragasit Sitthitikul<sup>1</sup>**

<sup>1</sup>Assoc. Prof. Dr., Language Institute, Thammasat University

### **Abstract**

The purposes of this study were to examine the effects of multiple intelligences-based instruction (MI-based instruction) on Thai college students' English achievement, and the voices of the teachers. In this study, 123 students and 5 teachers were selected using the convenience sampling technique. The students were divided into two groups: control and experimental. The English achievement test was used to assess their general English achievement, while the semi-structured interviews were used to explore the teachers' voices on MI-based instruction. The results showed that the experimental group improved their listening, speaking, reading, and grammar skills, while their writing skills did not differ from the control group. The teachers expressed their challenges in applying the MI-based instruction.



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# Exploring ChatGPT Prompts and Attitudes of Thai EFL Elderly Students: A Case Study of Sakon Nakhon Elderly School, Thailand, and Its Pedagogical Implications for Digital Literacy in ELT

Atipat Boonmoh<sup>1</sup>

<sup>1</sup>Assoc. Prof. Dr., King Mongkut's University of Technology Thonburi

## Abstract

This study investigates how elderly students at Sakon Nakhon Elderly School (SNES) in Thailand use ChatGPT prompts and their feelings about incorporating ChatGPT into English learning. Twenty-four participants, aged 60 to 75, were divided into three groups and tasked with using ChatGPT to create scripts and advertisements for community products. Through ChatGPT chat history, questionnaires and interviews, the study identified 249 prompts used across the groups, with different distributions among them. Six types of prompts emerged, including giving instructions, asking questions, assigning roles, revising instructions, checking for grammar mistakes, and others, with giving instructions being the most common. Group one demonstrated better proficiency with ChatGPT, showing a wider range of prompt usage compared to the other groups. Participants showed positive attitudes towards ChatGPT as a learning tool, expressing interest in using it for future language learning and business purposes. The study also suggests additional resources such as Grammarly, Canva, or Google Translate for support. From a teaching perspective, this research highlights the importance of tailored AI workshops for elderly learners to enhance their digital literacy in English language teaching contexts.



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## Revisiting English Language Teaching: From Theory to Pedagogy in EFL Classrooms

Apisak Sukying<sup>1</sup>

<sup>1</sup>Asst.Prof. Dr., Mahasarakham University, Thailand

E-mail: apisak.s@msu.ac.th

### Abstract

The relationship between English Language Teaching (ELT) practices and research on Second Language Acquisition (SLA) remains a contentious and uncertain issue. Despite the divide between theory and practice, there is a concerted effort within the SLA research community to reconcile this gap. This talk explores how SLA theories and research can contribute to effective language teaching practices, delving into both the explicit and implicit aspects of language instruction and their types of L2 knowledge. It also considers how classroom realities can, in turn, influence theoretical frameworks and research directions, highlighting the reciprocal relationship between pedagogy and research. By focusing on the implications of SLA research for English language teaching, particularly in EFL contexts, this talk seeks to illuminate the practical application of SLA theories, promoting an integrated approach that enhances pedagogical effectiveness through informed, research-based approaches. The talk will provide insightful reflections on the dynamic interplay between SLA research and English language pedagogy, highlighting the importance of applying theoretical and research findings in the EFL classroom for a more effective learning experience.



## Between ‘Fixed’ and ‘Fluid’ (Trans)languaging Perspectives: Critical Rethinking of Contemporary Communicative Practices

Eric A. Ambele<sup>1</sup>

<sup>1</sup>Dr., Mahasarakham University, Thailand

E-mail: eric.a@msu.ac.th

### Abstract

In sociolinguistics, applied linguistics, and language education, there has been a significant reevaluation of the monolingual framework and traditional views of language. Concepts like translanguaging have become important in understanding the intricate nature of contemporary communication practices. However, despite prompting reflection, these ideas have faced criticism. Much of this critique centers on concerns regarding focus: if bi/multilingual individuals still rely on conventional language and identity categorizations to guide their actions, it raises questions about solely emphasizing fluidity and hybridity in language study. In this talk, I aim to illustrate how the translanguaging perspective could benefit from considering both fixed and fluid language concepts in both research and practical application. Additionally, I will address the notion that what is perceived as fluid or fixed may not necessarily align with the objectives of linguistic science. Drawing on data collected from questionnaires and interviews with bi/multilingual speakers from selected Southeast Asian countries (including Thailand and Singapore), I explored the complex interplay between micro and macro language policies and conflicting language ideologies. I will not only highlight how individuals' local knowledge is influenced by entrenched language concepts in institutional and classroom settings but also how they strategically utilize their linguistic resources depending on the context of language use. This suggests that investigating the language ideologies of bi/multilingual individuals may reveal that, despite living in a world where language labels and categorizations are fixed, their understanding of these labels may also be fluid.

