



ISBN (e-book): 978-974-692-451-1

Proceedings

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 3rd International Conference on English Language Teaching

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

ISBN (e-book): 978-974-692-451-1

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First Published in March 2024 by:

Faculty of Humanities and Social Sciences, Buriram Rajabhat University

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

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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 3rd 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 3rd 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)

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

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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,
15 th floor, 15 th building |
| 09.00 am. - 10.00 am. | - BRU / HUSOC / ELT Program Video Presentations
- Cultural Performance to Welcome the Guests
- 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 "Current Trends in Task-Based
Language Teaching: Implications for ELT Research"
by Associate Professor Dr. Jonathan Newton,
Victoria University of Wellington, New Zealand |
| 12.00 - 01.00 pm. | Lunch |
| 01.00 - 03.30 pm. | Poster Presentation, beside the Meeting Room,
15 th floor, 15 th building |
| 01.00 - 04.00 pm. | Oral Presentation, 7 th -9 th Floors, 15 th building &
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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Date: March 16, 2024

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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)	Examining student EFL perceptions and experiences with AI-driven metaverse environments for developing communication skills	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 Maharakham 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 Between ‘Fixed’ and ‘Fluid’ (Trans)languaging Perspectives: Critical Rethinking of Contemporary Communicative Practices	1.00- 1.40 pm. 1.40- 2.20 pm.	Onsiri Wimontham	Pattanan Sujaritjan
2			Pattama Panyasai Maharakham 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 III (Room 150901, Floor 9)

No.	Featured Speaker & Commentator 1	Commentator 2	Presenters	Paper Title	Time	MC.	Facilitator
4			Onsiri Wimontham	Development of ICC-Based Instructional Model to Enhance Thai EFL Tertiary Students' Intercultural Competence: Analysis of Survey Needs	3.00-3.20 pm.	Onsiri Wimontham	Pattanan Sujaritjan

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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ICON-ELT 2024

The 3rd International Conference on English Language Teaching

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

ISBN (e-book): 978-974-692-451-1

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

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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

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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



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

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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

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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



ICON-ELT 2024

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

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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.



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

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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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ISBN (e-book): 978-974-692-451-1

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

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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

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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

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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.



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

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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

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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



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

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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)

Introduction

The purpose of this study to find out factors that help non-English majors to speak English fluently while learning it in an EFL context. Recently, the researcher has noticed that a number of non-English majors speak English in way that could be much better than the way some English majors speak it. This unexpected phenomenon triggered curiosity to discover the secret behind it. If we examine the situation in the departments of English at Seiyun University in Yemen we can notice that opportunities to practice English in a friendly and high motivation conditions are almost absent. Speaking skill as a course is only taught twice in the whole English Language Program. The remaining courses of the program are more knowledge-driven than skill-related courses.

Regarding Yemeni schools, speaking skill there is either neglected or traditionally taught, in a way that doesn't encourage students to produce the language. For example, teachers change speaking lessons into reading lessons by asking students to read the conversation from the textbook; this activity is more of reading practice than speaking practice. Free practice of speaking skill where student can speak English without looking at the textbook is hardly practiced by teachers at school.

It seems that when we try to restrict speaking practice only in classrooms, students struggle to speak it well. As proven by Nazara (2011), the time for practicing speaking in classes is not sufficient to help students develop their English-speaking skills. In their study on demotivating factors in speaking skills, Heidari and Riahipour (2012) asserted that both students and teachers identified the classroom as one of the most discouraging factors. Hindrances for students to speak English in classrooms, according to Juhana (2023), are attributed to various psychological factors such as fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. These factors develop due



to the students' fear of being laughed at by their classmates and friends. Furthermore, Leong and Ahmadi (2017) and Littlewood (2007) indicated that a language classroom can inhibit students. In other words, when students try to speak English in the classroom, they feel anxious about making mistakes and fearful of their classmates' criticism. It is recommended by Nazara (ibid) that the classroom environment should be friendly and encouraging as one of the solutions for overcoming classroom hindrances.

Using videos was found to have a good impact in increasing interest, motivation, self-confidence in speaking English (Qomaria and Zaim, 2021). In another similar study, online videos helped students to build their confidence and reduce their speaking anxiety (Kew, Hashemi, Quvanch, Angelov, Al-dheleai, Tajik, and Koh, 2023). The use of video improved students' speaking ability while making learning more enjoyable. Other studies emphasized the positive impact of using videos on English speaking performance, including Minh (2023), Rastari, Putra, and Suwastini (2023), and Widyawan and Hartati (2016)."

Rationale

The researcher observed that some English major undergraduates do not have the ability to speak English fluently and accurately, yet some other students of lower educational levels, even at secondary education, are able to acquire a good competence in English even though it is not their major. Practically, a significant number of Bachelor of Arts (BA) English majors fail to speak English in comparison to some non-English majors. It is essential for English major students and their teachers to inquire why some non-English majors speak English successfully and uncover the secrets behind their achievement.

Failing to master the speaking skill is an issue that appears to be prevalent among some English majors in many EFL contexts. Syahfutra, Wibowo, Ardiya, and Febtiningsih (2019) have demonstrated that Indonesian students of the English Department struggled with their speaking skills due to shyness, limited vocabulary, and the learning environment. Therefore, the students highlighted the importance of implementing more effective learning strategies to enhance speech proficiency. The present study may suggest some effective learning strategies for the target group are competent speakers of English, despite not specializing in English or being native English speakers.

In EFL contexts, most of the studies that have been done on speaking skill targeted English majors; researchers could hardly investigate the speaking skill of non-English majors. The current study chooses the latter as a research topic considering that speaking is skill that does not need a specialized person to be able to master it. The observation and reality may prove that many of the EFL proficient speakers did not study English formally but they are able to acquire it. They have simply pick up while fulfilling non-linguistic tasks wherein English is required to achieve that task successfully.

Many previous studies focused on the demotivational factors of learning or speaking English as a foreign language (Branch, 2012; Ghadirzadeh, Hashtroudi, and Shokri, 2012; Unal and Yelken, 2016; Ali and Pathan, 2017; Meshkat and Ebrahimi, 2019; Pratiwi, 2019). This is something obvious because most EFL students feel no direct need for learning or speaking English as none around them speak it. The current study looks at the bright side of the matter, which is the motivational factors that help, non-English majors to speak English successfully. Therefore, instead of crying over the



frustrating EFL contexts and keep our hand cuffed, there is a need to investigate the flourishing examples of proficient speakers of English, especially non-English majors, with the intention to encourage EFL learners to struggle and overcome the obstacles that stop them from speaking English proficiently.

Research Objectives

This study is tries to achieve two research objectives:

1. To examine the main factors that contribute to the success of non- English majors in speaking English as a foreign language.
2. To investigate the motivational factors behind non-English majors' learning and speaking English.
3. To find out the techniques used by non-English majors to improve their English-speaking skill.

Factors in Development of Speaking Skill

Some of the factors contributing to students’ gain of English proficiency, as concluded by Phuong and Tran (2019), included students’ learning autonomy, motivation, attitude, and strategies. Dincer and Dariyemez (2020) provided two types of factors for speaking enhancement: contextual factors – including self-practice, teacher factor, experience abroad, context, out-of-class technology use, and affective factors, including motivation and anxiety. More details about factors are presented in the following sections.

Motivation and psychological factors

Motivation and confidence have a great role in the success of speaking English and other language skills. According to Ahsan, Asgher, and Hussain (2020), shyness and lack of confidence decrease, when speaking ability improves, and vice versa. Anxiety in English speaking stemmed from lack of confidence and nervousness. Speaking anxiety, for instance, has a significant influence on someone's ability to speak as a foreign language (Noerilah, A and Puspitaloka, N. 2022). Students with more confidence and more self-esteem, do better improvement in speaking the language, while learners who are self-conscious score no much progress. Wahyuni, 2022 confirmed that psychological aspects such as motivation have a developmental impact on EFL learners' speaking skill.

Learning techniques and strategies for enhancing speaking English

Several learning strategies are applied by successful EFL learners to improve their ability to speak English including watching movies using English subtitles, App learning, playing conversations while watching movies, self-talk, learning community, and practice with others by voice chatting on the WhatsApp (Mbani, N., Komaruddin, A., Mashuri, M. and Rofiqoh, R., 2023). As presented before, Syahfutra, et al. (2019) emphasized the importance of implementing more effective learning strategies to enhance speech proficiency. Every learner could have his own ways or strategies to improve their own speech and language in general. Whatever learning strategy to speaking a language a person adopts, it will be fruitful and lead to progress.



The influence of extracurricular activities, such as English clubs and online resources, on the speaking proficiency of a language cannot be ignored. The establishment of English clubs provides a good opportunity to create a productive environment for the development of students' speaking skills. Students, as revealed by Hamad (2013), strongly recommended the activation of English clubs within colleges. They have realized that restricting English practice to the classroom may demotivate them from speaking it.

Opportunities should be created for learners to develop their speaking skills beyond school and classrooms. One opportunity is the correct use of technology available at the hand of the students. Was technology utilized properly, students would have various opportunities to develop their speaking skills in a stress-free environment. Dincer and Daryemez (2020) suggested that language learning should extend beyond the classroom boundaries with an emphasis on technology-enhanced extracurricular exercises in EFL contexts. Living in the era of smart technology and artificial intelligence is a privilege for learners to improve themselves independently, away from the classroom.

It is assumed that learners who engage themselves in doing activities they like or feel they need, such as watching TV shows or doing a particular job, and these activities have English as an essential element to achieve them properly, they would be able to unconsciously pick up English. On a YouTube video, Krashen (2017) gave an example of a kid called Paul who acquired a new language only by watching one of his favorite TV cartoons and that kid while watching the TV cartoon have not intention to acquire the language. What he was concerned about is enjoying the events of the cartoons. On the other hand, the students who try to speak English consciously in the classroom, even if they have practiced it orally with their teachers or classmates, will not be able to speak it naturally

Teachers' role in improving students' speaking skill

Teachers should assist students in enhancing their English-speaking skills. Similarly, Juhana (2023) highlighted the need for teachers to motivate students towards the same goal. What students want from their teachers is motivation, guidance, and encouragement. EFL learners would probably prefer a stress-free environment where the teachers' authority is absent. Juhana (2023) suggested that motivating students to be more confident in speaking English could help overcome psychological barriers, as many students expressed the need for motivation to gain confidence in speaking English. The teacher's role in providing motivation is essential to help students speak English fearlessly. However, when motivation comes from the students themselves, they progress more quickly. When students feel the necessity to speak English and understand its importance in real life, they will begin to work on this skill. Therefore, the real role of teachers is to raise awareness among students and allow motivation to develop intrinsically within the students themselves. This ultimately leads to the understanding that speaking English is not just a classroom activity plagued with challenges, but rather a daily habit for expressing one's needs in life.

Methodology

The study sample includes 25 non-English majors selected purposefully and divided into three groups. The first group include 12 secondary students who study at the Seiyun High Model School and belong to an English Club organized by their school. The second group are 7 college students, namely, two Yemeni IT students, three Indonesians, one Tanzanian, and one Somali. The non-Yemenis has come to Yemen for studying Sharia; The third group consists of 6 non-English majors enrolled in different jobs, including a taxi driver, an airport worker, an engineer, and a computer science specialist, an IT specialist, and a psychology doctor. This sample is chosen based on the participants' ability to communicate orally in English. Focus groups are used as a method for collecting the qualitative data of the study. Focus group discussions are with the participants to share their experiences of how and why they became good English speakers. Five questions are mainly asked during the focus group discussion to elicit answers related to the research question of the study: (1) How did you become a good English speaker? (2) What techniques or strategies did you use to help you speak English? (3) What did you do to improve your speaking abilities? (4) What motivates you to learn and speak English? and (5) in your opinion, why did you many school students fail to speak English, yet they study it for six years? The discussions are recorded and later transcribed for the purpose of finding out the key factors in non-English majors' development of their English speaking.

Results and discussions

The following results are derived from the answers provide in the focus group discussion.

A. Factors of success at speaking English

As an answer to the five questions asked to know how non-English learners become good speakers of English and what they did to improve their speaking ability. Most interviewees emphasized that the key for their speaking skill is listening. One of them clarified this point by saying that "I put headphones in my ears and listen to English reports or news even I don't understand anything I just listen". He further explained that " this way helped me a lot and improved my language very very well". Krashen (2017) supported this idea by commenting that "when children start to speak it is not the beginning of their language acquisition". The ability to speak comes after long time listening. To conclude, a great factor of success at speaking a language is to constantly listen intensively and extensively. Learners should listen to English media even if they don't understand English yet.

An IT specialist believed that his English improved due to watching YouTube channels in English. The same strategy is used by the psychology doctor who used to download visual lectures and videos in English with subtitles on psychology. This act drives his to decide to teach some of his courses in English. Several secondary school students confirmed that watching movies and TV series is the way they follow to develop their English-speaking ability. One of the non-English majors commented that some western movies contains indecent content and bad language which contradicts with the teachings of Islam. He suggested animation movies as a substitution for the western movies as the former has less harmful content. Watching movies worked as a motivation to improve English. We could conclude based on these answers that watching videos to understand and enjoy their content is one of the effective ways of improving speaking



skill. Teachers can make use of this strategy by giving students tasks. For instance, they can ask them to watch videos of their choices and give them some activities related to these videos to do. Content-Based Instruction (CBI) would be very helpful here for this teaching approach engages learners in highly motivating content or the subject matter (Anthony, 2018), such as history, math, culture, favorite footballer, a movie or any topic that the learners themselves select. The aim of CBI, as stated by Stryker and Leaver (1999), is to prepare autonomous learners who can continue the learning process outside the classroom.

Two Indonesian brothers with excellent fluency in English came to Yemen to study Sharia. They said that they mainly picked English up in Yemen. It happened that some of their classmates are English native speakers who came to Yemen for studying Sharia too. They usually speak to them in English in different occasions and they sometimes receive invitation to the gatherings and special events of their English-speaking friends. This friendship opened the door for them to hear and practice English on a daily basis. The two brothers said that they also speak English with each other. Basically, doing as much practice as possible and speaking with whoever you can is one of the solutions to speed up speaking English. A fact confirmed by another secondary school student who stated that he tries to always speak English with students and teachers of English in their school. It is preferable that learners start speaking and communicating with others in English as soon as possible. So, getting over the hump of speaking English even with errors is a big step towards success. A person with such courage must have obtain several good qualities such as fearless of speaking English, disregard of mistakes, motivation, etc.

In another close scenario, a student of computer science, whose mother used to work in Kuwait, has picked up English from the streets of Kuwait from foreigners who come for work there. In this case we can clearly understand availability of the environment for using English and direct interaction with the English-speaking people is essential for enhancing speaking skill. Long (1981) suggested that it is not what the learner hears but how they are interacted with that matters. Learners who just spend time listening to or watching media, may not be able to successfully acquire speaking skill as there is no real interaction between them and the people they listen to.

A taxi driver who is a secondary school graduate asserted that he acquired English from tourists who frequently visited hotels in Seiyun City. He expressed his surprise that his brother, who is an English major, is much weaker in English due to his refusal to practice the language. The strategy that the taxi driver used is supported by Umar and Suparman (2018) who confirmed that tourism has significant contribution to enhance English Speaking Motivation.

Another Yemeni airport worker has the chance to travel to different countries for business like china. This opportunity worked as an incentive for him to improve his speaking skill. Here the nature of his occupation drives him to become a good speaker. A Yemen worker at an oil company confirmed that his job by nature requires him to communicate with English-speaking people. In a third scenario, it is the need to travel to different countries like Russia that stood behind an Indonesian learner’s high proficiency in English speaking. Based on these three situations, we conclude that when EFL learners feel a need for using English, for instance, to use it for travelling or career purposes or to do business, learners can score great achievement in their spoken proficiency. It is the purpose of learning the language that matters.



Environment is the main reason that made a computer science specialist to be a good speaker. When was a student at college, he had the change to share a room in the dormitory with teachers of English who always spoke in English among themselves. From this answer it become clear that one of the solutions to speed learning is to cut out Arabic socialization and to make English speaking friends. One student suggested that spending time listening to English will be part of the solution of the environment absence. Another respondent stated that many school students fail to speak English though they study it for a longer period of time due to the demotivating environment surrounding them.

Like the airport worker, an engineer declared that he speaks English mostly because he traveled abroad for study, namely to Malaysia, where he used to speak English with non-Arabic speakers. On the other hand, the psychology doctor believed that his strong ambition to travel abroad for work or study pushed him to improve his English-speaking ability. We notice here that traveling to a country where English is spoken as a second have a great impact of the non-English majors' progress, a case can be related to the availability of environment where students can directly communicate and feel the need to communicate in English.

A Tanzanian student of Sharia and Law has assigned his excellence in English to the education system back in his country where all secondary school subjects are taught in English except the subject of Islamic Studies. The same idea was expressed by a Somali student of Sharia and Law that English in his country is used as a medium of instruction for science subjects at secondary schools. He also enhanced his English by taking ability by join some English learning courses in a private institute. Using English as a medium of instruction is usually institutional and governmental policy. In Yemeni schools, English is only taught as a classroom language, not a medium of instruction. English Medium Instruction (EMI) is an approach of teaching applied by some schools or institutes through which content or academic subjects such as history or physics are taught in L2 (English) instead of L1 (Arabic). This approach of teaching uses authentic materials or contexts with relevant, useful, and motivating content. The main aim of this approach is to maximize learners' exposure to English (Anthony, 2018). The practicality of this method is controversial, yet it would be useful in terms of dragging learners away from learning a language as knowledge, e.g. learning grammar and syntax, into learning the language as skills, e.g. learning to speak it.

Another secondary school student said that he was able to speak English because he used to learn it in his free time. So, learning English is like a hobby for him. What people do in their free are things that they enjoy to do. In this example, this student loves English and he feels excited when learning it, this is why he usually engages his free time with improving his ability in it.

The High Model School students ascribed their improvement in English speaking to their English club in which they meet weekly and practice English either among themselves or by visiting or inviting people who speak English, including native speakers who come to Yemen to study Sharia in some Islamic institutes. In this situation, the school created a productive and working environment for students to communicate in English. As the English proverb states 'there is a will, there is a way'. If students are sincere in learning a language, they will easily create the environment that can enhance their learning.



Besides the discouraging environment, most of the respondents confirmed that many school students fail to speak English because many of schools do not teach how to speak English, students just learn grammar at school. Concentration on grammar creates fear of mistakes and inhibition to speak English in public. The respondents also certified that primary schools have no a role in improving their English speaking. It is just learners who are sincere in learning to speak a language, can learn it by self-study and higher motivation. A person who would like to speak English must neither fear mistakes and nor have embarrassment to speak it in front of others.