**Keywords:** translanguaging, critical rethinking, ‘fixed’ and ‘fluid’ perspectives, communicative practices



## Designing Glocalized TBLT Materials for EFL Learners

**Kornwipa Poonpon<sup>1</sup>**

<sup>1</sup>Asst. Prof. Dr., Khon Kaen University, Thailand

### Abstract

Task-Based Language Teaching (TBLT) has attracted considerable attention in language education for its learner-centered approach and emphasis on real-world language use. However, the implementation of TBLT often faces challenges in EFL contexts due to the diverse cultural and linguistic backgrounds of learners. This paper explores the concept of "glocalization" in crafting TBLT materials for EFL learners, aiming to balance global communicative competence with local cultural relevance. Drawing on theoretical frameworks of TBLT and glocalization, this presentation proposes a systematic approach for developing glocalized TBLT materials. The process entails identifying target tasks aligned with global language competencies, i.e., CEFR, adapting these tasks to local cultural contexts, and integrating culturally authentic materials. Furthermore, the paper discusses the implications of glocalized TBLT materials for promoting learners' language proficiency, cultural awareness, and communicative competence. Finally, it provides practical guidelines and examples for language educators to create effective glocalized TBLT materials tailored to the specific needs and contexts of EFL learners.



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## Enhancing English Learning Engagement through Kahoot: A Study at Warmadewa University's English Language and Literature Program

Agus Darma Yoga Pratama<sup>1</sup> / Putu Vania Maharani Suastha<sup>2</sup>

<sup>1,2</sup>Master of Linguistics, Postgraduate Faculty, Universitas Warmadewa, Bali, Indonesia

### Abstract

This research delves into the effects of Kahoot, a platform for game-based learning, on enhancing student engagement in English language learning at Warmadewa University. Through qualitative methodologies, including detailed interviews and observations within the classroom, this study unveils Kahoot's role in fostering a learning environment that is both interactive and engaging. The results highlight Kahoot's significant impact on elevating student motivation, participation, and the overall quality of learning experiences. Kahoot's enjoyable and competitive essence, combined with its capability to provide instant feedback, aligns well with the Self-Determination Theory. This alignment creates a conducive atmosphere that meets students' psychological needs, thereby bolstering intrinsic motivation. Additionally, Kahoot's methodology transforms the traditional learning process into a more experiential and engaging journey, resonating with the principles of the edutainment model. A comparative examination against conventional teaching methodologies underscores Kahoot's superior ability in promoting engagement and motivation. Yet, it also points towards the necessity for a hybrid approach, merging Kahoot's interactive benefits with the comprehensive educational value of traditional methods. The study advocates for the strategic integration of Kahoot alongside conventional teaching techniques, aiming to accommodate the varied learning preferences and needs effectively. This recommendation is positioned to leverage Kahoot's potential to substantially improve English language learning outcomes.

**Keywords:** game-based learning, student engagement, English language learning, motivation in education, blended learning approaches



## Grammatical Complexity in L2 Writing at Higher Educational Institutions: A Corpus-Based Study

Muhammad Afzaal<sup>1</sup> / Xiao Shanshan<sup>2</sup>

<sup>1</sup>Assoc. Prof., Institute of Corpus Studies and Applications

Shanghai International Studies University, China

E-mail: muhammad.afzaal1185@gmail.com

<sup>2</sup>School of English Studies Shanghai International Studies University, China

E-mail: 0223100144@shisu.edu.cn

### Abstract

This present study adopts the Register-Functional approach to complexity which helps to account for stylistic grammatical variations in verbal and written registers. The study compares the development of the writing of L1 English and L2 English writers across their years of study at university as well as across their disciplines by drawing upon the British Academic Written English corpus (BAWE), CEE corpus and the Arab corpus. The study also plans to investigate developmental trajectories by combining the use of inferential statistics and descriptive measures to explore possible relationships between the writers' year of study as well as the deployment of linguistic features in addition to the patterns underpinning the trajectories and frequencies of their instantiation over time. The RF approach is underpinned by two key ideas. The first is that in daily conversations, speakers exhibit an extensive reliance on lengthy and elaborate grammatical structures entailing the utilization of dependent clauses and →a limited set of frequently occurring lexical items used for materializing these clausal structures. The goal of this study is to compare how grammatical complexity instantiates in L1 and L2 writers from the RF perspective, while also taking into account how the writers' disciplines mediate L1 and L2 developmental patterns. The findings from the study contributes to an understanding of the role grammatical complexity plays in the effectiveness of academic texts authored by writers at universities and HEIs. The study includes the search for grammatical mistakes and the combination of complex phrases using verbs, nouns, and prepositions after them. Combining qualitative and quantitative analyses, the study seeks to identify patterns in grammatical complexity across the stage of the writers' study and to take into account the potential influence of their disciplinary background on their formulation of the academic texts. Further, it aims to provide comparative insights into the L1 and L2 academic writers' developmental trajectories. The results of the study can be used to achieve an empirical understanding of grammatical complexity in the texts produced by L1 and L2 academic writers which in turn can enable relevant adjustments in curricula, pedagogy and task selection for improving academic writing quality at universities. Subsequently, any such improvements can play into the academic and professional success of the academic writers. At a theoretical level, the findings can help to contribute to the validation of the framework presented by Biber et al (2011) by testing its application in two significant internationalized higher education contexts of China and Saudi Arabia.