An IT student stated that "the purpose of learning English at the beginning was to get marks and travel, but now it is for fun and to communicate with different people". This enlightens us that motivation and incentives are changeable. The same student stated that he believed that English is a very easy language and that one can learn it by self- study. Another student stated that last year he was very week at English but by self-study and self-motivation he became completely different this year. Here we can comment that learners who start learning English in their own and by their own style may discover that English is one of the easiest languages and this positive attitude towards the language will help them to learn and speak it well.

B. Motivational factors of speaking English

The target groups listed several factors that motivated them to learn English. These factors could be divided into intrinsic and extrinsic motivation. Intrinsic motivational factors are those factors come from an internal force such as personal interest to learn English, whereas extrinsic motivation are motivational factors that come from an external force our parents.

Intrinsic factors are usually stronger predictor of learners' success at learning a language. This study revealed that the non-English majors are successful at speaking English because they more intrinsically motivated to speak the language.

The non-majors uttered various major intrinsic motivational factors. Most of these factors can be summarized in their desire and interest to understand English to achieve different purposes such as (1) understanding the English culture and native speakers, (2) understanding and enjoying watch videos, TV series and shows in English, (3) making friendship with native speakers of English, (4) searching for knowledge and information on the web in English for receiving better results, (5) reading and understanding the prescribed textbooks in related to their specialization, (6) making most of the electronic devices that they use as English is the language used in these device.

Regarding the extrinsic motivational factors, the non-English majors expressed three main factors: (1) desire to achieve high scores in TOEFL and other language tests, (2) preparation for joining the university, and (3) preparation for future careers.

C. Techniques of improving English speaking

The non-English majors stated that they followed different language learning programs to help them speak English, for instance, 'Effortless English' or use mobile apps for learning English such as Duolingo. These answers display that English speaking can be developed through media, by installing some English learning apps and downloading videos from the web or watching videos online.



Patience and consistency to learn English are part of the techniques that some secondary school used to improve their speaking ability. One of them said that "Results and progression never come overnight. It takes long time to learn and practice English". Most of them stated that they have routines to study it, like spending half an hour daily to improve one's language. Another secondary school student mentioned that he keeps a notebook for keeping the useful sentences and phrases that he hears in the media. He said that he now has a very bulky notebook full of sentences and phrases. This strategy indicates that with watching movies learners should be active and write down sentences and phrases, and try to use them when they speak. Some revealed that they took some English courses in English language institutes. However, they confirmed that around 70% of his English was gained from movies and 30 percent from the institute. As a summary, with patience and consistency, other strategies such as keep a notebook and taking some English courses will greatly enhance the development of speaking skill.

Other techniques that they use to learn to speak English, they include repetition, paying attention to body language of the speakers, simulation and imitation of the native speakers' way of talking, regular revision of the lessons and what they have learned. For instance, one of the secondary school students mentioned that he has been listening to famous influential public speakers of English around the world. He used to listen to the speeches of Obama, the ex-president of the united stated, to an extent that he became able to literally copy him and his idiolect.

Recommendations

Several recommendations can be provide here based on the results of this study.

Based on the discussion above we can conclude with the following points:

- Teachers should not confine the teaching of English to the classroom and they should create many opportunities for students to be in contact with English outside the classroom because English speaking can be mastered better outside the classroom.

- English teachers at school and English professors at English department should encourage students to improve their English outside the classroom by giving them assignments where they can use media and technology to listen to English, and record themselves practicing speaking English individually or chorally.

- Teachers should increase the desire and interest in their students in learning English and help them to realize the need for English in their present and future life. Students will excel in English speaking if they are able to develop interest in themselves towards learning and speaking English.

- Different techniques are available in this era of technology that can leave no excuse learners not to develop their English proficiency.

- Establishment of a flourishing environment for practicing English is of a necessity and it is possible provided that teachers and students are having sincerity to make it true.

- In order for Yemeni students to be good at English, the ministry of Education may think to teach some school subjects in English such as science subjects.



- English learners as well as English majors need not to get satisfied with what the English that they learn in the classroom; they must develop their English, particularly speak skill, by themselves. This must happen because most of the English that is taught at college is about language, e.g. phonology and phonetics, syntax, literature, and it does not focus on how learners can improve their language skills.

Conclusion

In a nutshell, various factors helped non-English majors to be successful speakers of English as a foreign language. The major factors include extensive listening to English, watching movies and TV series for fun, or watching lectures on YouTube for knowledge, opportunities to study, work or live with native or proficient speakers inside the country, travelling abroad for study or work, the policy of some countries to use English as a medium of instruction for some secondary school subjects, creating an English learning community such as English clubs with schools. Behind these factors of success, there are some other motivational factors that made this success more successful. The success is furthered by several techniques and strategies. English learning programs and mobile apps and vocabulary notebooks are among these techniques. Imitation of the native speakers is another strategy used. They further established consistency in learning and practicing English accompanied with patience and hardworking.

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ICON-ELT 2024

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ISBN (e-book): 978-974-692-451-1

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

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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

Introduction

With the rapid development of the world economy, all positions no matter in governments, companies or educational institutions, have a growing demanding for candidates who have excellent writing abilities. In China, most university students paid little attention to their English writing performances and outcomes. It has been reported that Chinese students have certain problems, difficulties, and challenges in writing in English (Sun, 2014; He & Niao, 2015; Liu & Ni, 2015; Zhan, 2015). In the course of English writing, most university students always appear to be worried, anxious, convulsive, even crying therefore, English writing is turned to be a very bitter experience for them. As for Chinese university students, according to the Ministry of Education of the Peoples’ Republic of China, they are required to pass College English Test Band 4 (CET-4) in the course of their pursuing of Bachelor Degree. Students’ English writing proficiency is measured by their writing scores in CET-4, a national standardized test. University students in China have to get a minimum passing score in



CET-4 to fulfill the graduation requirement. In addition, it is one of the required documents to show their English proficiency for future job applications. CET-4 consists of four parts: writing, listening comprehension, reading comprehension, and translation. Scores on the writing and translation sections are with the full point of 213 (20% of the total). The writing section asks students to write an essay of no less than 120 words within 30 minutes. (National College English Testing Committee, 2006). There are always rigorous and fair criteria in the process of rating.

Deriving from social cognitive theory, Bandura (1986) has proposed that self-efficacy is defined as humans’ beliefs about their capabilities; such beliefs play a crucial role in motivating human behavior. According to Bandura, one’s self-efficacy has a greater predictive power over the way one behaves than do one’s actual capabilities. Bandura (1977) has also stated that there are four sources of information from which individuals develop their self-efficacy beliefs. These sources include mastery experience, vicarious experience, social persuasion, and physiological states. Mastery experience, or the interpretation of one’s performance, is outcome-based and thought to be the most influential source on how beliefs about ability are formed. When outcomes of past experiences are interpreted as successful, self-efficacy increases and when they are interpreted as unsuccessful, self-efficacy decreases. The second source, vicarious experience, occurs as a result of observations or social comparisons made of others. Learned through modeling, vicarious experience can play a powerful role in developing self-perceptions of competence. Self-efficacy beliefs also develop through social persuasion, or the verbal messages and feedback received from others. While positive messages tend to encourage or empower, negative persuasions often defeat and weaken self-efficacy beliefs. Finally, physiological and emotional states, including feelings of anxiety, stress, optimism, and pride, can serve as an indication of one’s perceived ability. Strong writing self-efficacy means a strong sense of confidence for the task of writing.

Writing self-efficacy has frequently been examined with elementary, middle, and high school students, and at the college level. In one of the most popular series of studies examining writing self-efficacy and performance, researchers found significant relationships between the two at elementary, middle, high, and collegiate levels (Pajares & Johnson, 1994; 1996; Pajares & Valiante, 1997; 1999). Results indicated a significant positive correlation between writing self-efficacy and writing performance, suggesting writing self-efficacy to be a significant predictor of writing performance (Pajares & Valiante, 1997). In a similar but more current study, Graham (2019) asked fourth graders to write a personal narrative and complete self-rating scales that measured writing skills, knowledge, motivation, and writing behavior. They found writing attitudes and self-efficacy to be significant predictors of writing quality and length. Both studies, over 20 years apart and five yielding similar results, provide evidence that self-efficacy can predict writing performance on various forms of writing tasks. Comparable results were found at the middle and high school levels. For sixth-, seventh-, and eighth graders, writing self-efficacy was found to be the only motivation construct that predicted writing competence when compared to writing self-concept and apprehension. Research at the collegiate level confirms that writing self-efficacy is a significant predictor of writing performance (Ekholm et al., 2015; Prat-Sala &



Redform, 2012; McCarthy et al., 1985). Findings of the study suggest college students with high writing self-efficacy to participate more, work harder, set higher goals, and have a higher rate of success than students with low writing self-efficacy (Ekholm et al., 2015). The positive relationship between writing self-efficacy and writing performance is clear.

From the above-mentioned related background introduction and literature review, it can be summarized that English writing self-efficacy contributed a lot to the production of efficient and effective English writing performances and outcomes. Thereby, the present research: *A Survey Research on the Underlying Sources Informing Chinese University Students' English Writing Self-efficacy* is a completely new perspective and thus advantageous for the English writing instructors of Chinese universities and also useful for the curriculum committee to optimize the curriculum design. Whereby, the research is of paramount significance both in terms of theoretical and practical values.

Research Objective

This research aimed to explore the underlying sources contributing to informing Chinese university students' English writing self-efficacy.

Research Methodology

This survey research used a qualitative design to seek to obtain the detailed information about what fundamental sources contribute to informing Chinese university students' English writing self-efficacy. Survey research is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012). It is often used to describe and explore human behavior; surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009). Whereby, the method was used to describe Chinese university students' English writing experience and feelings. Through sampling, data collection, and analysis procedures, a clear understanding of what underlying sources contribute to informing Chinese university students' English writing self-efficacy was obtained.

Population and Samples

The population involved into this research belongs to Chuxiong Normal University (CNU), China and they were sophomore and junior students. Simple random sampling was applied. 15 students in total voluntarily participated in this research via the poster. Among 15 participants, seven were sophomores and eight were juniors.

Research Instrument

In this study, a one-on-one semi-structured interview was used. A semi-structured interview is a qualitative research method that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. One-on-one form could make the interviewees feel more relaxed to answer questions. The whole one-on-one semi-structured interview consisted of eight questions which had been reviewed,



validated and tested the reliability by two professors of English writing instruction. The interviewer was the researcher herself who had a strong sense of responsibility and fairness in the course of the interview. This step was taken to enhance the reliability of the study, ensure clarity, and anticipate potential interview responses (Yeong, Ismail, Ismail & Hamzah, 2018). The questions were all related to students' English writing self-efficacy. The eight questions were as follows: 1) How do you feel about your English writing subject? 2) What are the effects of your English writing experiences on your current English writing confidence? 3) How do your English writing instructors feedback your writing product/task? 4) What kind of feedback from your instructors and peers can positively affect your English writing confidence? 5) What are your feelings when you are assigned or confronted with an English writing task? 6) How do you behave when you are assigned or confronted with an English writing task? 7) What kind of English writing value can motivate you to do and well finish an English writing task? 8) What is your opinion about the significance of motivation for an English writing task?

Data Collection

In this study, the fundamental data were collected through a one-on-one semi-structured interview to each participant who was assigned ten minutes to be interviewed by the researcher. We chose to follow a semi-structured interview format and used a list of guided questions to afford us the flexibility to clarify responses and ask additional questions that emerged during the course of the interviews (Glesne, 2011). Interviews were preferred for the study instead of focus groups because writing is an individual task that can trigger feelings of inadequacy for students who experience low efficacy characteristics (Walker, 2003). The whole interview lasted to three hours and focused on the abovementioned eight open questions. In the course of the interview, the researcher asked eight questions to each participant, meanwhile, the researcher completely and carefully recorded the whole interview with a recorder and through a handwriting record (taking notes). Participants were all given a pseudonym to ensure confidentiality. This step allowed us to present rich, personal accounts without compromising participants' identities (Kaiser, 2009). After the interview, the researcher transcribed what was recorded and the transcripts were reviewed and examined carefully. Then, a team of three well-trained and reliable external coders worked together to gather all data correlating to each theme.

Data Analysis

The thematic analysis was used in this survey research. Thematic analysis was used in data analysis to identify patterns in the data. A good thematic analysis goes a step further by interpreting such patterns and making sense of the data (Maguire & Delahunt, 2017). According to Braun and Clark (2006), data can be distinguished by two levels of themes: semantic or latent. Semantic themes refer to surface level meanings of a statement spoken or written by participants, while latent themes carry the implied meanings that may be interpreted from these statements. In this study, the researcher applied a latent thematic approach using keywords or phrases as the unit of analysis to shape the findings into a final narrative (Creswell & Poth, 2018). After reviewing and examining the interview transcripts and taking notes of initial impressions, the researcher generated initial codes. Line after line coding was applied



to complete the data analysis inductively. There were no pre-set codes to guide this research. Whereby, the themes which were generated focused on capturing patterns of codes that repeated and recurred in the data. Once the fundamental themes were captured and identified, the researcher worked with the coding team to gather all data that was correlated to each theme and discuss how well the themes were supported by the data set. Different perspectives were taken into careful consideration in the complete context of the data set, and bias or assumptions were underlined and set aside to allow all units of data to be treated with equal value during data analysis. This process, called horizontalization, involves “an interweaving of person, conscious experience and the phenomenon” (Moustakas, 1994) to arrive at themes that are descriptive and represent the essence of the experience being studied (Merriam & Tisdale, 2016). Although few discrepancies appeared among coding members when the themes and subthemes were generated and gathered, any overlap or inconsistencies were focused through thorough discussions about how the themes were generated and interpreted. Once consensus was reached, the themes were defined, named, and relevant data and quotes were gathered. These quotes were selected based on the key words or phrases they contained identifying the essence or latent meaning of each theme.

Research Results

On the basis of data collection and data analysis, the research result finally was obtained: the five underlying sources contributing to informing Chinese university students’ English writing self-efficacy were inductively produced.

As for Chinese university students, there were five key sources contributing to informing the students’ English writing self-efficacy. According to Bandura’s proposal, there are four sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. In the research, the first key source was writing performance, which was in line with mastery experiences; the second key source was modeling and samples, which was in line with vicarious experiences; the third key source was professional and peer feedback, which was in line with verbal persuasion; the fourth key source was feelings of anxiety and optimism, which was in line with physiological and affective states; the fifth key source was intrinsic and extrinsic motivations which was the alternative source informing Chinese university students’ English writing self-efficacy. Figure 1 summarized the major themes and subthemes and highlighted the five sources of self-efficacy not previously noted or explained in the literature.

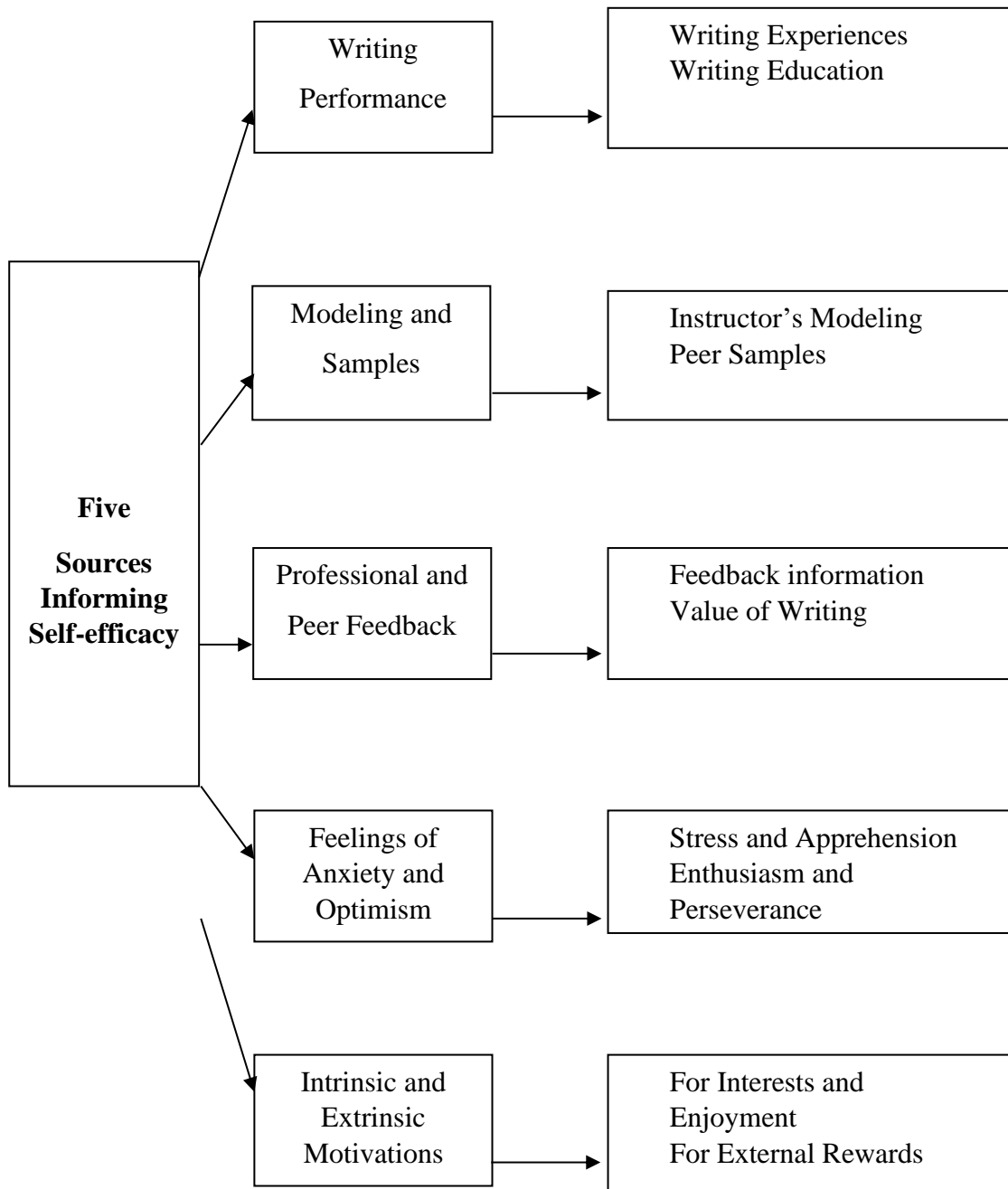


Figure 1
Five Sources Informing English Writing Self-efficacy of Chinese University Students

Theme 1: Writing Performance

Chinese university students' English writing performances can be informative and supportive indicators to these students' writing self-efficacy. In the process of data analysis, especially in the course of the thematic analysis, the coders inductively obtained two subthemes in writing performance: writing experience and writing education.