**Keywords:** academic writing, grammatical structure, pedagogy, corpus, NLP



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## Factors of Non-English Majors' Success at Speaking English as a Foreign Language

Hassan Saeed Awadh Ba-Udhan<sup>1</sup>

<sup>1</sup>Department of English, College of Languages and Arts, Seiyun University  
E-mail: hassanbaudhan@seiyunu.edu.ye

### Abstract

The purpose of this study is to examine the factors behind non-English majors' success in speaking English as a foreign language (EFL). The study sample includes 25 non-English majors: 12 secondary-education students, 7 tertiary-education students and 6 working non-English majors. This sample is chosen based on the participants' ability to communicate orally in English. Focus group method is used as a tool for collecting the data of the study. In the focus group, the participants share their experiences on how and why they became good English speakers. The findings show a number of factors standing behind the successful experience of non-English majors in improving their English-speaking skills. The study provides recommendations for English majors, English teachers, and EFL learners in general regarding how English-speaking skills should be developed.

**Keywords:** speaking skill, non-English majors, English as a foreign language (EFL)



## **A Survey Research on the Underlying Sources Informing Chinese University Students’ English Writing Self-efficacy**

**Li Xiaoyan<sup>1</sup> / Akkarapon Nuemaihom<sup>2</sup> / Nawamin Prachanant<sup>3</sup>**

<sup>1</sup>Ph.D. Student, English Language Teaching Program, Buriram Rajabhat University, Thailand

E-mail: 660427092003@bru.ac.th

<sup>2</sup>Lecturer, English Language Teaching Program, Buriram Rajabhat University, Thailand

E-mail: akkarapon.nm@bru.ac.th

<sup>3</sup>Lecturer, English Language Teaching Program, Buriram Rajabhat University, Thailand

E-mail: nawamin.pc@bru.ac.th

### **Abstract**

This qualitative survey research was to explore underlying sources informing Chinese university students’ English writing self-efficacy. The samples were 15 students of Chuxiong Normal University (CNU), China. Seven of them were sophomores and the rest of eight were juniors. A one-on-one semi-structured interview was used as the research instrument to collect fundamental data from each participant who was assigned ten minutes to be interviewed by the researcher. The whole interview lasted to three hours and focused on eight open questions. The researcher asked eight open questions to each participant, and meanwhile, the researcher completely and carefully recorded the whole interview with a recorder and through a handwriting record (taking notes). The thematic analysis was used to analyze the data. The research results evidenced that five main sources could inductively inform Chinese university students’ English writing self-efficacy including writing performance, modeling and samples, professional and peer feedback, feelings of anxiety and optimism and intrinsic and extrinsic motivations. The research results were positively in line with the previous researches of English writing self-efficacy.

**Keywords:** underlying sources, English writing self-efficacy,  
Chinese university students

## The Effects of Strategy-based Reading Instruction on Enhancing Chinese College Students’ Reading Comprehension in the CET-4 and Students’ Attitudes

Jiang Hongyuan<sup>1</sup> / Akkarapon Nuemaihom<sup>2</sup> / Nawamin Prachanant<sup>3</sup>

<sup>1</sup>Ph.D. Student, English Language Teaching Program, Buriram Rajabhat University, Thailand

E-mail: 660427092002@bru.ac.th

<sup>2</sup>Lecturer, English Language Teaching Program, Buriram Rajabhat University, Thailand

E-mail: akkarapon.nm@bru.ac.th

<sup>3</sup>Lecturer, English Language Teaching Program, Buriram Rajabhat University, Thailand