1) Writing Experiences

During the one-on-one semi-structured interview, all the participants highlighted that their former English writing experiences always had great effects on their confidence in English writing and the impacts were positive although writing experience, at the very beginning, brought students more or less discomfort and even boredom. If the effective outcome of a former writing task had been generated and affirmed by the English writing instructors, students' English writing self-efficacy would be informed, and vice versa.

2) Writing Education

Writing education also plays a vital role in informing Chinese university students' English writing self-efficacy. In China, there are 56 ethnic groups living together and have demonstrated great harmony (www.GOV.cn). As for the students who come from some distant rural areas, they cannot enjoy the same quality of education as those who are dwelling in modern cities. It means that students' educational backgrounds differ with regard to developing levels of different regions. During the interview, all participants shed light on the significance of English writing education background. Some of them mentioned that if they had an effective English writing education during their junior and senior middle school, they would have strong confidence in English writing activities in their university study. Whereby, three out of 15 participants who had obtained effective English writing instruction had taken part in different levels of English writing competition and had obtained the awards. Thereby, effective writing education backgrounds could undoubtedly affect writing self-efficacy positively.

Theme 2: Modeling and Samples

According to Bandura (1977), vicarious experience was one of the paramount crucial sources of self-efficacy. In this study, modeling and samples carried the deep meanings in this regard. Two aspects were inductively analyzed: instructor's modeling and peer samples.

1) Instructor's Modeling

It is the current situation that English writing instruction in Chinese university students' English language learning is always mediated with related models from both the instructors and other professional writers. According to the participants, their English writing instructors preferred to provide them with at least two pieces of model writings for each English writing task. On the basis of analyzing the models, students could obtain some knowledge and skills of English writing, which could contribute a lot to developing their English writing confidence and thereby they would definitely have beliefs to produce better writing outcomes concerning the similar topics. Student one said that instructors' modeling was often used in pre-CET-4 intensive training and it really worked. "I benefited a lot actually from the instructors' models

since I could have a very clear understanding about the writing of outline and structure.” She said.

2) Peer Samples

According to the interview, peer samples were also of paramount significance in English writing instruction. Student three said: “I prefer peer samples than instructors’ models. We can interact and exchange our ideas easily because we are at the same age thus we can know each other’s thoughts better. My peers are extremely supportive.”

Theme 3: Professional and Peer Feedback

Bandura’s (1977) self-efficacy report also asserted that people could be persuaded to believe that they have the skills and capabilities to succeed. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task in hand. In this research, participants developed and strengthened their English writing self-efficacy through positive verbal messages from their professional instructors and peers.

1) Feedback Information

Professional feedback refers to any information given about a person’s actions or accomplishments at work, which is then used to guide future improvement. Peer feedback refers to an activity where students receive comments and suggestions from their peers or classmates. Liu & Carless (2006) define peer feedback as “a communication process through which learners enter into dialogues related to performance and standards”. Peer feedback can be implemented one-to-one or in small groups, as a role-play, in meetings, the classroom or online, or even be delivered anonymously. As far as English writing is concerned, constructive professional and peer feedback can underpin the self-efficacy and beliefs in doing a writing task. Student five said: “I can be extremely confident about my English writing abilities when I get the positive attitudes towards my writing performance and outcomes from my instructors or peers and vice versa.”

2) Value of Writing

It is very important to get a clear awareness of the value of English writing prior to starting a writing task. All participants said that the major purpose of doing English writing tasks was to gain high scores in and pass CET-4. Student two, student nine and student 13 also added that they would like to lay a solid foundation for their further study, such as the pursuing of master degree or even doctor degree. Therefore, instructors should give students an explicit explanation about the value of a specific writing task so that students can decide whether it is applicable to facilitate his or her English writing self-efficacy or not.

Theme 4: Feelings of Anxiety and Optimism

Feelings of anxiety and optimism are stimulated prior to or in the course of doing a writing task. Low writing self-efficacy students always show their anxiety, fidgety, apprehension even stop to write. However, high writing self-efficacy students often do their writing tasks with great enthusiasm and show their resilience and perseverance in the course of writing, whereby, effective writing outcomes can be produced.

1) Stress and Apprehension

All participants shared their stress and anxiety more or less with regard to the English writing tasks. Student ten said: “I still remember the day I had my English writing competition. I was so worried about it that I was sleepless in my bed.” Student 12 and student 15 even said that they hated to do English writing tasks. The less English writing tasks they did; the less writing self-efficacy they gained.

2) Enthusiasm and Perseverance

However, nine of the participants showed their great enthusiasm, perseverance when asked to share their psychological and emotional state in doing English writing tasks. They believed they could write well and get high scores in CET-4 since they had known a lot about the format, structure and had practiced more. They were skilled writers and were extremely proud of their own English writing abilities.

Theme 5: Intrinsic and Extrinsic Motivations

Intrinsic motivation means performing an activity because it is interesting or enjoyable (Ryan & Deci 2000a). According to Deci & Ryan (1985), extrinsic motivation is a drive to behave in certain ways based on external sources and it results in external rewards.

1) For Interests and Enjoyment

Almost all participants mentioned that if the English writing topic catered to their interests, they would be intrinsically motivated to write; while if the English writing topic was not so interesting to them, they would feel bored and even refuse the task.

2) For External Rewards

Some participants said that if they could obtain some rewards such as certificates, reputation even money, they would try their best to do the English writing tasks.

Discussion

In this qualitatively conducted survey research, through the data collection and data analysis, five sources informing English writing self-efficacy of Chinese university students were found. Each of these findings echoed the four sources of information Bandura (1977) used to describe self-efficacy beliefs. However the focused subthemes aimed at the specific ways in which Chinese university students experienced their English writing. To compare these five sources with other English writing self-efficacy researches, the research results pinpointed and proved that Chinese university students used all of Bandura’s proposed four sources of self-efficacy as well as the alternative source beyond his proposed framework. The alternative source was

effectively in line with results from Bartimote-Aufflick’s (2016) research: self-efficacy correlates positively with other variables, such as intrinsic motivation. Chinese university students were reported using several methods, practices, and pre-writing techniques such as brains-storming, mind-mapping, drafting, revising, editing, to develop and strengthen their English writing confidence in the process of their English writing. Therefore, this research was of great significance and positively and effectively reflected the former correlated researches.

Conclusion

In this survey research, thematic analysis method was used to analyze qualitative data. The research results demonstrated that there were five themes could inductively inform Chinese university students’ English writing self-efficacy and beliefs. They were writing performance, modeling and samples, professional and peer feedback, feelings of anxiety and optimism and intrinsic and extrinsic motivations, which were closely correlated to Bandura’s report that there were four sources of information from which individuals develop their self-efficacy beliefs: mastery experience, vicarious experience, social persuasion, and physiological states.

Recommendations

The following are some recommendations based on the research results:

1. English writing instructors ought to make a very clear awareness of the five underlying sources contributing to informing Chinese university students’ English writing self-efficacy;
2. The curriculum committee is supposed to change the unitary curriculum system to optimize the curriculum design because during the whole one-on-one semi-structured interview, all the 15 participants pinpointed that they needed to improve and strengthen their English writing self-efficacy no matter for the purpose of passing the tests or for the purpose of future job hunting. Thereby, the curriculum design is supposed to be changed and optimized.
3. This is the researcher’s first attempt to explore the underlying sources informing Chinese university students’ English writing self-efficacy and due to the limited research ability of the researcher, the research is not so far-reaching. Therefore, deeper researches would be conducted with regard to this theme.

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

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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

Introduction

In China, college students are required or encouraged (depending on the policy of each college or university) to take part in the College English Test Band 4 (CET-4) to get well prepared for job hunting or post-graduate study. The CET-4 is a national large-scale standardized test open to all non-English major undergraduate and postgraduate students in China and it is held twice a year at the end of each semester. The test is administered by the National College English Testing Committee on behalf of the Higher Education Department, Ministry of Education, the People’s Republic of



China (PRC) and is widely acknowledged as a test with high reliability and validity. It is the most influential test for its large-scale participators and it exerts great impact on teachers, learners, and even the whole society (Zhang, 2017). In addition, as a high-stakes test, the CET-4 is one of the key outcomes used for assessing the effectiveness of teaching and learning English as a foreign language (EFL) for and by non-English majors in China (Zheng & Cheng, 2008). The purpose of the CET-4 is to examine the English proficiency of undergraduate students and to ensure that they achieve the required English levels specified in the National College English Teaching Syllabi (Li, 2021). The structure of the test is presented in Table 1.

Table 1
Structure of the CET-4

Area	Content	Format	Number of Questions	Proportion	Time
Writing	Composition	Short essay	1	15%	30 minutes
Listening Comprehension	Short News	Multiple choice	7	7%	25 minutes
	Long Conversations	Multiple choice	8	8%	
	Passages	Multiple choice	10	20%	
Reading Comprehension	Vocabulary Comprehension	Banked cloze	10	5%	40 minutes
	Long Passage Reading	Statement-paragraph matching	10	10%	
	Reading in Depth	Multiple choice	10	20%	
Translation	Chinese to English	Paragraph translation	1	15%	30 minutes
Total			57	100%	125 minutes

Source: Syllabus for College English Test, 2016 (Revised version) (in Chinese) It can be seen from the table that the CET-4 is composed of four parts: writing, listening comprehension, reading comprehension, and translation. Among them, reading comprehension takes the longest time (40 minutes). There are three item formats in reading comprehension with different proportions of the total score. The Banked Cloze format accounts for 5% of the total score of the test, Statement-paragraph Matching format constituting 10% and Reading in Depth format making up 20%.



By calculation, reading comprehension in total accounts for as high as 35% of the total score, so it is viewed by most test-takers and teachers as the key to the test. There is a popular saying among English teachers and test-takers that the test-taker who wins competitive edge in reading comprehension will take an advantageous position in the CET-4.

However, research shows that reading comprehension is a complex process and students usually have difficulties in constructing meaning from writing text (Grabe & Stroller, 2002). Many students of EFL/ESL have “major difficulties” with English reading comprehension even after years of learning the English language. They can read a text but for recognizing or understanding the authors’ message/messages often encounter with difficulties (Ahmadi et al., 2013). In China, college students have similar difficulties or obstacles in reading comprehension. Wang (2008) summarized four obstacles that Chinese college students are confronted with: low reading speed, insufficient vocabulary, more attention paid to single words instead of context, and cultural and social factors. Zhang (2018) also pointed out that insufficient vocabulary, a lack of basic knowledge and reading skills are three obstacles that college students are faced with. Other obstacles are mentioned by different scholars such as inadequate reading interests/motivations, bad reading habits, lacking background knowledge and textual awareness. Therefore, Zhang (2018) indicated that the key to improving college student’s reading ability is to help them master some reading strategy skills.

Reading strategies refer to those specific actions which readers employ before, during and after reading in order to understand most efficiently what they read (Pimsarn, 2009). Reading researchers divide them into two major categories, namely cognitive and metacognitive (Akkakoson, 2011). Cognitive strategies, which are related to the knowledge of the target language and the world in general, comprise of bottom-up and top-down strategies (Younus & Khan, 2017). Bottom-up strategies are language-based strategies, such as scanning the text for specific information, whereas top-down strategies make use of readers’ knowledge of the world, for instance previewing and predicting strategies (Akkakoson, 2011). Metacognitive strategies are divided into three categories, including planning, monitoring, and evaluating (Zhang & Shepo, 2013). For specific reading strategy skills, Gebhard (1996) put forward 13 reading strategy skills. Aebersold and Field (1997) summarized 19 reading strategy skills to help guide the reading teacher to improve students’ reading comprehension, from which, the researcher selected ten applicable ones to train her students for the CET-4.

The test-taking strategies play a substantial role in ensuring satisfactory achievements in English language testing (Ketworrachai & Sappapan, 2022). Cohen (2007) defined test-taking strategies as the kind of strategies which respondents use at the time of completing language tests. Cohen and Upton (2006) mentioned that when answering the questions in a test of reading comprehension, a test-taker may refer to his reading strategies (“looking for markers of meaning in the passage, such as definitions, indicators of key ideas, guides to paragraph development, examples”), test management strategies (“selecting options through the elimination of other options as unreasonable based on paragraph/overall passage meaning”), and test wiseness strategies (“selecting the option because it appears to have a word or phrase from the passage in it -- possibly a key word”). The combination of test management and test-wiseness strategies is what previous literature called test-taking strategies (Cohen,



2007). A lot of researchers categorized test-taking strategies (Sarnacki, 1979; Bachman and Palmer, 1996; Nitko, 2001). To make the test-taking strategies fit into with the CET-4 context, the researcher chose Sarnaki’s test-taking strategies to train her students.

The fundamental task of schools is to endow students with strategies, which enable them to elaborate, transform, contrast and critically rebuild knowledge, that develops strategic knowledge and strategies should be chosen to fit the requirements of the language task, the learners’ goals, and the learner’s styles of learning (Arulselvi, 2016). O’Malley & Chamot (1994) pointed out that second language teachers could play an active and valuable role by teaching students how to apply learning strategies to varied language activities and how to extend the strategies to new tasks both in the language classroom and in content areas requiring language skills. Gibson (2009) also pointed out that in order for students to become actively engaged with texts, students must be taught how to do so. Teachers must explicitly model and explain the reading strategies that good readers use when comprehending texts. However, in terms of reading, the teaching of reading comprehension strategy remains largely neglected in the field of English language teaching (Ahmadi et al., 2013). The same is true in China. College English in China is a comprehensive course integrating listening, speaking, reading and writing into one and it lasts for only two years in most cases. Taking Chuxiong Normal University as an example, freshmen have four periods a week but sophomores have only two periods a week. Limited time for teaching is one major obstacle that hinders teachers from teaching these strategies separately. To save time, teachers often adopt teacher-centered grammar-translation method to teach reading and focus on explaining the meaning of the reading material, less attention paid to reading strategies. However, Wang & Zeng (2009) stated that traditional teaching method under the influence of grammar-translation method can no longer meet the requirements of the teaching of college English reading comprehension. Peng (2012) also pointed out that most college English teachers apply grammar-translation method to the teaching of English reading, which can not arouse students’ interests and the teaching is not effective. So it is necessary for teachers to cover strategy instruction in their regular reading courses to improve students’ reading comprehension.

Second language (L2) reading strategy instruction is usually referred to as a teaching method that incorporates strategy instruction into the regular L2 reading courses based on learners’ needs (Cohen, 2000). A multitude of researchers have found that strategy-based reading instruction is an effective method of teaching reading in different contexts (Gibson, 2009; Akkakoson, 2011; Tavakoli & Koosha, 2016; Younus & Khan, 2017). In Chinese university context, Li et al. (2022) conducted a study investigating the impact of explicit reading strategy instruction on reading comprehension, reading strategy use, reading motivation, and reading self-efficacy in Chinese university EFL learners. The study found that students who received reading strategy instruction made significant improvement in their reading comprehension. In addition, interview data showed that experimental group students held very positive attitudes toward the reading strategy training.

To sum up, different scholars and researchers conducted a host of researches and studies on the CET-4, reading strategies, test-taking strategies, and strategy-based reading instruction, but researches and studies on the CET-4 reading comprehension from the perspective of strategy-based reading instruction could seldom be found.



Regarding the importance of the CET-4 to Chinese college students, the key role of reading comprehension in the CET-4, and the effectiveness of the application of strategy-based reading instruction on reading teaching, it is of great significance to conduct a research on the effects of strategy-based reading instruction on enhancing Chinese college students' reading comprehension in the CET-4 context.

Research Objectives

This research consisted of two objectives:

1. To investigate the effects of strategy-based reading instruction on enhancing Chinese college students' reading comprehension in the CET-4 context
2. To learn about students' attitudes toward strategy-based reading instruction

Research Methodology

This research employed a mixed-method approach, incorporating both quantitative and qualitative methodologies. A quasi-experimental pre-test & post-test design was conducted to investigate the effects of strategy-based reading instruction on enhancing Chinese college students' reading comprehension in the CET-4 context and a semi-structured interview was designed to learn about students' attitudes toward strategy-based reading instruction.

Population & Samples

The target population for this research was 103 freshmen studying at Chuxiong Normal University, Yunnan Province, the People's Republic of China (PRC). Their ages ranged from 18 to 20. They were from different majors, but they had similar English learning background. Most of them came from middle class families and few students came from low-income families. They were divided into different English classes according to their English scores in the College Entrance Examination (the total score is 150): students in class A had scores from 121 to 150; students in class B had scores from 91 to 120; students in class C had scores from 0 to 90. The samples were purposively chosen. For the quantitative aspect, the samples were composed of 25 students, five males and 20 females. They were all from class B and of intermediate English level. The samples were purposively chosen because of the following reasons: 1) They registered for the CET-4 when the research was going on. 2) They were willing to participate in the research. And 3) none of them had been taught reading strategies systematically and CET-4-targeted test-taking strategies before. For qualitative aspect, ten of the quantitative samples were purposively selected based on their gender (five males and five females) and their English scores in the College Entrance Examination (five with scores within 91-100 and five within 101-110).

Research Instruments

Two instruments were utilized in this research: test and semi-structured interview. To investigate the effects of strategy-based reading instruction on enhancing Chinese college students' reading comprehension in the CET-4 context, the researcher conducted two standardized English reading comprehension tests, the pre-test and post-test. The content of the pre-test was the reading comprehension part of the CET-4 held in December, 2022; the post-test content was the reading comprehension part of the CET-4 held in June, 2023. The two test papers were of the same difficulty and item formats. There were three item formats: Banked Cloze, Statement-paragraph Matching



and Reading in Depth. For the Banked Cloze format, students were asked to read a passage and select one word for each blank (10 blanks in total) in the passage from a list of 15 choices given in a word bank. For the Statement-Paragraph Matching format, students were given 10 statements following a long article and each statement contained information given in one of the paragraphs, then they needed to identify the paragraph from which the information was derived. For the Reading in Depth format, there were two passages with ten questions for students to read and choose the right answer to each question. The total score was 249. The test answer sheets were marked according to the marking criteria set by the National College English Testing Committee.