E-mail: nawamin.pc@bru.ac.th

### Abstract

This mixed quantitative and qualitative research aimed to investigate the effects of strategy-based reading instruction on enhancing Chinese college students’ reading comprehension in the CET-4 context and their attitudes toward this instruction. A quasi-experimental design was adopted in this research. The samples were selected through a purposive sampling method and composed of 25 freshmen from the same class in Chuxiong Normal University in Chuxiong Yi prefecture, Yunnan province, China. The strategy-based reading instruction lasted for three weeks (four periods per week), during which ten reading strategies and five test-taking strategies were taught. The researcher followed Oxford’s Language Learning Strategies Training Model (1990), which was more in line with the researcher’s teaching context. There were two instruments for collecting the data, namely, reading comprehension test and semi-structured interview about students’ attitudes toward strategy-based reading instruction. Descriptive statistics and t-test were utilized for analyzing quantitative data. The qualitative data were analyzed via content analysis. The research results showed that there was a significant difference in the scores for pre-test ( $M=121.24$ ,  $S.D.=17.977$ ) and post-test ( $M=158.28$ ,  $S.D.=24.284$ );  $t(24)=-12.934$ ,  $p=.000$ . Besides, pre-test and post-test scores were significantly positively correlated ( $r=.811$ ). These results highlighted that strategy-based reading instruction has positive effects on enhancing Chinese college students’ reading comprehension in the CET-4. In addition, all of ten students who took part in semi-structured interviews showed active and positive attitudes and great satisfaction to the strategy-based reading instruction.

**Keywords:** strategy-based reading instruction, reading comprehension, CET-4, attitudes

## Beyond the Textbook: A Classroom Observation Study of How High-Stakes Tests Redefine Teaching Content

Yahya Ameen Tayeb<sup>1</sup> 

<sup>1</sup>College of Women, Seiyun University, Seiyun, Yemen

E-mail: yahya@seiyunu.edu.ye

College of Education, Hodeidah University, Yemen

E-mail: yahyaamin73@gmail.com

ORCID ID: <https://orcid.org/0000-0002-3753-4183>

### Abstract

This study delves into the disturbing reality of how high-stakes testing dictates classroom content. Through direct observation, the pervasive influence of standardized tests is unveiled, revealing how they narrow curriculum and silence critical thinking. The study compels educators and other concerned stakeholders to confront the erosion of educational autonomy and advocate for transformative learning experiences that transcend the limitations of test-driven instruction. The paper presents findings from direct classroom observations designed to shed light on the impact of high-stakes testing on teaching content by observing a number of 39 English classes of high secondary school leavers. The study explores how the pressure is associated with standardized tests and influences what teachers prioritize, how they structure their lessons, and ultimately, what students encounter within the learning environment. Employing the qualitative approach, the study observed multiple teachers within different schools and collected data through observation checklists. The findings reveal a concerning trend of high-stakes testing redefining teaching content in several ways including the prioritization of specific topics where teachers were observed focusing heavily on content directly aligned with the tested material, neglecting broader subject areas and sacrificing opportunities for deeper understanding. The teachers were observed using test-driven strategies where their instruction often adopted a narrow drill-and-practice approach, emphasizing memorization and test-taking skills over critical thinking and inquiry-based learning. The findings reveal a decline in student engagement and intrinsic motivation, potentially hindering the development of higher order thinking skills especially in English aural-oral skills. The study concludes with a broader vision of education that transcends test-driven instruction and fosters more transformative learning experiences. The study recommends conducting longitudinal studies to explore the long-term impact of high-stakes testing on overall educational experiences and student learning outcomes.

**Keywords:** classroom observation, COLT, exit test, high-stakes tests



## The Relationship between Attitudes towards English Language Learning and Proficiency Level among Different Specialization Students at University of Myitkyina

Aung Thet Soe<sup>1</sup>

<sup>1</sup>Independent Scholar, Myanmar  
E-mail: aungthetsoemkn30@gmail.com

### Abstract

This study aims at examining the relationship between attitudes towards English language learning and proficiency level among different specialization students. In the present study, undergraduate students (1<sup>st</sup> year and 4<sup>th</sup> year) Science and Arts specialization students at University of Myitkyina were studied. Self-report type 30-item English language attitudes test measuring three aspects of attitudes (behavioural, cognitive, and emotional aspects) and 4-item English language proficiency scale were used as research tools. The results of statistical analysis showed significant difference in language attitudes with respect to participants' specialization ( $t(221)=-2.00, p<.05$ ). Attitude difference was also found among participants with different English proficiency levels ( $t(220)=4.37, p<.001$ ). Science specialization students showed more positive language attitudes than Arts specialization students. Participants with a high level of English proficiency showed more positive language attitudes than low proficient participants. Moreover, a significant correlation between language attitude and language proficiency was revealed ( $r=.27, p<.01$ ) in the present study.