According to Bachman and Palmer (1996), two of the qualities -- reliability and validity are critical for tests, and are sometimes referred to as essential measurement qualities. This is because these are the qualities that provide the major justification for using test scores--numbers--as a basis for making inferences or decisions. For the reliability and validity of the CET-4, Zhang (2017) conducted a research on it and had two findings: 1) The National College English Committee with the British Council conducted a 3-year project to study the validity of CET, and concluded that CET was with high validity; 2) Many researchers including Yang & Weir (1998), Lin (2004) and Fu (2005) almost arrived at a similar conclusion through their researches that the CET-4 is a test with high reliability. Specifically for the validity and reliability of reading comprehension in the CET-4, Zhong (2022) conducted a research on its reliability and found that it is of high reliability. Xiao (2012), Chen (2014) and Hao et al. (2015) conducted researches on its validity and concluded that it is of high validity. So, the instrument quality could be ensured.

To learn about students' attitudes toward strategy-based reading instruction, a semi-structured interview guide with a mixture of short and open-ended questions was used to gather students' perspectives. To ensure instrument quality, it was validated by three experts in the field of English language teaching. At first, the researcher designed six questions for the interview, but experts suggested that the researcher narrow the questions to three to make them more theme-related. Then the researcher made some adjustments and the revised version was checked by the three experts again. Finally, the validity value of the interview was proved to be 1.00, indicating high validity. The three questions for the interview were as follows: 1) What are your attitudes toward the strategy-based reading instruction? 2) What benefits did you gain from the strategy-based reading instruction? 3) What are your suggestions for the strategy-based reading instruction?

Data Collection

The data collection was divided into two periods.

The first period ran from April 10 to 28, 2023, including the pre-test phase and experimental phase. In the pre-test phase, students took pre-test. In the experimental phase, the researcher adopted strategy-based reading instruction following Oxford's Language Learning Strategies Training Model (1990) for three weeks (four periods per week) to her teaching. There are five steps to be implemented: 1) Learners are asked to immerse into an authentic language task without instructional cues; 2) Suggest and demonstrate other helpful strategies, mentioning the need for greater self-direction and expected benefits, and making sure that the students are aware of the rationale for strategy use; 3) Allow learners plenty of time to practice the new strategies with language tasks and show how the strategies can be transferred to other tasks; 4) Provide



practice using the techniques with new tasks and allow learners to make choices about the strategies they will use to complete the language learning tasks; 5) Help students understand how to evaluate the success of their strategy use and to gauge their progress as more responsible and self-directed learners. (Liu, 2010). Students were trained ten reading strategies (1. Guessing the meanings of unknown words by using the context; 2. Varying reading rates according to the type of the passage; 3. Skipping unknown words during the first reading; 4. Underlining or marking important points of what was read; 5. Trying to relate prior knowledge and experiences to the passage; 6. Paying attention to key words in sentences; 7. Guessing the meanings of unknown words through word roots and/or affixes (prefix, suffix, infix); 8. Noticing punctuation and using it as an aid to reading; 9. Guessing the meaning of unknown words by considering the syntax of the sentences; 10. Separating important from unimportant information) (Aebersold & Field, 1997) and five kinds of test-taking strategies put forward by Sarnacki (1979): test-using strategies, error-avoidance strategies, guessing strategies, deductive reasoning strategies, and intent consideration and cue-using strategies.

The researcher would take the first two periods as an example. The first two periods focused on the Banked Cloze format. For the Banked Cloze format, students were asked to read a passage and select one word for each blank (10 blanks in total) in the passage from a list of 15 choices given in a word bank. The following were the teaching steps:

Step 1: The researcher asked students to do a Banked Cloze exercise excerpted from the reading comprehension part of the CET-4 held in June, 2022 without any instructional cues. They were allowed 10 minutes. During this period of time, the researcher observed students' steps to do the exercise and took down some students' bad reading habits. When time was up, the researcher gave correct answers for them to evaluate their performances and calculate their scores. Then the researcher randomly asked six students to share their difficulties.

Step 2: Keeping students' difficulties in mind and before suggesting and demonstrating helpful strategies to students, the researcher analyzed the rationale for strategy application in this format. She stated the testing focus of the format that it focused on assessing students' abilities to read at various levels, including main idea and important facts, comprehensive analysis, inference and guessing word meaning based on the information in the context, all of which called for strategy application. Besides, the researcher talked about students' bad time-consuming reading habits she observed such as staying too long at one unknown word and starting reading the passage directly without looking at the words in the word bank, which should be removed with the help of some test-taking strategies. Based on that, the researcher proposed that it be advisable to apply some reading strategies and test-taking strategies to facilitate the test. Then the researcher suggested and demonstrated five reading strategies and two test-taking strategies as she guided her students to go over the whole process of the exercise. They began from the classification of words in the word bank and then went through the passage sentence by sentence, analyzing how to find the answer to each blank as soon as possible. Wherever any strategy was applicable, the researcher explained the reason for strategy application, applicable strategy/strategies and their applicable contexts in detail to help students understand. When necessary, the researcher gave more examples.

Step 3: After the demonstration, the researcher asked students to finish another Banked Cloze exercise excerpted from the reading comprehension part of the CET-4 held in December, 2021 to practice the strategies they learned and noted where and why they applied the strategies. Students were also told that they were free to choose and apply the strategies.

Step 4: The researcher gave students the correct answers and let them score. Then students were asked to make a comparison about their performances between the two exercises and conduct a self-evaluation and self-reflection. The researcher gave some comments and encouraged them to practice more after class.

The second period went from June 17 when the first CET-4 of 2023 was held to August 24 when scores were released officially. On June 17, 2023, students took post-test. It was a formal standardized one. After the post-test, the researcher conducted one-to-one semi-structured interviews to learn about students’ attitudes toward the strategy-based reading instruction. The researcher arranged interviews with ten students two days after the CET-4 on June 19, 2023, so that they could have a fresh impression of the immediate effects of the strategy-based reading instruction on their test performance. Each session of interview lasted for 15 to 20 minutes and was recorded by the researcher with a digital voice recorder. After the interview, the researcher transcribed the recordings and the transcripts were reviewed carefully.

Data Analysis

The pre-test and post-test scores of students’ reading comprehension were calculated, using descriptive statistics. For the interview data, content analysis was conducted.

To clearly show the changes in students’ performances in pre-test and post-test and because of the different scoring for this test, the pre-test and post-test scores were firstly converted to hundred-mark system and then classified according to the Classification of Students’ Achievement by Arikunto (2009) as shown in Table 2.

Table 2

Classification of Students’ Achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
30-39	E	Low

Research Results

Based on the data collection and data analysis, the research results were finally obtained: the pre-test and post-test score results indicated that strategy-based reading instruction is effective for teaching reading comprehension and the interview results revealed that participants showed positive and active attitudes toward the strategy-based reading instruction. Two major sets of results will be presented as follows: the pre-test and post-test score results and the interview results.

1. Effects of strategy-based reading instruction on enhancing Chinese college students’ reading comprehension in the CET-4 context

Twenty five students took the pre-test and post-test. The two tests were two versions of the formal CET-4 reading comprehension tests and they were standardized tests with high reliability and validity. The total score of this part was 249, contributing 35% to the total score of the CET-4 710. All the scores used for analyzing were rounded to whole numbers because when the transcript was released, scores for each part (listening, reading, writing & translation) were rounded to whole numbers. The scores of students’ pre-test and post-test were converted to hundred-mark system and classified as shown in Table 3 and Table 4.

Table 3

Frequency and Percentage of Pre-test

Interval	Grade	Level	Frequency	Percentage
80-100	A	Excellent	0	0.00
66-79	B	Good	0	0.00
56-65	C	Sufficient	3	12.00
40-55	D	Fairly Sufficient	19	76.00
30-39	E	Low	3	12.00
Total			25	100.00

As Table 3 showed, in the pre-test, no student was classified as “Excellent” (grade A) or “Good” (grade B). Only three of them were classified as “Sufficient” (grade C), with another three being classified as “Low” (grade E). The majority of them (19 students), with a percentage as high as 76%, were classified as “Fairly Sufficient” (grade D). It could be easily inferred that students didn’t perform well and had great difficulty in doing reading comprehension within limited time in the pre-test.

Table 4
Frequency and Percentage of Post-test

Interval	Grade	Level	Frequency	Percentage
80-100	A	Excellent	3	12.00
66-79	B	Good	8	32.00
56-65	C	Sufficient	10	40.00
40-55	D	Fairly Sufficient	4	16.00
30-39	E	Low	0	0.00
Total			25	100

It can be seen from Table 4 that in the post-test, three students belonged to “Excellent” (grade A) and eight students belonged to “Good” (grade B). Other ten students were classified as “Sufficient” (grade C), with only four of them belonging to “Fairly sufficient” (grade D) and none of them belonging to “Low” (grade E).

In comparison, in the pre-test, no student was ranked “Excellent”(grade A) or “Good” level (grade B), and the majority of them belonged to “Fairly Sufficient” (grade D) , which located them in an inferior position in the test. However, after the intervention, eight students reached “Good” (grade B) and three reached “Excellent” (grade A), which showed a great improvement. In addition, after the intervention, ten students reached “Sufficient” (grade C) and no students belonged to “Low” (grade E), which also indicated a significant enhancement.

To establish whether the pre-test and post-test mean score differences were significant, a paired-samples t-test was performed. The results are presented in the following tables.

Table 5
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	121.24	25	17.977	3.596
	posttest	158.28	25	24.284	4.857

Table 6
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	25	0.811	0

Table 7
Paired Samples Test

Pair		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	pretest - posttest	-37.04	14.319	2.864	-42.951 -31.129	-12.934	24	0

Based on the above tables, there was a significant difference in the scores for pre-test ($M=121.24, S.D.=17.977$) and post-test ($M=158.28, S.D.=24.284$); $t(24)=-12.934, p=.000$. In addition, 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. Specifically, the results suggested that when strategy-based reading instruction was applied, students’ performances in reading comprehension test were significantly enhanced.

2. Students’ attitudes toward strategy-based reading instruction

The purpose of the semi-structured interviews was to elicit information regarding the participants’ personal attitudes toward the strategy-based reading instruction. Ten interview sessions were conducted, and the three interview questions formulated were about 1) their attitudes toward the strategy-based reading instruction, 2) the benefits they gained from the strategy-based reading instruction, and 3) their suggestions for the strategy-based reading instruction.

Question 1 focusing on students’ attitudes toward the strategy-based reading instruction was to learn the teaching effectiveness from students’ direct and subjective description. Based on the ten interview sessions conducted, all of participants showed optimistic and active attitudes toward the strategy-based reading instruction and felt the instruction was very helpful to facilitate the test. They described it as being very “good”, “helpful”, “satisfactory” and “beneficial”. They also expressed their desires for more strategy-based instruction on writing, listening comprehension and translation. Even for two students who didn’t perform well in the test because they did poorly in writing and listening comprehension and nearly gave up the whole test, they did mention that after intervention they finished all the items of reading comprehension in

the post-test and found it less difficult than pre-test. They considered this to be a big progress for them.

Question 2 concerned the benefits students gained from the strategy-based reading instruction. Participants talked about benefits in terms of emotion and strategy application. In the emotional aspect, all of the participants agreed that their confidence increased a lot in post-test compared with the pre-test and they felt far more relaxed in the post-test than in the pre-test. In the strategy application aspect, they said they had learned a lot about strategies, how to apply reading strategies to deal with different formats in reading comprehension and how to apply test-taking strategies to facilitate the test.

One participant shared her experience in the test and said that in the pre-test, she was very nervous because the passages were very long and time was limited. So when she saw several unknown words in the word bank of the Banked Cloze format and there were two unknown words in the first sentence, her mind went blank and she didn't have any confidence in dealing with the material. Then she spent a long time trying the words she knew for the blanks one by one, and because of that unreasonable time allotment, she didn't have enough time to do the last part which is of the heaviest score weight and worse still, neither did she get high score for the Banked Cloze. But in the post-test, she applied some reading strategies and test-taking strategies to facilitate the test and found herself far more relaxed and more confident in reading comprehension. For the same format, in the post-test, she allocated time reasonably (*test-taking strategy*) by skimming (*reading strategy*) the passage quickly and ignored the unknown words (*reading strategy*). Once she figured out some contextual clues (*test-taking strategy*) such as the words “and”, “or”, “opposite” or some grammatical clues such as tense, she stopped and reread (*reading strategy*) the important part and adjusted the reading speed (*reading skill*) to find out the answer. If she read one sentence (with a blank in it) for three times and she still couldn't get the answer, she gave it up to spare more time (*test-taking strategy*) for the items with more marks.

Question 3 delved into students' suggestions for the strategy-based reading instruction. Students' suggestions varied, mainly covering the following points: 1) longings for longer duration of the strategy-based reading instruction; 2) hopes for more reading strategies involved in the follow-up teaching not only for test but also for daily reading; 3) desires for the extension of strategy-based instruction to listening, speaking, writing and translation.

The interview results revealed that participants showed positive and active attitudes toward the strategy-based reading instruction and they felt satisfied with the instruction. Besides, students benefited a lot from the instruction because they learned some useful reading and test-taking strategies and knew how to apply them to the test, which facilitated their test. Students also showed great desires and longings for continuing the instruction or extending the instruction to regular teaching and other language skills teaching.

Discussion

This research aimed to examine the effects of strategy-based reading instruction on enhancing Chinese college students' reading comprehension in the CET-4 context. The researcher conducted a quasi-experiment to compare students' scores of reading comprehension in the CET-4 before and after the strategy-based reading instruction intervention. As the data analysis showed, after the intervention of the strategy-based reading instruction, students' reading comprehension has improved significantly, which is in line with the previous studies related to strategy-based instruction in foreign language learning context, such as Semi Sukarni (2017), whose study found that Strategy-based Reading Instruction (SBRI) is effective for teaching reading comprehension, Muhammad Younus et al. (2017), whose study investigated the effectiveness of strategy-based reading instruction for teaching reading in the English as foreign language classrooms at the university level, and found it being a more effective method for reading instruction than traditional methods, Katherine D. Gibson (2009), whose study showed strategy based reading instruction is an effective way to improve reading comprehension and Li et al. (2022), whose study found that students who received reading strategy instruction made significant improvement in their reading comprehension.

This research also aimed to learn students' attitudes toward strategy-based reading instruction. The interviews showed that all participants held active, positive and optimistic attitudes and considered it to be “good”, “helpful” and “beneficial”, which is consistent with Semi Sukarni (2017)'s study, which indicated the overall students' perception toward Strategy-Based Reading Instruction is “Good” and Li et al. (2022), whose study found that experimental group students held very positive attitudes toward the reading strategy training.

Conclusion

Based on the data analysis and discussion, the conclusion can be drawn as follows:

Strategy-based reading instruction is effective for teaching reading comprehension as it can be proven by the different mean scores and students' classification of their performances of reading comprehension before and after the intervention. Students' post-test scores improved a lot compared with pre-test ones after the treatment of strategy-based reading instruction. The mean scores of post-test increased 37 marks compared with pre-test from 121 to 158, making a significant improvement. Besides, in the pre-test, no student reached “Excellent” (grade A) or “Good” (grade B) level and the majority of them belonged to “Fairly Sufficient” (grade D). However, after the intervention, 11 students in total reached “Good” (grade B) and above, which was a great improvement. In addition, there was a significant difference in the scores for pre-test ($M=121.24$, $S.D.=17.977$) and post-test ($M=158.28$, $S.D.=24.284$); $t(24)=-12.934$, $p=.000$. These results proved that strategy-based reading instruction has positive effects on enhancing Chinese college students' reading comprehension in the CET-4.

All participants' attitudes toward strategy-based reading instruction are active and positive, as is shown in the interviews.

Recommendations

The following are three recommendations based on the research results:

1. Strategy-based reading instruction is applicable to teach reading effectively because reading strategies and test-taking strategies will help students facilitate the test, but the strategies taught can be changed according to the teaching context. Besides, since teaching is dynamic, the strategy training model can be adjusted.

2. In this research, a quasi-experiment was conducted with a narrow sample coverage, so it is recommended that in the future a real experiment can be conducted with a larger coverage of samples.

3. The researcher was allowed only ten weeks (4 periods per week) in total to teach CET-4-related content and she needed to cover listening, reading, writing and translation in her instruction, so the experimental stage lasted only for three weeks and the strategies involved in the instruction were limited. Therefore, a longitudinal study can be conducted in the future involving more strategies in terms of cognitive, metacognitive, affective, social and test-taking ones to make students more effective readers not only for test taking but also for life long reading.

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ICON-ELT 2024

The 3rd International Conference on English Language Teaching

“Current Trends in Task-Based Language Teaching:
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ISBN (e-book): 978-974-692-451-1

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

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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

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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 (1st year and 4th 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

Introduction

Learning English as a compulsory subject at primary, secondary, and tertiary education levels in Myanmar has been practised for many decades. As a matter of fact, the majority of the students learn English for the sake of passing the exam, getting good grades and going further study. Since English has become a global language and widely used in many areas centuries ago, learners become more aware of the importance of English language. In business, it calls for English as a medium and in international ties, trade, treaties and mass media; English becomes an important and common media. As English has been a determining factor in most aspects, the students of today accept it as an important phenomenon. They are aware that if they master English, the golden opportunities open for them. The more opportunities the learners have, the more positive attitudes they seem to possess. “In pursuing any foreign language, there are many different factors that influence the foreign language learning. Affective variables such as attitudes, orientation, motivation and anxiety are as important as aptitudes, intelligence, age and personality” (Abidin, et al., 2012).

Several definitions of attitude from different perspectives are considered in the field of language learning (Abidin, et al., 2012). As Montano and Kasprzyk (2008) state, Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Wenden (2002) proposes a broader definition of attitudes and classifies attitude into three components namely cognitive, affective and behavioral. The ‘cognitive’ component is made up of the beliefs and thoughts about the object of the attitude. The ‘affective’ component involves the person’s emotions towards an object, ‘likes’ or ‘dislikes’, ‘with’ or ‘against’. Finally, the ‘behavioral’ component refers to one’s consisting actions or tendency to adopt special learning behaviors (Abidin, et al., 2012). To my knowledge, almost all studies in Myanmar and some non-English speaking countries focused on the attitudes towards learning English as foreign language have constantly shown certain level of positive attitudes. The present study gives more emphasis on the relationship between attitudes towards English language learning and proficiency level among different specialization students.

Purpose of the study

This study investigated the relationships between participants’ specialization and attitudes towards English language learning, attitudes English proficiency level and language attitude. The data analysis aims at determining whether there are significant differences in attitudes towards English language learning between Arts and Science students; between students with High and Low English proficiency levels, too.

Research questions

The study is designed to give answers for the following:

- (i) Do students’ attitudes towards learning English language differ in accordance with their specialization?
- (ii) Do students’ attitudes towards learning English language differ in accordance with their level of English proficiency?