**Keywords:** language attitudes, English language learning, specialization, language proficiency



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## Effectiveness of Task-based Language Teaching on Writing in Myanmar EFL Classrooms

Aung Min Paing<sup>1</sup>

<sup>1</sup>Diploma in TESOL Student, Myanmar

### Abstract

As task-based language teaching focuses on real world tasks and the learners need to complete these tasks in the process of learning a foreign or second language, it helps target language fluency and student confidence. That is why second and foreign language teachers and researchers have shown interest in TBLT. This study attempts to investigate the effects of employing task-based writing instruction on Myanmar EFL learners' writing competence. The participants included Myanmar EFL learners at the intermediate level, and they were placed randomly into a control group and an experimental group. The students in the experimental group performed writing tasks using task-based language teaching techniques, while those in the control group practiced writing skills using traditional writing exercises. To collect the pre-test and post-test data, the researcher administered the writing sections of two paper-based writing tests and analyzed the data through Version 20 Statistical Package for Social Sciences using descriptive statistics. The results showed significant improvements in the writing ability of the Myanmar EFL learners who practiced writing skills using task-based language teaching techniques. Besides, using task-based writing techniques improved the Myanmar EFL learners' ability significantly in terms of different aspects of the writing competence, including sentence mechanics, language use, vocabulary, content, and organization.

**Keywords:** task-based language teaching, writing competence, EFL classrooms



## Analyzing Practical Applications of English for Secretary

Ni Ketut Mirah Dewi Arsani<sup>1</sup> / Ni Made Gitya Sumadarsini<sup>2</sup> /  
Ni Putu Putri Suci Indriyani<sup>3</sup>

<sup>1</sup>Department of English Literature, University of Warmadewa, Indonesia  
E-mail: mirahdewiars1003@gmail.com

<sup>2</sup>Department of English Literature, University of Warmadewa, Indonesia  
E-mail: gityasmdrsn@gmail.com

<sup>3</sup>Department of English Literature, University of Warmadewa, Indonesia  
E-mail: putrisuciindriyani@gmail.com

### Abstract

This study conducts a detailed analysis of the practical applications of English for secretary, focusing on customized language instruction tailored to the unique demands of this profession. The research explores specific linguistic skills essential for secretaries, including effective communication, business writing, and interpersonal interactions. Through observation and examination of real world scenarios, the study aims to uncover the effectiveness of instructional strategies in preparing individuals for successful communication within a secretarial context. The methodology utilized descriptive qualitative. This research emphasized the significant contribution of proficient English skills to successful communication and interpersonal interactions. By analyzing the practical applications of English for secretaries, the research seeks to contribute insights into enhancing language training programs that align with the specific needs of professionals in daily activity of office routine. Hutchinson and Waters (1987) state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. The results show that questioning, brainstorming, problem based learning, mutual teaching, think pair share, cooperative learning, and student led conference are effectiveness of instructional strategies which refers to practical applications of English for secretary. Meanwhile linguistic skills contribute to academic and occupational English language skills play an important role in the success of secretarial students. Effective communication ensures clarity in conveying messages, while strong business writing skills lead to well crafted documents. Various scholars have attempted to define ESP, with Hutchinson and Waters emphasizing its learner centered approach.

**Keywords:** English for specific purposes, instructional strategies,  
interpersonal interactions, language skills, English for secretary

## Knowledge of Affixes in Thai EFL Learners of Science and Language Programs

Pasara Namsaeng<sup>1</sup> / Aummaraporn Nooyod<sup>2</sup> / Apisak Sukying<sup>3</sup>

<sup>1,2,3</sup>Maharakham University, Thailand

E-mail: apisak.s@msu.ac.th

### Abstract

This study investigated the knowledge of affixes on vocabulary development among English as a Foreign Language (EFL) learners, focusing on the differentiation between students studying science and those studying the language. Affix knowledge, encompassing both prefixes and suffixes, is essential for expanding word family knowledge, serving as a cognitive bridge to proliferate word family members. To explore this, 111 secondary school students from a semi-urban Thai school, split into 53 science and 58 language stream students, were assessed through receptive and productive affix knowledge tests. The findings reveal that science stream students outperformed their language counterparts in receptive affix knowledge tests. Additionally, results indicated a learning continuum in affix acquisition, with students showing better average performance on receptive tests compared to more complex productive tasks. Notably, affix knowledge concerning prefixes was superior to that of suffixes across both test types. These outcomes suggest a structured progression in affix learning, from recognition to production, and underline the significance of affix knowledge in vocabulary expansion for EFL learners. The study underscores the need for further research into the mechanisms of affix acquisition and its role in language learning curricula.