Significance of the study

Most of the previous studies focused on differences in participants’ attitudes towards learning English language as a foreign language in relation to their demographics. The present study intends to explore the relationship between attitudes towards English language learning and proficiency level among different specialization students.

Literature Review

A study at University Kebangsaan Malaysia revealed that Non-English major undergraduate students possessed positive attitudes towards English language (Mohd Sallehuddin, 1994). Similar findings were also found in some studies in which non-native, non-English major taking undergraduate students showed their positive attitudes towards English language or English language learning (Al Mamun et al., 2012; Nahavandi and Mukundan, 2013; Al Samadani & Ibnian, 2015).

Another study by Yang (2012) revealed that learners who were highly and positively involved in their English proficiency had positive attitudes and highly motivated towards learning English. A study conducted at Islamic Azad University, Iran showed highly positive attitudes of the EFL learners towards the target language (Chalak & Kassaian, 2010). Some studies have found gender differences in language attitude among second language users, especially female users' superiority in positive attitudes towards second language (Soleimani & Hanafi, 2013; Oxford & Ehrman, 1992; Ghazvini & Khajehpour, 2011, Eshghinejad, 2016). However, diverging findings were revealed by some scholars such as Fakeye (2010).

The present study is designed not only to explore the learners' attitudes toward learning English language as a foreign language at tertiary level in Myanmar context but to explore differences in learners' attitudes based on their specialization and English proficiency level.

Method

Participants

The present study includes 224 undergraduate students majoring in different specializations at Myitkyina University, 2019-2020 Academic Year. Of 14 specializations, all the non-English specializations students have to take compulsory English course. The participants in this research are 104 male students and 120 female students whose mean age is 19.04 years with a standard deviation of 1.81 years ($M=19.04$, $SD=1.81$).

Instruments

A self-report type research questionnaire was administered to the participants for data collection. Question items include participants' demographic information and two measurements.

The first measurement is 4-item English proficiency scale developed by the authors. To respond the question items, participants have to rate one's perceived level of English proficiency on the 4-point Likert scale, 1 represent 'a little' and 4 'very well'. The second measurement is the 30-item language attitudes scale developed by Abidin et al. (2012). Of 30 items, Item 1 through 10 measure the behavioral aspect of attitudes, Item 11 through 20 the cognitive aspect, and Item 21 through 30 the emotional aspect. A 5-point Likert scale was provided for each question item to make participants enable rating their language attitudes; 1 represent 'Strongly disagree' and 5 represent 'Strongly agree'. Both scales are originally available in English version and were translated into Myanmar language to fit with research purpose.

Procedure

Data collection is done in the lecture room just after the lecture or tutorial session. Permission for data collection was allowed by the Rector as well as the heads of the academic departments. Potential participants were given a detailed explanation about the study and were recruited on the basis of their voluntary consent. Maximum duration for responding the questionnaire was not limited. However, it took most participants approximately fifteen minutes to complete responding all the question items in the questionnaire.

Results and Discussion

Profile of Participants

For the purpose of data analysis, the IBM SPSS 23 version is operated. Participants’ demographic data are analyzed and the result shows that the sample includes 104 male participants (46.00%) and 120 female participants (54.00%) whose mean age is 19.04 years with a standard deviation of 1.81 years. A total number of 127 Arts specialization students (56.70%) and 96 Science specialization students (42.86%) participated in the present study.

Students’ Attitudes towards English Language Learning

In order to examine whether positive attitudes towards learning English language differ between participants majoring in Arts and Science specializations, an independent-sample *t*-test (two-tailed) was operated.

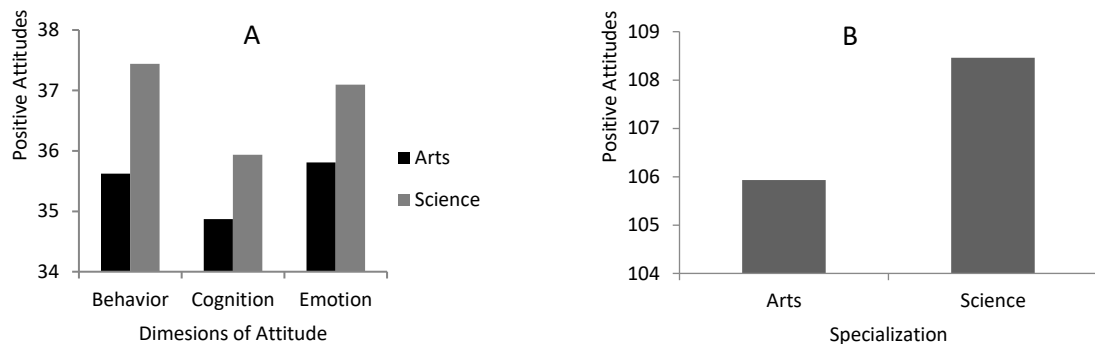


Figure 1.

(A) Bar graph showing descriptive statistic of language attitudes in three dimensions reported by participants majoring in Arts and Science specializations.

(B) Bar graph describing positive attitudes towards learning English language reported by participants majoring in Arts and Science specializations.

Before running *t*-test, means scores of Arts and Science students’ positive language attitudes measured in three dimensions are described; see *Figure 1* (A). The result of *t*-test showed a significant mean difference in positive attitudes towards learning English Language between Arts and Science students, $t(221)=-2.00$, $p<.05$. Science students ($M=108.46$, $SD=1.03$) reported significantly higher positive attitudes towards learning English language than Arts students ($M=105.93$, $SD=.91$), see *Figure 1* (B).

For the purpose of examining difference in attitudes towards learning English language between participants with ‘High’ and ‘Low’ English proficiency level, an independent-sample *t*-test (two-tailed) was operated.

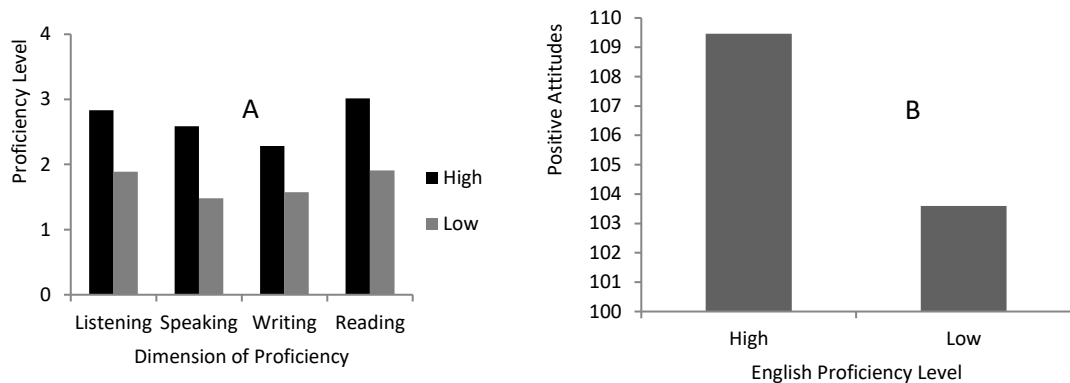


Figure 2.

(A) Bar graph showing descriptive statistic of English language proficiency levels in four dimensions reported by participants.

(B) Bar graph describing positive attitudes towards learning English language reported by participants with High and Low English proficiency levels.

Before running *t*-test, means scores of participants’ English language proficiency level measured in four dimensions are described; see *Figure 2 (A)*. The result of *t*-test showed a significant difference in attitudes towards learning English Language between participants with High and Low English proficient level, $t(220)=4.37$, $p<.001$. Participants with high English proficiency level ($M=109.46$, $SD=10.48$) reported significantly higher positive attitudes towards English language learning than those with low English proficiency level ($M=103.60$, $SD=8.79$), see *Figure 2 (B)*.

In order to examine whether language proficiency and language attitude correlate each other, Pearson correlation analysis was carried out. A scatter plot showing point-to-point relation between language proficiency and language attitude of individual participants was depicted below; see *Figure 3*.

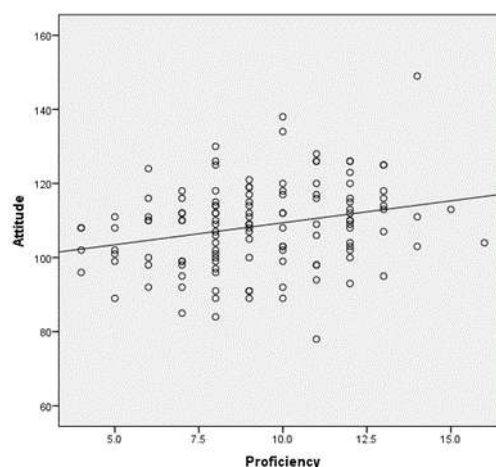


Figure 3.

Scatter plot showing the correlation between ‘language proficiency’ and ‘language attitude’ among participants ($N=224$).

The result of Pearson correlation analysis revealed a positive correlation between ‘language proficiency’ and ‘positive language attitude’ among participants, ($r=.27, p<.01$).

Discussion

The results of the inferential statistical analysis show that there are significant differences in attitudes towards English language learning between Arts and Science students, as well as, between students with High and Low English proficiency levels.

The former difference reflects the education system currently practised in the basic and the higher education levels in Myanmar. Both Arts and Science students had studied English as one of the compulsory subjects in their high school. There are eight combinations of school subjects which high school students have to choose as their specialized combinations. Each combination includes a total number of six school subjects such as Myanmar literature, English language, Mathematics and so on. Generally, students taking Arts-intensive combination in high school had comparatively less exposure to English because they had to learn only two subjects in English. On the other hand, Science specialization students had much more exposure to English than Arts students. Five out of six school subjects are taught in English to the Science-intensive combination students. Accordingly, Science students are much familiar with English and are more interested in learning it. At tertiary level education system, applicants are allowed to choose specialization subjects not based on their personal preference or interest but based on their total score at matriculation examination. Generally, a comparatively high total score is needed to take a Science specialization whereas a relatively low total score requires for taking Arts specialization subjects. The result of inferential statistic output is consistent with the notion that people who are more proficient in a particular foreign language might have more positive attitudes on that language. Inasmuch as participants’ specialized subject has a significant effect on participants’ positive attitudes towards learning English language as a foreign language.

The latter difference reflects an intra-personal factor that governs the attitudes towards learning a foreign language. In this case, regardless of participants’ specialization, the researchers looked for inter-individual differences in attitudes towards English language learning with respect to their level of English language proficiency. It is unsurprising to learn that participants with a high English proficiency level have more positive attitudes towards English language learning than those with a low English proficiency level. This point argues that proficiency level in any foreign language more likely to attract positive attitudes towards learning that language.

However, it is not clear that positive attitudes towards learning a foreign language were activated by high proficiency in that language or, vice versa, one’s high proficiency in the foreign language attracts one’s positive attitudes towards that language. To give answer these questions “does language proficiency level influence language attitude?” or “does positive language attitude influence language proficiency?” the Pearson bivariate correlational analysis was carried out. Language proficiency was found to positively correlate with language attitude. A positive correlation coefficient value means that an increase in ‘language attitude’ causes an increase in ‘language proficiency’ as well.

Conclusion

In this study, differences in language attitudes among undergraduate students studying in University of Myitkyina were examined based on their specializations and English language proficiency. A significant effect of specialization on positive attitudes towards learning English language was found. Similarly, a significant effect of students' English proficiency level on attitudes towards English language learning was revealed. Science specialization students have more positive attitudes towards learning English language than Arts specialization students. Students with high English proficiency have more positive attitudes than those with low English proficiency level. Moreover, language attitudes and language proficiency were found to positively correlate each other. To conclude, learners' positive attitudes towards learning a foreign language is significantly influenced by their English proficiency level. It is recommended that learner's chance to engage activities in which their exposure to English language should be increased to attract their positive language attitude, in turn, the positive language attitude will further enhance their proficiency.

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ICON-ELT 2024

The 3rd International Conference on English Language Teaching

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

ISBN (e-book): 978-974-692-451-1

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

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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

Introduction

Since many people in the world use English language for communication purposes, many Myanmar students have started learning it as a foreign language from elementary schools and even from earlier times. Therefore, one might assume that these students are able to master four language skills, e.g. listening, speaking, reading, and writing when they are adults. However, Myanmar learners master these skills with varying degrees. Some learners may have a good command of all four skills, and some may be good at a particular skill at the expense of other skills. Accordingly, writing in English is the skill that most Myanmar EFL learners have many difficulties with. For instance, many learners who are able to express themselves verbally will run into difficulty when writing a simple paragraph or even a few sentences, so they will fail to write effectively in English. This may be mainly because of the way instructors teach writing using traditional ways in EFL classrooms in which they provide students with a topic and then ask the students to write one or more paragraphs about it at home. Finally, teachers evaluate students' writing assignments and give them some feedback. Despite numerous studies conducted on the effectiveness of TBLT on language



learners' skills (Hayati & Jalilifar, 2010, Fatehi Rad & Mohammad Jafari, 2013; Nourbakhsh Kolaei Yarahmadi, & Maghsoudi, 2013), only a few studies have addressed the impact of this method on writing skills of EFL learners. In addition, little research explored the effectiveness of TBLT on EFL learners' writings. Accordingly, the present study aims to investigate how the employment of task-based language teaching methodology might affect EFL learners' writing skills.

In this study, we shifted from a traditional approach of teaching writing to a more student-centred approach. Instead of giving our learners a topic to write about and revising their drafts afterwards, we presented our learners with a topic and asked them various questions to motivate them to discuss it. In the pre-task stage, learners had an opportunity to work in pairs or groups to discuss the topic and produce some language that could be useful for their task. Then, during a task stage, learners had a chance to write their essays while we stepped in to guide them occasionally. Task Based Language Teaching helped us to improve our students' writing proficiency significantly.

Task-based Language Teaching

The first person who brought TBLT into teaching profession was Prabhu (1987). This approach also offers an alternative for language teachers. Those who advocate TBLT argue that language exercises are unnecessary to learn languages. When language learners use languages to express meaning and transmit messages across situations that resemble real-world conditions, language instruction will be effective and successful (Nunan, 1989). Therefore, we should create and use only those tasks with functions, context, and combined language skills like those skills needed for establishing real communications in everyday situations. In TBLT, according to Nunan (1989), there is a focus shift from the outcomes of instruction (learners acquire linguistic knowledge or skills) towards the processes of learning (the activities learners need to do to learn more efficiently). The main objective of TBLT is to engage language learners in authentic language use through carrying out a series of tasks while interacting with other learners. It also assists students to learn new linguistic knowledge and organize their existing knowledge (Ellis, 2003). According to him, learners might learn easier when they focus their minds on the task and not on the language forms. He defined a task as an activity where learners use the process of thinking to come up with an outcome from the inputs they receive. TBLT also assists teachers to control and regulate the thinking and learning process (Van Den Branden, 2006). In the same way, Kumaravadelu (1993; cited in Ellis, 2006) pointed out that methodology is the central element of task-based instruction as the main goal in this approach is to enable students to find their own paths to learning. Generally, the researchers and instructors agree that the task-based instruction is potentially motivating, stimulating, empowering, and challenging. These characteristics help learners to gain autonomy in language learning. Besides, task-based language teaching can present language learning in classrooms in a more natural way and may trigger a higher rate of language acquisition. Since the TBLT methodology assist learners to have a clear goal for real communication, to facilitate language learning, there is a need for interaction and the comprehensive input (Wang, 2006).



Task-based learning is helpful to language learners since it is more learner-centered than other approaches. While the teacher may provide language forms needed for communication in the pre-task phase, the students can use any form they want and this enables them to use all the language forms and structures they know, rather than a single predetermined form set by the teachers or the textbook. Moreover, as students become familiar with the tasks, they are encouraged to be engaged, and this may further encourage them in their language learning. In TBLT, learners also focus on meaning rather than language forms. This is because students perform a group of communicative tasks instead of doing form-based discrete language drills. In addition, students need to express their own ideas, in either a verbal or a written mode, about the topic under discussion. They can also work on their desired topics. Teachers can assist the students to express their ideas via the analysis of meaning taken from communicative activities and tasks. According to Willis (1996), “within the TBL framework, tasks and texts combine to give students a rich exposure to language and also opportunities to use it themselves” (p. 101). Research on TBLT shows pros and cons regarding the use of TBLT in language classrooms. Furthermore, it shows various aspects associated, such as methodology, classroom management, and practical issues including proficiency in English, the number of students, time needed for preparation and workload in the TBLT approach, knowledge for how to complete tasks, students’ unawareness of this learning process, the complexity of tasks which the learners should perform, and the assessment of learning. Concerning teachers’ attitudes towards TBLT and classroom management, it’s worth mentioning that EFL teachers are unwilling to use communicative approaches, such as TBLT, but they prefer the traditional Presentation-Practice-Production (PPP). In addition, they are worried about discipline and the role of the teacher while they give priority to textbook coverage (Carless, 2002); moreover, they prefer quiet and controlled classrooms to noisy activities (Carless, 2002). Some teachers also believe that TBLT would delay the students who are more competent (Jeon & Hahn, 2006). Nonetheless, some teachers support the efficiency of TBLT for small-group work, interactive tasks, and learning outcomes, such as motivation, independence, autonomy, and strategies developed in line with students’ needs (Jeon & Hahn, 2006). Practical issues are also among other concerns for teachers. For example, teachers may personally have limited proficiency in English or feel insecure in classes where they have to perform communicative tasks (Watson Todd, 2006). Classes with many of students are another factor of concern (Jeon & Hahn, 2006). Lack of preparation, shortage of time, and heavy workload in the TBLT approach are other issues (Carless, 2002; Jeon & Hahn, 2006). In addition, teachers may have difficulty with the limited class time available for carrying out tasks and all the other activities in the TBLT cycles, such as task repetition or focusing on form (Carless, 2003; Lopes, 2004; McDonough & Chaikitmongkol, 2007). Other problems may result from teachers’ lack of systematic knowledge for implementing tasks or for shifting from a teacher-centered approach to a learner-centered approach, such as TBLT (Jeon & Hahn, 2006; McDonough & Chaikitmongkol, 2007; Xu, Liu, & Jiang, 2008). Other systematic challenges include students’ unfamiliarity with this learning process (Jeon & Hahn, 2006), task complexity (Carless, 2009), links between tasks (Watson Todd, 2006), transitions between various materials, and unexpected responses to students through



clear instructions and accurate feedback (McDonough & Chaikitmongkol, 2007). Assessment can also cause some practical concerns for teachers. For instance, some teachers do not also know how to measure learners’ performance (Jeon & Hahn, 2006), whereas others are concerned with the teacher’s tendency to mark students’ performance on tasks subjectively (Watson Todd, 2006). Another major problem is the mismatch between tasks and traditional form-oriented exams (Carless, 2007). Before implementing TBLT, instructors need to take into account the notion of communicative tasks. Willis (1996, p. 28) defines the term task as those “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.” Furthermore, tasks must meet certain requirements. First, tasks should have an appropriate complexity and difficulty level that matches students’ level of proficiency. Second, the main goal of a task in an ESP context should target learners’ needs for communication in real-life situations or at the workplace. In addition, tasks must incorporate authentic materials from written or oral texts without simplifying their level of difficulty. Willis (1996, p. 23) has also suggested that teachers need to design communicative tasks and activities with “a suitable degree of intellectual and linguistic challenge and promote learners’ language development as efficiently as possible.” Moreover, tasks should incorporate a given feature of language form for students to convey meaning, including how to use the passive voice, comparative and superlative forms of adjectives, or the conditional sentences.

Theoretical Background

Ellis (2006) has proposed the theoretical framework used in the present study. According to Ellis (2006), the TBLT methodology involves two types of processes. Firstly, there are processes that determine how to change activities included in the syllabus into actual lessons (lesson design) and the processes that address the teachers’ and learners’ participation and interaction in the lessons (participatory structure). Lesson design addresses the stages or components of a lesson in which a task is the main component. Ellis (2006) believed that in TBLT a lesson design includes three stages: pre-task, during a task, and post-task. The first phase, pre-task, encompasses several activities that teachers and students need to perform before starting the task. An example would be the time given to the students to plan how to perform the task. The second phase, during a task, is associated with the task itself and includes some instructional alternatives; for instance, it specifies that the learners have to perform the task under the time-pressure or not. The final phase, post-task, includes follow-up activities associated with the task performance and focuses on language forms. Indeed, only the task performance phase is compulsory in TBLT, while the two other stages are optional. Therefore, the main component of the TBLT methodology is the task performance phase (see Table): As this study was carried out in Myanmar, Najjari (2014) believes TBLT methodology has been welcomed by Myanmar scholars and teachers although its adoption has been exercised with caution. According to Carless (2012), task-supported language teaching (TSLT) is a more moderate version of TBLT which can have more positive outcomes especially because of the challenges faced by East Asian teachers who are forced to adopt the strong, more theoretical version of TBLT. A framework for designing task-based lessons (Ellis, 2006, p. 80) is not the approval of one methodology over the other, but the adaptation of the tasks that



learners confronted with, and the roles language learners perform in the existing language pedagogy. Thomas and Reinders (2015) further added another determinant, the social context, in which the language learners perform the tasks. That is why, more or less, we can say that TBLT is more concerned with the theory of learning rather than the theory of language. Integrated with the theory of learning, TBLT even encourages not competent language learners and make them more confident to activate and use whatever language they already have in the process of completing a task without being afraid of making mistakes (Motlagh, Sharif Jafari, & Yazdani, 2014). Indeed, TBLT is designed to inspire language learners to enhance their language competence by being involved in completing meaningful tasks.

Research Objectives

The main objective of the present study is to investigate the impact of task-based language teaching methodology on writing skills of Myanmar EFL learners. Besides, the specific objectives of this study are as follows:

1. To find out if task-based language methodology of writing instruction can improve writing skills of Myanmar EFL learners.
2. To determine if task-based language methodology can improve components of writing (Content, Organization, Vocabulary, Language use, and Sentence mechanics) for Myanmar EFL learners.

Materials and Method

According to the objectives of the study stated earlier, researcher employed a quantitative experimental method to study two groups of participants with the intermediate level of English proficiency through an experimental group and a control group. Besides, the present study employed a quantitative experimental method in the sense that it used both experimental approaches and statistical analyses of quantitative data, including the comparison of experimental and control groups, and formal, systematic measurement of quantities, such as the numerical values assigned to the participants' writing ability and its different components.

Participants

The population of the study included Myanmar learners who were studying English as a foreign language at the intermediate level. The population included both male and female participants. The reason for selecting the intermediate EFL learners as the participants was that the EFL learners at this level possessed a fundamental knowledge of English syntax and English structural rules needed for the performance of writing tasks, as specified by the English Language Proficiency Standards. To select the participants in this study, the researcher applied availability-sampling procedure from English language institutes in Yangon, Myanmar. To this end, sample included 20 EFL learners from TESOL classes. Then, they placed the participants randomly into two groups as the control group and the experimental group. The randomization aimed to assign the participants to both groups without using any determined criterion; so that, they would be standardized as much as possible regarding a given variable, their English proficiency. The number of the participants randomly assigned to the control

group was 10 EFL learners (2 males and 8 females); similarly, the same number of the participants, 10 EFL learners (3 males and 7 females), were assigned to the treatment group. In addition, the participants' age was 25–40 and their native language was Myanmar.

Data Collection

In order to answer research questions, the researchers collected and analyzed the collected data by SPSS Software (Version 19). To answer the first research question (To find out if task-based language methodology can enhance analytic writing skills of Myanmar EFL learners in comparison with the traditional method), the researcher applied descriptive statistics including mean and standard deviation. The aim was to ensure the consistency of the participants concerning their writing skills before conducting the study and to find the effects of the treatment on the participants in the experimental group. In order to answer the second research question (To determine if task-based language methodology can improve components of writing [content, organization, vocabulary, language use, and sentence mechanics] for Myanmar EFL learners), the researchers applied frequency analysis and SPSS.

Results

This section presents the results of the data analysis to make it clear to what extent the implementation of task-based language teaching affected the writing skills of Myanmar EFL learners.

Questionnaire Survey

Part 1: Teaching Experience

Guided Questions

- i. How long have you been teaching English?
- ii. What courses and levels of students are you teaching?
- iii. How many students are there in the classroom?
- iv. What do you think about the class size? Is it a challenge for you to teach? If yes/no, why?
- v. In your opinion, what is your role in the class?
- vi. What do you expect the student to accomplish?
- vii. How do you achieve that? Usually, what do you do to prepare for the class?

For the purpose of measuring participants' teaching experience, a singular inquiry is employed to investigate their familiarity and expertise in TBLT English instruction. The participants are graded into three distinct categories based on their tenure in the field: (0–5) years, (5–10) years, and 10 years and beyond. Quantitative questionnaire findings are then analysed with mean value.

Table 1

Participants’ knowledge and experience of teaching English (n=20)

Sr No	Items	(0-5) Years	(5-10) Years	10 years and above	Mean	SD	Interpretation
1	How long have you been teaching English?	63%	18.5%	18.5%	1.56	0.79	Having moderate knowledge and experience of teaching English

NOTE:

1.00-1.66=Having moderate knowledge and experience of teaching English

1.67-2.33=Having a fair amount of knowledge and experience of teaching English

2.34-3.00=Having good amount of knowledge and experience of teaching English

Based on the data presented in the table, it can be observed that 63% of the educators listed have teaching experience ranging from 0 to 5 years, while 18.5% fall within the 5 to 10-year range, and an equal proportion of 18.5% possess over 10 years of teaching experience. The table also illustrates that the average mean is 1.56 years with a standard deviation of 0.79. This suggests that participants exhibit a moderate level of knowledge and experience in teaching English.

Understanding the courses and the academic levels of the students is necessary for explaining the outcomes of interpretation. The specific inquiry relates to the courses being taught and the educational levels of the students therein.

Table 2

Participants’ courses and levels of students they are teaching (n=20)

Sr No	Items	Young Learners	Academic English	General English	Mean	SD
2	What courses and levels of students are you teaching?	48.1%	11.1%	40.8%	1.93	0.94

Nearly half of educators instruct young learners, while only 11.1% specialize in teaching Academic English. General English is taught by 40.8% of teachers, with a standard deviation of 0.94 and a mean of 1.93.

In the context of academic inquiry, the population of students within a classroom is categorized into three groups in Table 3: those ranging from 0 to 5 students, from 5 to 10 students, and those exceeding 10 students. The query utilized for this investigation is: “How many students are there in the classroom?” This inquiry aims to ascertain the quantity of learners being instructed by educators in their respective classes.

Table 3

Average number of students studying in the classroom (n=20)

Sr No	Items	(0-5) students	(5-10) Students	(10 and above) students	Mean	SD
3	How many students are there in the classroom?	7.4%	14.8%	77.8%	2.70	0.60

A minimal proportion, constituting merely 7.4% of educators, are tasked with instructing cohorts ranging from 0 to 5 students. Conversely, approximately 14.8% of teachers are responsible for teaching classes of 5 to 10 students. The majority, encompassing 77.8% of instructors, are engaged in educating classes of 10 students or more. The standard deviation for this distribution is 0.60, with a mean of 2.70.

Table 4 is titled "The Roles of Teachers in the Classroom," with represented roles being facilitator, educator, and language provider although there are a great number of roles for a teacher in a classroom. Within this table, teachers express their perspectives, and the data presented are derived from their responses.

Table 4

Teacher’s role in the classroom (n=20)

Sr No	Items	Facilitator	Teacher	Language provider	Mean	SD
4	In your opinion, what is?	73.9%	18.5%	7.6%	1.34	0.61

According to the survey, 73.9% of participants perceive themselves as facilitators in the classroom. Conversely, only 18.5% express a strong affinity for the role of teacher. Additionally, 7.6% of educators assume the role of language provider during classroom instruction. The table exhibits a standard deviation of 0.61 and a mean of 1.34.

Table 5 will provide insights into class size. In order to gather data, participants were asked their opinions on class size. The table is divided into two sections: one pertaining to large class sizes and the other to small class sizes. Its purpose is to illustrate the current state of class sizes and explore potential strategies teachers might employ to address associated challenges.

Table 5

The class size (n=20)

Sr No	Items	Big class size	Small class size
5	What do you think about the class size?	40.7%	59.25%

This table demonstrates that 40.7% of teachers believe that they can manage large class sizes without difficulty and are comfortable with them. Conversely, a significant proportion of educators prefer teaching smaller classes, especially when utilizing the TBLT approach, with 59.25% expressing a preference for smaller class sizes.

A total of 20 students were surveyed regarding their teachers’ expectations in Table 6. The data collection question was formulated as follows: What do you expect the student to accomplish? Respondents were provided with three options: comprehensive understanding, basic understanding only, and motivation.

Table 6

Teachers’ expectation towards the student to accomplish (n=20)

Sr No	Items	Complete understanding	Understanding	Motivation	Mean	SD
6	What do you expect the student to accomplish?	37.04%	37.04%	25.92%	1.89	0.79

The table illustrates that 37.04% of the participants anticipate learners achieving a comprehensive understanding, while an equivalent percentage foresee learners attaining only partial understanding. Additionally, a quarter of the interviewees anticipate an increase in learner motivation.

Table 7 will describe the teacher’s readiness for class, focusing on three main categories: sourcing relevant materials, strategic planning, and engaging in self-reflection. The inquiry employed to gather data is framed by the question: “What methods do you employ to prepare for your classes?”.

Table 7

Teachers’ preparation for the class (n=20)

Sr No	Items	Providing useful materials	Planning materials	Preparing to have self-reflections	Mean	SD
7	How do you achieve that? Usually, what do you do to prepare for the class?	40.74%	37.03%	22.23%	1.81	0.77

Based on the data presented in the table, it is evident that 40.74% of teachers engage in class preparation by furnishing relevant materials. Following closely, the second highest percentage of teachers utilize planning materials for class preparation. Additionally, 22.23% of teachers engage in self-reflection as part of their preparation process.

Part 2: Understanding task-based language teaching (TBLT)

Guided Questions

- i. How do you know about task-based language teaching? From what kind of resource? Like self-reading, a workshop or somewhere else?
- ii. About task-based language teaching, what is your definition of a task?
- iii. How would you define and understand task-based language learning?

Table 8, entitled “Familiarity with Task-Based Language Teaching,” encompasses data from a cohort of 20 participants. The questionnaire item probes participants on their acquisition of knowledge regarding task-based language teaching, specifically inquiring about the sources of this knowledge, such as self-study, workshops, or other avenues. Participants are provided with three response options: self-study, workshop attendance, or alternative sources.

Table 8

Knowledge about task-based language teaching (n=20)

Sr No	Item	Self-reading	Workshop and training	Somewhere else	Mean	SD
8	How do you know about task-based language teaching? From what kind of resource? Like self-reading, a workshop or somewhere else?	35.29%	64.70%	0%	1.65	0.48

More than fifty percent of the participants in the study acquired knowledge about Task-Based Language Teaching (TBLT) through workshops and training sessions. Approximately thirty-five percent of teachers gained their understanding of TBLT through self-directed reading. Interestingly, none of the participants reported obtaining knowledge about TBLT from other sources.

The Interpretation of the task's definition can vary depending on Individuals or scholars, each offering distinct perspectives on the theory. This disparity is evident in Table 9, which outlines various definitions of a task. Specifically, regarding task-based language teaching, how do you define a task?

Table 9

Definition of a task (n=20)

Sr No	Item	Task is a set of exercises or question that learners must deal with using prior knowledge. Task arouses learner's interest.	Using activities to improve communication and language comprehension, as well as to develop authentic language use and problem-solving abilities, Task-Based Language Teaching (TBLT) aims to achieve a particular goal in language training.	When it comes to TBLT, my understanding is that it is another version of communicative language teaching. Thus, the learning process doesn't solely rely on the language itself, but the learning takes place while students are performing some tasks with the goal of completing it by the use of the target language
9	About task-based language teaching, what is your definition of a task?	22%	28%	50%

The table illustrates that approximately 50% of the participants perceive Task-Based Language Teaching (TBLT) as akin to communicative language teaching, wherein language learning is not solely dependent on linguistic elements but rather occurs during task performance utilizing the target language. Just over 25% of the participants view TBLT as a methodology aimed at enhancing communication, language comprehension, authentic language usage, and problem-solving skills through various activities, with the overarching goal of achieving specific language training objectives. Less than 25% of the participants share the same perspective on TBLT’s objectives and methodologies.

Each individual possesses unique perspectives when it comes to redefining concepts. Presented in Table 10 are the personal definitions of task-based language learning by educators. These definitions fall into three distinct categories. The inquiry posed to ascertain these definitions is: “How do you conceptualize and interpret task-based language learning?”

Table 10

Teachers’ own definition of a task-based language learning (n=20)

Sr No	Item	Task-based language learning means students try to find out something related to the language such as grammar, vocabulary or functional language through doing something without teachers’ direct explanation and they get familiar with them without noticing obviously.	Task-based language learning (TBLT) is a meaningful method of language acquisition that places the importance of completing meaningful tasks, including role-plays or problem-solving exercises, in order to accomplish defined goals. This method facilitates authentic language use, meaningful context, active engagement, learner autonomy, and the development of communication skills and fluency.	Task-based language learning is a method of learning where students learn (for example, language) by doing tasks. However, students do not learn primarily from tasks, but from the activities and communications that they need to do to accomplish that task.
10	How would you define and understand task-based language learning?	31%	24%	45%

Nearly a half of the teachers defines that Task-based language learning is a method of learning where students learn (for example, language) by doing tasks. However, students do not learn primarily from tasks, but from the activities and communications that they need to do to accomplish that task.

Part 3: Implementation of TBLT

Selective Questions according to Different Individual

- i. Have you ever used TBLT in your teaching?
- ii. Approximately, how often do you use TBLT?
- iii. Are you still using TBLT in your teaching?
- iv. For what practical reasons do you choose, or avoid implementing TBLT?
- v. What kind of activity do you often carry out in the TBLT class? What’s the result? Which activity do you think is effective/ineffective in the class? Which one do you think is difficult to carry out?
- vi. Do you think your implementation of TBLT is successful in your class? Are there any challenges for implementing TBLT in your class?
- vii. Some teachers think that the high English standard of the student is crucial for the effective implementation of TBLT. Do you agree?

The implementation of Task-Based Language Teaching (TBLT) in educational settings has garnered significant attention due to its potential in enhancing language learning outcomes. Table 11 presents insights into educators’ utilization of TBLT within their teaching practices, as indicated by their responses to the query: “Have you ever used TBLT (Task-Based Language Teaching) in your teaching?” Responses are categorized into three distinct options: affirmative, negative, and other. This data offers valuable perspectives on the prevalence and adoption of TBLT strategies in language instruction.

Table 11

The use of TBLT in the class (n=20)

Sr No	Item	Yes	No	Mean	SD	Interpretation
11	Have you ever used TBLT (Task based language Teaching) in your teaching?	94.1%	5.88%	1.06	0.24	Usually used

NOTE

1.00-1.05=Moderately used

1.51-2.00=Usually used

The data presented in the table reveals a notable trend in the adoption of Task-Based Language Teaching (TBLT) among participants. Specifically, the majority, comprising just over 94% of the respondents, reported utilizing TBLT in their classrooms. Conversely, a minority, approximately 6% of participants, indicated that they have not employed TBLT in their teaching practices. Such a distribution suggests a prevalent tendency towards the utilization of TBLT methodologies among language educators, highlighting its widespread implementation as a commonly utilized approach in language instruction.

The adoption and application of Task-Based Language Teaching (TBLT) within educational settings have garnered significant attention in recent years. Table 12 provides insight into the frequency of TBLT utilization in classrooms. Educators were asked to indicate the frequency of their TBLT implementation, with response options categorized as “always,” “often,” and “rarely.” This data offers valuable insights into the prevalence and integration of TBLT practices within language teaching contexts. Through an analysis of this data, we can gain a deeper understanding of the current landscape of TBLT usage and its implications for language education. This paper aims to explore and interpret the findings presented in Table 12, shedding light on the various factors influencing the frequency of TBLT implementation in classrooms.

Table 12

Frequency of the use of TBLT in the class (n=20)

Sr No	Item	Always	Often	Rarely	Mean	SD	Interpretation
12	Approximately how often do you use TBLT?	25.83%	74.17%	0%	1.74	0.44	Usually used

NOTE:

1.00-1.66=Moderately

1.67-2.33=Usually used

2.34-3.00=Always used

The data presented in the table reveals significant trends regarding the frequency of Task-Based Language Teaching (TBLT) usage among students. A notable 25.83% of students reported consistently employing TBLT methodologies, indicating a strong inclination towards regular engagement with this approach. Furthermore, a substantial majority of 74.17% of students reported frequent utilization of TBLT strategies in their language learning endeavours. Remarkably, no students reported rare usage of TBLT, suggesting a prevailing acceptance and integration of TBLT practices within the learning environment. This interpretation underscores the prevailing preference for TBLT among students, with the majority either utilizing it often or consistently. Such findings imply a recognition of the effectiveness and utility of TBLT methodologies in facilitating language acquisition and proficiency development.