**Keywords:** affix, receptive affix knowledge, productive affix knowledge, word family, EFL learner, prefix, suffix



## The Transformative Impact of Self-Study Apps on Learner Autonomy in Thailand and Vietnam: A Comparative Study

Thi Tuyet Tran<sup>1</sup> / Bhudtree Wetpichetkosol<sup>2</sup> / Thi Xoan Tran<sup>3</sup>

<sup>1</sup>Faculty of Humanities and Social Sciences, Maha Sarakham University

<sup>2</sup>Language Institutes and Global Affairs, Chiang Rai Rajabhat University

<sup>3</sup>Faculty of Education, Chiang Rai Rajabhat University

### Abstract

This study examines the influence of self-study apps, including Duolingo, Memrise, and LingoDeer, on out-of-class English learning in Thailand and Vietnam. Over three months, we engaged 200 carefully selected first-year non-English majors in a comprehensive research effort. Our investigation assesses how self-study apps foster learner autonomy. We navigate technology's intricate roles in the language acquisition journey—both in perception and experience. Moreover, we unravel the complex factors shaping app adoption in culturally diverse contexts, shedding light on challenges and opportunities in seamlessly integrating self-study apps into language learning. These self-study apps are celebrated for their engagement and personalization; however, our critical examination reveals noteworthy limitations. While they undoubtedly enhance vocabulary, grammar, listening skills, pronunciation, and overall language proficiency, certain areas warrant further scrutiny. This research serves as a call to educators and policymakers, urging them to meticulously evaluate the evolving landscape of language education in the digital era. It prompts a balanced consideration of the potential and pitfalls of self-study apps in pursuing effective language acquisition. Our study goes beyond the surface allure of technology, plumbing its depths to present a comprehensive narrative. This narrative speaks directly to stakeholders shaping the future of language learning in an ever-evolving, technology-driven world.

**Keywords:** self-study apps, learner autonomy, transformative technology





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## **Redefining Language Learning: The Role of Translanguaging in Academic Writing in Vietnamese High Schools**

**Vu Thuy Huong<sup>1</sup>**

<sup>1</sup>Maharakham University, Thailand

### **Abstract**

Academic writing is an essential component of the development of critical thinking, effective communication skills, and academic growth. In Vietnam, however, high school students struggle to develop their skills in this area. There is insufficient research into the use of translanguaging as a learning scaffold for teaching writing. This study aims to investigate the impact of the translanguaging approach on the academic writing abilities of high school students and to bridge the gap between educational policy and the practical reality of writing instruction. The study was conducted with four teachers of English as a foreign language (EFL) from four different secondary schools in Lam Dong province, Vietnam. Data collection methods include classroom observations, field notes, and semi-structured interviews. These data were then analyzed using qualitative content analysis approach. Findings revealed that all participating teachers have a positive attitude toward the use of translanguaging practices in classrooms, especially the incorporation of the first language (L1) into the second language (L2) and the content learning of students. The results show that translanguaging has a beneficial effect on teaching and learning academic writing in Vietnamese high schools, calling into question the prevailing top-down English-only policy in the education of academic writing. These findings provide valuable insights into the role of translanguaging in improving academic writing skills and calls for a re-evaluation of current language policy in the educational environment.



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## **Bridging Language Divides: Examining Thai University Students' Attitudes towards Translanguaging in English Language Education**

**Azah Smith<sup>1</sup> / Akkarapon Nuemaihom<sup>2</sup> / Eric A. Ambele<sup>3</sup>**

<sup>1</sup>Buriram Rajabhat University, Thailand

E-mail: azahsmith.gt@bru.ac.th

<sup>2</sup>Assoc. Prof. Dr., Buriram Rajabhat University, Thailand

E-mail: akkaraon.nm@bru.ac.th

<sup>3</sup>Dr., Maharakham University

E-mail: eric.a@msu.ac.th

### **Abstract**

In recent times, there has been considerable focus on the concept of translanguaging in tertiary education, which involves utilizing learners' first language (L1) to grasp content in a foreign language classroom. However, there has been a noticeable lack of attention given to the perspectives of Thai students regarding translanguaging (TL) pedagogy. As a result, this study contributes to the existing literature by investigating the views of Thai students on TL within the context of English language education. The research gathered data from 15 Thai students enrolled in an English language program at a Thai university through classroom observations and semi-structured interviews. Subsequently, qualitative content analysis was employed for data analysis. The findings indicated that students exhibited a positive attitude towards the use of translanguaging. Furthermore, students expressed the difficulty of entirely eliminating the use of their first language in the foreign language classroom, emphasizing that L1 serves as a facilitator for understanding new content. This study holds implications for the implementation of TL practices in universities, guiding policy makers and researchers, while acknowledging its highlighted limitations.