The present utilization of Task-Based Language Teaching (TBLT) among teachers may yield varying responses – affirmative, negative, or uncertain. The study encompasses 20 participants who are educators. The questionnaire focuses on whether they are currently implementing TBLT in their teaching practices. This particular query is particularly intriguing for educators actively engaged in teaching. Additionally, it provides teachers with an opportunity to reflect on the potential adoption of the TBLT approach in their classrooms.

Table 13

Teachers’ current use of TBLT in the class (n=20)

Sr No	Item	Yes	No	May be	Mean	SD	Interpretation
13	Are you still using TBLT in your teaching?	82.4%	0%	17.6%	1.35	0.76	Yes

NOTE:

1.00-1.66=Yes

1.67-2.33=May be

2.34-3.00=No

The noteworthy aspect of the table lies in the widespread utilization of Task-Based Language Teaching (TBLT), as evidenced by nearly all students employing this approach. Furthermore, a substantial 17.6% of students express intent to adopt the TBLT method in the future. The table’s data suggests a prevalent preference for TBLT among participants.

Table 14 depicts the present utilization of Task-Based Language Teaching (TBLT) by educators in the classroom setting. The cohort consists of 20 students. The inquiry posed is, “What practical considerations influence your decision to implement TBLT?” Responses are categorized into three parts: assessment, productive skills, and catering to higher-level students.

Table 14

Teachers’ current use of TBLT in the class (n=20)

Sr No	Item	Assessment	Productive skills	For higher level student	Mean	SD
14	For what practical reasons do you choose in implementing TBLT?	30.4%	23.31%	46.29%	2.16	0.86

Based on the data presented in the table, it is evident that approximately half of the higher-level students, representing 49%, utilize Task-Based Language Teaching (TBLT) for enhancing their productive skills. Additionally, 23.31% of students employ TBLT in their learning approach. Furthermore, 30.4% of students cite assessment as the primary motive for incorporating TBLT into their language learning strategies.

Table 15 will illustrate various activities conducted In Task-Based Language Teaching (TBLT) classes, addressing questions such as “What types of activities are commonly undertaken in TBLT classes? These activities are grouped into three categories: presentations, discussions, and exercises.

Table 15

Activities often carried out in the TBLT class (n=20)

Sr No	Item	Presentation	Discussion	Exercises	Mean	SD
15	What kind of activity do you often carry out in the TBLT class? What’s the result?	23.54%	35.29%	41.17%	2.18	0.78

The table depicts that a significant proportion, accounting for 41.17% of individuals express a preference for exercises. Following closely behind, discussion garners 35.29%. Lastly, presentation emerges as the least favored activity within the TBLT approach.

Table 16 is about the activities which are often carried out in the TBLT class. The total number of participants who answered the question is 20. The question item, Do you think your implementation of TBLT is successful in your class? Are there any challenges for implementing TBLT in your class? If yes/no, why? Is used here. There are two options, which are “yes” “No”.

Table 16

Activities often carried out in the TBLT class (n=20)

Sr No	Item	Yes	No
16	Do you think your implementation of TBLT is successful in your class?	70.5%	29.4%

In this table, the findings demonstrate that 70.5% of the respondents perceive the integration of TBLT as effective in their classroom. Conversely, 29.4% of participants responded negatively.

Table 17 presents the perspectives of educators regarding the integration of Task-Based Language Teaching (TBLT) in classroom settings. The total sample size comprises 20 participants. The table item pertains to the significance of students’ high English proficiency for the successful implementation of TBLT. Participants were asked whether they agree or disagree with this notion, and the data is presented in two categories: agree and disagree.

Table 17

Teachers’ thoughts on implementation of TBLT in the classroom (n=20)

Sr No	Item	Agree	Disagree	Mean	SD	Interpretation
17	Some teachers think that the high English standard of the student is crucial for the effective implementation of TBLT. Do you agree?	76.47%	23.53%	1.24	0.42	Positive thought

NOTE

1.00-1.50=Positive thought

1.51-2.00=Negative thought

The analysis of Table 17 demonstrates favorable attitudes towards the adoption of Task-Based Language Teaching (TBLT) within the classroom setting. A majority, comprising 76.4% of respondents, expressed agreement with this approach. Conversely, 23.53% of educators dissented, citing various reasons for their disagreement.

Discussion

The results of the study indicated that there were significant improvements in the writing ability of the participants in the treatment group after they practiced writing skills using TBLT techniques, showing TBLT effectiveness for performing writing tasks in comparison with performing conventional writing exercises in the classroom.

1. The Effect of Task-based Instruction on Writing Skills of Myanmar EFL Learners

The table, comparison of task-based instruction on writing skills of Myanmar EFL learners in the classroom of control group and experimental group will display data refer to students enrolled in Batch-8 of the Diploma in Teaching English to Speakers of Other Languages (TESOL) program. The list consists of 20 students divided into two groups: the control group and the experimental group.

Table 18

Comparison of task-based instruction on writing skills of Myanmar EFL learners in the classroom of control group and experimental group (n=20)

Sr No	Item	Post-test results of participants' performance from control group	Post-test results of participants' performance from experimental group
1	Diploma in TESOL (BATCH 8)	Average Score=60.5	Average Score=70

The table illustrates a notable improvement in students' language performance following the implementation of the method. In the control group, students attained an average score of 60.5 marks. However, following the experiment, the experimental group achieved an average score of 70 marks. These results provide substantial evidence of support for learners and demonstrate significant improvement.

2. The Effect of Task-based Instruction on Components in Writing of Myanmar EFL Learners

The research paper presents a comparison of task-based instruction effects on various writing components among Myanmar EFL learners in Diploma in TESOL classes, focusing on both control and experimental groups. The study primarily investigates content, organization, vocabulary, language use, and sentence mechanics within these two groups. Through comparative analysis, the findings between the control and experimental groups will be examined.

Table 19

Comparison of task-based instruction on components in writing of Myanmar EFL learners in the classroom of control group and experimental group (n=20)

Sr No	Item	Total student	Control group				Experimental group					
			Improved % in Content	Improved % in Organization	Improved % in Vocabulary	Improved % in Language use	Improved % in Sentence mechanics	Improved % in Content	Improved % in Organization	Improved % in Vocabulary	Improved % in Language use	Improved % in Sentence mechanics
1	Diploma in TESOL (BATC H 8)	20 students	30%	42%	33%	51%	37%	30%	50%	41%	60%	40%
			Mean= 1.50	Mean= 1.51	Mean= 1.50	Mean= 1.41	Mean= 1.53	Mean= 1.50	Mean= 2.50	Mean= 1.69	Mean= 2.60	Mean= 1.80
			SD= 0.46	SD= 0.49	SD= 0.47	SD= 0.50	SD= 0.48	SD= 0.46	SD= 0.50	SD= 0.49	SD= 0.49	SD= 0.49
			Average Mean= 1.49			SD= 0.49		Interpretation = Moderately improved	Mean= 2.02		SD= 0.50	

NOTE

1.00-1.50=Moderately improved

1.51-2.00=Greatly improved

The table presents a comparison of task-based instruction effects on various writing components among Myanmar EFL learners in Diploma in TESOL classes, focusing on both control and experimental groups. The study primarily investigates content, organization, vocabulary, language use, and sentence mechanics within these two groups.

Conclusion

This result supports the findings of another study that indicated TBLT improved EFL learners’ writing competence and language proficiency significantly because it had given students an opportunity to be more active and confident in using the target language in an enriching learning environment. The significant increase in students’ usage of TBLT, as evidenced by the majority choose for either frequent or consistent utilization. This correlation is further supported by the notion that TBLT provides learners with an interactive and immersive learning environment, fostering active engagement and confidence in using the target language. By offering students opportunities to engage in meaningful tasks and authentic language use, TBLT encourages a learner-centered approach that empowers students to take ownership of their learning process. This active participation not only facilitates the acquisition of language skills but also cultivates a deeper understanding and appreciation of the language. As the results of the study indicated, the employment of task-based language learning techniques could enhance the writing ability of the Myanmar EFL learners in comparison with those learners who had practiced writing skills using the traditional method of drafting a piece of writing and having it corrected by the instructor. This is because task-based instruction creates a natural language learning context and writing tasks may help to express meaning and transmit messages across situations that resemble real-world conditions (Nunan,1989). In addition, writing tasks have clear functions and context with unified language skills that are similar to those skills needed for establishing real communications in everyday situations. It was also observed that various aspects of the writing competence (content, organization, vocabulary, language use, and sentence mechanics) improved significantly among the Myanmar EFL learners who practiced writing skills using TBLT techniques in comparison with the writing

skills of the Myanmar EFL learners who used the traditional writing exercises. In fact, tasks are meaningful activities that students do to communicate to each other. In addition, as they have a clear outcome, instructors and students know whether communication has taken place successfully or not. When the students try to perform a task, they need to work to understand each other and to express their own ideas. As it was stated by Willis (1966), task-based language learning includes the pre-task, the task cycle, and the post-task cycle that is the language focus in which students can pay close attention to language structures and task components.

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Analyzing Practical Applications of English for Secretary

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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

Introduction

English for specific purposes (ESP) is an approach to English language teaching that focuses on specific communicative needs or developing language skills for particular social groups. According to Hutchinson and Waters (1987), ESP emphasizes the learning process rather than just the end result. They argue that general language learning, which includes teaching Standard English, should prioritize the end result instead of the learning process. Hutchinson and Waters (1987) align the characteristics of ESP with the preferences of learners and instructors in professional

language courses, emphasizing a learner centered approach that addresses individual needs. That’s why English for specific purposes is very important, student increased confidence they can apply their language skills in a meaningful way into daily work activity. English for spesific purposes for secretary students aim to strives to close the divide between general language skills and specific linguistic, contributing to their success in the workplace.

Language skills in English for specific purposes are finely turned to empower learners with the linguistic tool necessary for success in their specific field. Language skills are directly aligned to what’s needed in target context. This includes special vocabulary, communication strategies, and domain specific language proficiency. Proficient English skills contribute to successful communication, creating a foundation for effective work, education, and social interactions. Learning English language for secretary student is very important for world of work, English is widely recognized as a global language that secretaries can communicate effectively with international clients, and colleagues. This research explores specific linguistic skills essential for secretaries, including effective communication, business writing, and interpersonal interactions. this study aims to uncover the effectiveness of instructional strategies in preparing individuals for successful communication within a secretarial context.

Method

This research utilized descriptive qualitative method. Furthermore, the data source is from reading website, journal. Data were analyzed by using Hutchinson and Waters (1987) theory. This research emphasized the significant contribution of proficient English skills to successful communication and interpersonal interactions.

Finding and Discussion

1. Effectiveness of Instructional Strategies

There are various instructional strategies for example:

a. Questioning. Questions can be effective tools for teachers to stimulate student thinking. As a result, they can help students develop critical thinking skills and successfully engage in analytic reasoning and problem solving. Here are examples of effective questioning techniques to use with your students:

1) Demonstrate a phenomenon and invite students to ask questions about what is happening. Allow only yes or no answers to each question and encourage more students to ask questions.

2) Students should prepare study or recitation questions about the subject being studied ahead of time. Choose a few students each day to prepare a set of questions for their classmates. Encourage student led discussions to increase the level of interaction during question sessions.

3) Have students question the author of the texts they have read for class. Their inquiries concern:

a) What is the author trying to say

b) What did the author say to make you think that?

c) What do you think the author means? These queries are then followed by other students’ questions as they construct the author’s meaning (Kucan & Beck,1997).



b. **Brainstorming** The teacher asking students to make new ideas can be a difficult task for them. They may not know if their ideas are worth sharing with others and fear being criticized. Here are examples of productive brainstorming sessions:

1) Begin with an open ended question or problem for students to brainstorm. Make it clear and simple. For example, how can we use social media more wisely? How can you keep children and teenagers safe online? How can we get all students to focus on success? etc. You can share your question the day before the brainstorming session so that students have more time to think about it.

2) To think creatively, students must have the energy and willingness to participate. So choose a time when they are rested and in good spirits (not at the end of the lesson/day).

3) Choose a method to record the discussion. It can be recorded, or students who write quickly can act as recorders. Make sure to write down all the important ideas.

4) A specific time for brainstorming is 10 to 15 minutes should be enough time in the classroom.

5) Help them use graphic organizers to better organize their ideas.

6) There are some very important rules to follow during brainstorming sessions. There should be no criticism of any suggestion. Students should build on each other's ideas. No idea belongs to anyone, so encourage "piggybacking."

7) Following the brainstorming session, students should assess the ideas using some sort of criteria. Those relevant ideas can be applied to another type of discussion.

c. **Problem Based Learning** It is also known as problem solving instruction, an inquiry based learning process in which students seek answers or solutions to real world problems. Students first discuss what they understand about the problem. Then they examine it to determine its nature, associated issues, and limitations. They brainstorm ideas for the problem and write down their questions and hypotheses. Next, students must identify the information needed to understand the problem, as well as the resources available to gather it. They collect relevant data using interviews, questionnaires, and other data collection tools. They then evaluate the data for obvious biases or errors and synthesize it for meaningful relationships. Finally, students make generalizations and offer alternatives to solve the problem. They can publish their work so that others can see the results.

d. **Mutual teaching.** Another metacognitive technique is reciprocal teaching, in which students play the role of teacher in small group reading sessions. This can help students improve their reading comprehension and metacognition skills while also promoting personal interaction.

e. **Think Pair Share.** This discussion strategy helps students develop their social skills, improves their speaking and listening abilities, and encourages them to share their ideas with their peers. It includes three steps: Step 1: Think. You pose a question to the entire class and give them a short time to "think" about their response (2 to 5 minutes). The second step is to pair. Designate partners to work together to discuss their ideas and ask their partners questions about their perspectives on the topic. Step 3: Share. You now ask the pairs to share their thoughts with the class. After sharing, have pairs discuss how the "share" element may have influenced their thinking.



f. Cooperative learning is a small group teaching approach in which students are held accountable for both individual and group achievement. It focuses on the task at hand and requires students to participate, cooperate, and take responsibility.

g. Student led Conference This is an excellent tool for encouraging students to reflect deeply on their learning experiences. Students of all grade levels hold a pre planned meeting with their family members and teachers to share a portfolio of work. So they present their best work, what they've learned, and where they need to improve. This opportunity encourages students to take ownership of their learning, reflect on their learning objectives, and improve their presentation skills.

2. Linguistic Skills Contribution

The English language serves as a primary means of communication in various professional settings, facilitating clear and effective exchange of information. It plays an important role in expressing thoughts, ideas, and instructions, fostering understanding among individuals in diverse fields and enhancing collaboration. Proficient English skills contribute to successful communication, creating a foundation for effective work, education, and interpersonal interactions.

The importance of language skills in several languages while others require just the basics in one language (Crystal 2003). English language is important for students in their academic journey and subsequently in their professional careers. 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. More over, interpersonal interactions are important for building positive relationships, ultimately contributing to the overall effectiveness and success of secretaries in their daily work. Workers need language skills, as well as communication skills, grammatical accuracy, and writing in English.

Receive and convey information and messages appropriately through written and spoken communication, non verbal communication, and active listening. Giving them ideas to discuss on various topics, provide opportunities for students to deliver short speeches or presentations in front of class can helps students to express their thoughts, vocabulary, build confidence and fostering communication skills. In grammatical accuracy, student of secretary learn English in comprehensive way, through speaking, listening, structure, writing, reading about secretarial English.

Writing in English is undeniable that secretary have to write in English well especially English correspondence. They can learn about the steps to write in business, parts of business letter, letter styles, secretarial letter, etc. As a secretary, they have to be a responsible and good with people or interpersonal interactions. Secretaries are like the friendly face of the office, they greet everyone, solve some problems by listening, understanding, finding solutions, and making sure everyone gets the right information through emails, meetings, or chatting. That's why good communication with others is very important, because it can create a positive image for company.



3. Relevance to Hutchinson and Waters (1987)

The emergence of the information age has significantly transformed the field of English Language Teaching (ELT), resulting in a growing demand for language instruction tailored to specific purposes worldwide. This shift has been particularly evident in the rise of English for Specific Purposes (ESP), which focuses on teaching English within specific professional or vocational contexts. Various scholars have attempted to define ESP, with Hutchinson and Waters emphasizing its learner centered approach. They highlight three key areas of ESP pedagogy: language, learner, and learning context, with particular attention given to the first two. According to Hutchinson and Waters, a thorough analysis of learners' goals and course content should inform teaching and learning activities. They acknowledge the complexities of the teaching and learning process but argue that a rationale or justification for specific activities should be rooted in learners' objectives. Furthermore, Hutchinson and Waters argue that works on contrastive analysis, language acquisition, and learner training can be categorized within the broader framework of ESP. They assert that general teaching methods and language studies, although valuable, may not adequately address learners' specific needs. As such, the organization of language programs, choice of materials, teacher input, and feedback should all be influenced by the philosophy of ESP and tailored to learners' goals.

The study is based on research that the language used in teaching and learning in educational disciplines is not clearly understood. It was noted that disciplines such as sociology and general academic disciplines may possess different languages that may not be well understood by learners when used in teaching and learning. On the other hand, even in academic disciplines that serve people with professions, the language used in such disciplines may be different and not well understood by learners. This problem is the type of language used as a medium of instruction, which, although it differs from country to country, is still not yet clearly understood. Also, it was observed that even the language used for teaching in vocational fields that serve for specific jobs like nursing, pedagogy, psychology, and social work, and for specific careers like secretarial, engineering, computer science, and dental hygienist has not been well understood. This is due to the lack of a generally acceptable objective and method for specifying the content of such language programs. Such language program is what is now being referred to as English for Specific Purpose (ESP). Hutchinson and Waters' perspective on English for Specific Purpose (ESP) and its implication for language teaching in the secretarial profession is the cornerstone of this study. However, in order to give a clear understanding of key terminology in the topic, the researcher will begin by explaining the meaning of key terminology like perspectives, English for Specific Purpose (ESP), and secretarial profession.