**Keywords:** language divide, translanguaging, English language education



## Thai EFL High School Students’ Attitudes towards Non-Scripted Role-Play Activities in Enhancing Speaking Skills: A Mixed-Methods Approach

Cheng-Chun Alan Tsai<sup>1</sup> / Chatraporn Piamsai<sup>2</sup>

<sup>1</sup>English as an International Language, Graduate School, Chulalongkorn University

<sup>2</sup>Language Institute, Chulalongkorn University

### Abstract

In a six-week oral presentation course for 31 Thai EFL high school students, non-scripted role-play (NSRP) activities were implemented to enhance language proficiency and speaking skills. The study employed a mixed-methods approach, utilizing a questionnaire and a semi-structured interview. As a result, participants demonstrated highly positive attitudes towards the course alignment, content, and teaching methods, emphasizing the perceived value and practicality of the NSRP activities. The data revealed strong agreement on the link between course objectives and content, suitability of content to English proficiency levels, and engagement with course materials. Participants expressed satisfaction with the teacher's role, including lesson preparation, teaching style, and the creation of a positive learning environment. The evaluation criteria and methods were also well-received. Regarding NSRP activities, participants consistently endorsed their value for improving speaking skills, indicating confidence and enthusiasm in engaging with these activities. Overall, the mixed-methods findings support the hypothesis that NSRP activities positively impact students’ attitudes in the context of an oral presentation course, highlighting the effectiveness of integrating NSRP activities in language education.

**Keywords:** non-scripted role-play (NSRP) activities, speaking skills,  
language learning

## Teachers’ and Students’ Perceptions of Interactional Pragmatics Strategies Usage in a Thai University Setting: Challenges and Suggestions

Pikul Kulsawang<sup>1</sup> / Eric A. Ambele<sup>2</sup>

<sup>1</sup>Ubon Ratchathani Rajabhat University

<sup>2</sup>Maharakham University

### Abstract

Teaching and learning Interaction Pragmatic Strategies (IPSs) in an EFL classroom requires careful pedagogical attention because IPSs are essential within the language classroom as potential linguistic resources that teachers and students could examine when they use language. This research paper aims to explore the teachers’ and students’ challenges of using IPSs in EFL classrooms and to examine the teachers’ and students’ suggestions for using IPSs in EFL classrooms. Data collection is conducted using the qualitative technique. Observation and field notes, semi-structured interview, and focus group interview are utilized to collect data. Qualitative content analysis is employed for data analysis. This paper offers valuable insights and recommendations to address the inherent challenges and recommendations, focusing on five key issues: a Thai EFL classroom setting, materials and resources for L2 learners, teacher and teacher education, assessment of IPSs knowledge, and teachers’ and L2 learner’s usage IPSs in the classroom. The findings indicated that teachers played a central role in controlling classroom activities while maintaining a certain social distance. Although materials contributed to task-based activities designed for conversational purposes, they were characterized by dense content. Notably, teachers often lacked pragmatic knowledge and exhibited a limited interest in pragmatic research. Moreover, individual teacher identities and potential biases in teaching workload may have an impact on supporting IPSs. The conversational patterns observed in non-native teacher talk tended to be verbatim and unnatural. Teacher training initiatives were imperative for enhancing pragmatic knowledge and fostering effective communication in the Thai EFL classroom. The integration of corrective feedback and comprehensive assessment practices emerged as crucial elements in promoting optimal learning outcomes for students. The necessity for corrective feedback and classroom assessment proved indispensable for student development. Communication strategies employed by teachers underscored the significance of IPSs including repetition, paraphrasing, comprehension checks, rising question intonation, confirmation checks, and backchanneling. In addressing communication challenges, students used a range of strategies such as clarification requests, repetition, laughter, confirmation checks, signals of non-understanding, and backchanneling.

**Keywords:** interactional pragmatic strategies, perceptions, EFL classroom settings



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## Exploring Employer Expectations and Competencies for Thai EFL University Graduates: A Needs Analysis of Oral Presentation Proficiency, and Workplace Competencies in Different Organizational Contexts

Pattama Panyasai<sup>1</sup> / Eric A. Ambele<sup>2</sup>

<sup>1</sup>Student in Doctor of Philosophy in English Language Teaching,  
Mahasarakham University, Thailand

<sup>2</sup>Lecturer, Department of Western Languages and Linguistics,  
Mahasarakham University, Thailand

### Abstract

Understanding the expectations employers have for graduates in terms of knowledge and skills is crucial for both university graduates and institutions. Prior research has underscored the importance of oral presentation skills in enhancing students' overall communication proficiency. Our current study focuses on gaining insights into employer requirements for graduate recruitment. In this qualitative study, we utilized an interview guideline to gather data from employers. Our examination specifically delved into the perspectives of companies presumed to have a deliberate strategy in hiring graduates. Content analysis was applied to analyze the collected data systematically. The results of our research indicate that the companies place significant emphasis on competencies related to oral presentation performance, proficiency in English for real-world communication, and workplace skills. Furthermore, our research employs goal, job, and language analysis in what ways the needs were connected in the employers' requirement. Despite our study being conducted within Thai companies, we posit that the findings regarding corporate size and field of specialization may provide valuable insights applicable to research conducted in other countries.

**Keywords:** employer expectations, needs analysis, oral presentation proficiency



## Trends of Using Artificial Intelligence (AI) Technologies in English Language Teaching

Wanchana Boonchom<sup>1</sup> / Surachai Piyanukool<sup>2</sup> / Nawamin Prachanant<sup>3</sup>

<sup>1</sup>Asst. Prof., English Program, Faculty of Humanities and Social Sciences,  
Ubon Ratchathani Rajbhat University, Thailand

E-mail: wanchana.b@ubru.ac.th

<sup>2</sup>Asst. Prof. Dr., English Language Teaching program,  
Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand

E-mail: surachai.py@bru.ac.th

<sup>3</sup>Asst. Prof. Dr., English Language Teaching program,  
Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand

E-mail: nawamin.pc@bru.ac.th

### Abstract

Artificial Intelligence (AI) plays an increasingly important role in English language teaching (ELT); however, the trends of AI in language learning remain largely under-investigated. Accordingly, the study, using bibliometric analysis, investigates these issues via a review of 64 papers published between 2021 and 2023, focusing on how AI was integrated into ELT. Findings revealed that the frequency of study. The results pointed the five most popular AI-technology based English language teaching and learning obtained from the review were: (1) AI-technology based *pedagogies* (48 articles, 75%), (2) the AI-technology based English *writing* (8 articles, 12.5%), (3) the AI-technology based English *vocabulary* (4 articles, 6.25%), (4) the AI-technology based English *speaking* (3 articles, 4.68%), (5) the AI-technology based English *grammar* (1 article, 1.56%). The results also indicated *the levels of learners* that AI-technologies integrated in ELT *were* at the *tertiary* level was the most frequent (29 articles, 45.3%), followed by *overall* (23 articles, 35.9%), the *secondary* level (10 articles, 15.6%), and an equal number of studies examined using AI-technologies at the *primary* level and *graduate* level (1 article, 1.56%).

**Keywords:** artificial intelligence technologies, AI, English language teaching, ELT

## Exploring Challenges in Teaching English through Literature Syllabus in Myanmar Higher Education: Insights from Stakeholders

Mary<sup>1</sup> / Akkarapon Nuemaihom<sup>2</sup> / Kampeeraphab Intanoo<sup>3</sup>

<sup>1</sup>Ph.D. Scholar, English Language Teaching Program,  
Buriram Rajabhat University, Thailand  
E-mail: 640427092006@bru.ac.th

<sup>2</sup>Assoc. Prof. Dr., English Language Teaching Program,  
Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand  
E-mail: akkarapon.nm@bru.ac.th

<sup>3</sup>Asst. Prof. Dr., English Language Teaching Program,  
Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand  
E-mail: kampeeraphab.it@bru.ac.th

### Abstract

The objectives of this qualitative research were 1) to analyze the challenges faced by English literature teachers in teaching English through literature syllabus in EFL classrooms and 2) to examine the insights from stakeholders towards teaching English through literature syllabus in EFL classrooms. The samples were composed of 27 English literature teachers from specific Arts and Science Universities, six government officials and three local business leaders. They were selected through a purposive sampling method. The research conducted through a semi-structured interview, classroom observation and focus group discussion. Content analysis and document analysis were used to analyze the data. The findings suggest that challenges can be categorized into three groups: student-related, teacher-related, and external factors. Additionally, the study highlights the importance of students' language proficiency, the linguistic and stylistic complexity of texts, and cultural familiarity in influencing the teaching-learning process. The results contribute to a better understanding of the challenges faced by English literature teachers in Myanmar, offering insights for the improvement of teaching practices in this context.

**Keywords:** challenges, English literature syllabus, Myanmar Higher Education, insights from stakeholders

# PROGRAM & ABSTRACT BOOK

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