The field of English for specific purposes (ESP) focuses on meeting the specific needs of learners. According to Hutchinson and Waters (1987), ESP emphasizes the learning process rather than just the end result. They argue that general language learning, which includes teaching Standard English, should prioritize the end result instead of the learning process. Hutchinson and Waters (1987) align the characteristics of ESP with the preferences of learners and instructors in professional language courses, emphasizing a learner centered approach that addresses individual needs. They point out that general language teaching, with its academic focus, has four goals that define its effectiveness. These goals include giving priority to the curriculum



ICON-ELT 2024

The 3rd International Conference on English Language Teaching

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

ISBN (e-book): 978-974-692-451-1

over the needs of individual learners and considering the maturity of students and instructors when deciding on the most effective teaching and learning methods. Hutchinson and Waters (1987) criticize the lack of learner centeredness in mainstream language learning, particularly in the context of academic focused integrated skills courses. The role of a secretary is closely connected to the language being studied for a particular purpose. At higher levels of education, whether as a native or foreign language subject, English language instruction is provided. The objective in this kind of setting is for students to learn the language in order to gain new knowledge in various subjects or to use it in their everyday lives. Additionally, as advanced students, they will specialize in the language for a specific function, such as information retrieval, communication, database searching, word processing, multimedia presentations, and more. Therefore, English for Secretarial purposes enables students to advance to higher levels of study or professional use. It should be noted that programs focusing on English for Specific Purposes (ESP) are now exceptional and increasingly specialized. They are commonly found in different industries or professional sectors and tailored to meet specific needs. For instance, one might be offered a job to train warehouse staff, while another might involve teaching language skills for tourism on an island. Compared to General English, each ESP program has a distinct focus and is researched and developed according to professional and technological requirements. Numerous aspects have been altered, and language use has been presented to students in a more efficient manner. The aim is to foster an understanding of the language's role in real life work environments. While comprehending the content is not challenging, having an instructor to assist me in applying the acquired knowledge meaningfully to the specific context would be advantageous.

Conclusion

Questioning can be effective tools for teachers to stimulate student thinking, they can help students develop critical thinking skills and successfully engage in analytic reasoning and problem solving, simply by demonstrate a phenomenon and invite students to ask questions about what is happening. A productive brainstorming sessions can be begin with an open ended question or problem for students to brainstorm.

Problem Based Learning It is also known as problem solving instruction, an inquiry based learning process in which students seek answers or solutions to real world problems. Students first discuss what they understand about the problem. Then they examine it to determine its nature, associated issues, and limitations. They brainstorm ideas for the problem and write down their questions and hypotheses. Next, students must identify the information needed to understand the problem, as well as the resources available to gather it. They collect relevant data using interviews, questionnaires, and other data collection tools. They then evaluate the data for obvious biases or errors and synthesize it for meaningful relationships. Finally, students make generalizations and offer alternatives to solve the problem. They can publish their work so that others can see the results.

Mutual teaching. Another metacognitive technique is reciprocal teaching, in which students play the role of teacher in small group reading sessions. This can help students improve their reading comprehension and metacognition skills while also promoting personal interaction.



Pair work helps students develop their social skills, improves their speaking and listening abilities, and encourages them to share their ideas with their peers. It includes three steps: Step 1: Think. You pose a question to the entire class and give them a short time to "think" about their response (2 to 5 minutes). The second step is to pair. Designate partners to work together to discuss their ideas and ask their partners questions about their perspectives on the topic. Step 3: Share. You now ask the pairs to share their thoughts with the class. After sharing, have pairs discuss how the "share" element may have influenced their thinking.

Cooperative learning is a small group teaching approach in which students are held accountable for both individual and group achievement. It focuses on the task at hand and requires students to participate, cooperate, and take responsibility. Another excellent tool for encouraging students to reflect deeply on their learning experiences is student led conference. This opportunity encourages students to take ownership of their learning, reflect on their learning objectives, and improve their communication skills.

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

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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

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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



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

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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.



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

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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

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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

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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



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

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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

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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

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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, 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

Introduction

A literature syllabus shapes English specialization students' exploration of diverse literary forms in Myanmar. This syllabus is designed for English specialization students in Myanmar Higher Education, focusing on prose, short stories, poetry, novels, and dramas to facilitate structured exploration and analysis of these literary genres at the tertiary level, aiming to improve instruction and comprehension within the English specialization context in Myanmar. Scholars like Carter and Long (1991), Bist (2018), Nagayar et al. (2015), Emodi (2017), Karlsson (2018), and Kaowiwattanakull (2021) highlight literature's pivotal role in language acquisition, advocating for its integration into English Language Teaching (ELT). This research investigates stakeholders' insights to enhance literature education, focusing on English literature teachers' challenges in Myanmar's EFL classrooms.



Literature Review

The following are the previous studies related to the current research.

Challenges in the Teaching of English Literature

Al-Seghayer (2014) emphasized the centralized structure of the education system and the absence of collaborative partnerships, which have impeded progress in curriculum development and teacher training initiatives. Additionally, Rahman and Alhaisoni (2013) noted a scarcity of opportunities for English language practice beyond the classroom setting. Furthermore, Shah, Hussain, and Nassef (2013) identified constraints such as restricted instructional time and overcrowded classrooms. These limitations collectively hinder the efficacy of educational efforts in their respective contexts. According to Nawil and Nor (2023), the challenges faced by teachers in the teaching of English Literature can be categorized and discussed based on three categories: students, teachers, and external. The subsequent prior research sheds light on these associated challenges.

1. Student-related Challenges

There are several recurrent challenges that are related to students such as attitude, personality, language competency, and basic literary knowledge. A significant challenge in teaching English literature lies in students' negative attitudes towards the subject, as identified by multiple scholars. The primary reason for this negativity is often traced back to students' low motivation to engage with foreign literature, a sentiment echoed by Tayib and Hassan (2020), Gatdula et al. (2022), Dar et al. (2021), Dahiru (2020), and Hussein and Al-Emami (2016). Gatdula et al. (2022), Hussein and Al-Emami (2016), and Dahiru (2020) further highlight how students' lack of cultural and social background can distance them from literary texts, particularly foreign ones, leading to emotional and historical disconnect. Additionally, cultural prejudice towards foreign literature, as mentioned by Tayib and Hassan (2020), can contribute to this negative perception. Furthermore, scholars like Ugwu (2022), Farhanah and Hadina (2022), Harun and Samat (2021), and Gatdula et al. (2022) emphasize that students' disinterest in literature lessons and undervaluation of literature as a school subject also play significant roles. Negative attitudes may also stem from students' own lack of interest in reading and poor reading habits, as noted by Ugwu (2022) and Dar et al. (2021). Addressing this challenge requires teachers to cultivate positive attitudes towards literature, serve as inspirational role models, and emphasize the long-term benefits of studying literature, as suggested by Noraishah et al. (2015). Teachers can enhance students' motivation by making literature relatable, focusing on cultural elements, and employing diverse and engaging teaching strategies, as advocated by Yahya (2017), and Harun and Samat (2021). Moreover, motivating students can lead to better assumptions, problem-solving skills, improved performance, and reduced comprehension anxiety, as highlighted by Jannah et al. (2022).

Students' personalities can present challenges in literature classrooms, as noted by Farhanah and Hadina (2022), Yahya (2017), Yulnetri (2018), and Tayib and Hassan (2020). Passive attitudes and reluctance to engage in discussions hinder meaningful analysis, as highlighted by Farhanah and Hadina (2022), and Yahya (2017). Additionally, shyness and lack of confidence, as found by Yulnetri (2018) and Tayib and Hassan (2020), can impede students' participation in activities like acting out scenes or reciting poems. To address these challenges, teachers must patiently help



students build confidence, provide guidance, and encourage participation, as suggested by Tayib and Hassan (2020). Creating smaller group settings can also alleviate the pressure and enhance interaction among students during discussions, as recommended by Tayib and Hassan (2020).

Several studies underscore students' English language proficiency as a significant factor affecting English literature lessons, as noted by Farhanah and Hadina (2022), Yahya (2017), Noraishah et al. (2015), Yulnetri (2018), Ugwu (2022), Isikli and Tarakcioglu (2017), Tayib and Hassan (2020), Gatdula et al. (2022), Dar et al. (2021), Hussein and Al-Emami (2016), and Dahiru (2020). Poor reading and speaking skills, difficulty in understanding deeper meanings due to limited vocabulary, and pronunciation issues contribute to students' struggles with literary texts. The necessity of referring to dictionaries elongates the reading process, impacting syllabus coverage, as highlighted by Farhanah and Hadina (2022), Ukat and Hanita (2022), Harwati and Mohamad Asyraf (2019), Yahya (2017), Harun and Samat (2021), and Yulnetri (2018). Ultimately, low English proficiency hampers students' ability to critically analyze and appreciate literature, underlining the importance of language competence for effective engagement in literature lessons, as emphasized by Dahiru (2020). Teachers are urged to consider text complexity, adapt materials to students' abilities, and provide guidance and motivation to improve language proficiency, as suggested by Yulnetri (2018), and Tayib and Hassan (2020).

The last challenge related to students is their basic knowledge of literature. Noraishah et al. (2015) reported that one of the issues faced by students in learning the literary text is that they lack basic knowledge of literary components, which is the technical part of the literary texts such as the plots, characters, and settings. Students who do not have a solid foundation in this basic literary knowledge might find it difficult to analyze the literary texts in depth. One reason to explain this is the little exposure to literature in schools (Dar et al., 2021). Thus, in order to overcome this situation, teachers can prepare materials that can assist the students to understand the literature (Noraishah et al., 2015).

2. Teacher-related Challenges

There are several past articles that reported on the teacher-related challenges in the teaching of English literature. The recurrent challenges mostly discussed that are related to the teachers are teachers' incompetence and inappropriate teaching methods (Faiza & Azlina, 2020; Ukat & Hanita, 2022; Harwati & Mohamad Asyraf, 2019; Yahya, 2017; Tayib & Hassan, 2020; Dahiru, 2020; Siti Salina et al., 2014).

The competence of teachers in English literature instruction is crucial as literature aids in language development, cultural understanding, and critical analysis skills. However, a significant challenge identified in literature teaching is teachers' incompetence, as highlighted by Tayib and Hassan (2020) and Dahiru (2020). Insufficient training emerges as a key factor contributing to this incompetence, as indicated by Ukat and Hanita (2022), Harwati and Mohamad Asyraf (2019), Yahya (2017), Tayib and Hassan (2020), and Siti Salina et al. (2014). Additionally, limited knowledge of literary materials and low mastery in teaching literature further hinder effective instruction, as noted by Faiza and Azlina (2020), Harwati and Mohamad Asyraf (2019), and Yulnetri (2018). The inability of some teachers to pass competency exams, such as the Cambridge Placement Test, also raises doubts about their capacity to teach literature, as emphasized by Yahya (2017). Lack of self-confidence among

teachers exacerbates this issue, as revealed by Faiza and Azlina (2020), and Tayib and Hassan (2020). Addressing these challenges requires providing teachers with comprehensive training and support to bolster their confidence and motivation in teaching literature.

Teachers contribute to challenges in literature teaching through their use of inappropriate and ineffective teaching methods, as highlighted by Dahiru (2020), Tayib and Hassan (2020), and Siti Salina et al. (2014). Limited knowledge of teaching methods leads to reliance on outdated approaches, as emphasized by Yahya (2017), contributing to student disengagement and lack of focus in class, as reported by Noraishah et al. (2015). Moreover, resistance to adopting innovative techniques perpetuates traditional, uninspiring teaching practices, as noted by Faiza and Azlina (2020), Harwati and Mohamad Asyraf (2019), and Harun and Samat (2021). The prevalence of teacher-centered learning further hampers student engagement and fails to nurture individual potential, as argued by Yahya (2017), and Harwati and Mohamad Asyraf (2019). This approach fosters an exam-oriented environment rather than encouraging creative exploration of literary texts, as observed by Faiza and Azlina (2020), Farhanah and Hadina (2022), and Harwati and Mohamad Asyraf (2019). To address these issues, there is a need for greater emphasis on teacher involvement and innovative teaching practices in literature instruction, as advocated by Yahya (2017).

3. External-related Challenges

There are several recurrent external challenges in the teaching of literature namely text-selection, poor learning environment and infrastructure, and time constraint (Farhanah and Hadina, 2022; Yulnetri, 2018; Tayib and Hassan, 2020).

The challenge of selecting culturally and contextually suitable literary texts is a prevalent concern, as highlighted by Gatdula et al. (2022), Dahiru (2020), Faiza and Azlina (2020), Harwati and Mohamad Asyraf (2019), Yahya (2017), Hussein and Al-Emami (2016), and Nor Hashimah and Che Ton (2012). The lack of inclusivity and diversity in curriculum materials makes it difficult for students from various backgrounds to engage with the content. Additionally, the complexity of language in literary works, as emphasized by Tayib and Hassan (2020), Gatdula et al. (2022), Harwati and Mohamad Asyraf (2019), Hussein and Al-Emami (2016), and Siti Salina et al. (2014), poses a significant challenge to teaching literature.

According to teachers, a poor learning environment hinders their capacity to teach students successfully and also interferes with students' ability to focus (Ugwu, 2022). One of the many problems in poor learning environment commonly faced by teachers is the large number of students in a class (Farhanah & Hadina, 2022; Ugwu, 2022; Tayib & Hassan, 2020). Teachers find it difficult to provide individualized attention to students in a class with a high number of students (Tayib & Hassan, 2020).

Stakeholders in Education

Higher education institutions (HEI) involve various groups of stakeholders, from internal such as students and faculty staff, to external such as various governmental entities, donors, communities, competitors, employers etc. (Jongbloed et al., 2008). According to Freeman et al. (2010), stakeholders are defined as any group or individuals who can affect or is affected by the achievement of the organization objectives. Different groups of stakeholders can affect strategic and operational actions in various ways and extents (Jongbloed et al., 2008). Understanding the relevance of particular stakeholders in regard to an organization is therefore of key importance to



managers and policy-makers (Chapleo & Simms, 2010). These stakeholder groups can affect or be affected by the organization’s purpose and strategic goals (Freeman et al., 2010). They are anyone with an investment or interest in the system. This includes those with direct involvement such as teachers, parents and students, and indirect involvement, such as government ministers, local businessmen and the community. These people can be instrumental in success or failure of a school or the education system.

Research Objectives

The research objectives are as follows:

1. To analyze the challenges faced by English literature teachers in teaching English through literature syllabus in EFL classrooms
2. To examine the insights from stakeholders towards teaching English through literature syllabus in EFL classrooms

Research Methodology

Participants

The stakeholders in this study were 27 English literature teachers who are currently teaching English literature at Arts and Science Universities, six government officials from Ministry of Education and three local business leaders who are working with education industries.

Data Collection

Purposive sampling technique was employed, facilitating the collection of data from the key informants. To meet the study’s objectives, three instruments were utilized: semi-structured interviews, focus group discussions, and classroom observations. Engaging in specific types of conversations, such as qualitative interviews with informants, allows researchers to thoroughly explore interviewees’ experiences and interpretations (Hatch, 2023).

Data Analysis

To ensure the data analysis was thorough and trustworthy, rigorous qualitative research methods were followed. Transcripts from interviews, focus groups, and observations were systematically analyzed to identify common themes. Interpretations were validated with participants, and feedback from a five experts was obtained. Comparing data from different sources enhanced the reliability of the findings.

Research Results

This research investigated the challenges encountered by EFL teachers in Myanmar when teaching English literature in Higher Education setting and provided qualitative insights, revealing three main categories of challenges: students, teachers, and external factors as presented in the following tables.

Table 1

Stakeholders’ Insights Concerning Student-related Challenges Faced by English Literature Teachers while Teaching English Literature in EFL Classrooms of Myanmar (N=36)

Codes (Theme)	Descriptions	Excerpts
Cultural Differences	Students’ Attitude	“A significant issue arises from students’ low motivation, often linked to a limited understanding of foreign literary texts due to cultural and social differences.” <i>(stakeholder 1)</i>
Emotional Distance	Students’ Attitude	“Cultural biases against foreign literature can create emotional and historical distance, hindering students’ engagement.” <i>(stakeholder 2)</i>
Undervaluing	Students’ Attitude	“Some students undervalue the importance of learning English literature as a school subject, contributing to a negative overall perception.” <i>(stakeholder 3)</i>
Passivity	Students’ Personality	“Students tend to be passive and hesitant to engage in their teachers’ discussions and activities.” <i>(stakeholder 4)</i>
Shyness	Students’ Personality	“The obstacle extends to students’ shyness and lack of confidence, hindering their active participation.” <i>(stakeholder 5)</i>
Inadequate Mastery	Students’ Language Competency	“Students often exhibit inadequate mastery of reading and speaking skills, impacting their ability to grasp the deeper messages conveyed by writers and poets.” <i>(stakeholder 6)</i>
Pronunciation Issues	Students’ Language Competency	“Pronunciation issues further deter students with low proficiency, making the study of required literary works daunting.” <i>(stakeholder 7)</i>
Lack of Familiarity	Students’ Basic Literary Knowledge	“A challenge faced by EFL students when engaging with literary texts is their lack of familiarity with essential literary components.” <i>(stakeholder 8)</i>
Fundamental Knowledge	Students’ Basic Literary Knowledge	“Students without a robust grasp of these fundamental literary elements may encounter difficulties in conducting in-depth analyses of literary texts.” <i>(stakeholder 9)</i>

Table 1 summarizes challenges in teaching English literature to EFL students, including cultural biases, passive engagement, language proficiency issues, and limited familiarity with literary elements. Addressing these challenges requires tailored instructional strategies to enhance student engagement and comprehension in literature-based learning environments.

Table 2

Stakeholders’ Insights Concerning Teacher-related Challenges Faced by English Literature Teachers while Teaching English Literature in EFL Classrooms of Myanmar (N=36)

Code (Theme)	Descriptions	Excerpts
Lack of Confidence	Teachers’ self-confidence challenges	“I admit to lacking confidence in both my English language abilities and teaching skills.” (<i>stakeholder 1</i>)
Limited Autonomy	Lack of control over instructional approaches	“I often feel restricted in controlling my instructional approaches.” (<i>stakeholder 2</i>)
Absence of Relationships	Lack of meaningful connections with students	“I believe fostering strong relationships with students is crucial for effective teaching and learning.” (<i>stakeholder 3</i>)
Teacher Competence	Challenges in teachers’ competency	“I’ve noticed that many teachers lack the necessary competence in teaching English literature.” (<i>stakeholder 4</i>)
Inadequate Training	Insufficient or absence of teacher training	“I strongly believe that inadequate training in literature teaching is a significant challenge.” (<i>stakeholder 5</i>)
Teaching Methods	Issues with ineffective teaching approaches	“I find that using inappropriate teaching methods is a significant challenge in literature instruction.” (<i>stakeholder 6</i>)

The above table summarizes the challenges faced by English literature teachers in EFL classrooms in Myanmar. These challenges include a lack of confidence among teachers, limited autonomy in instructional approaches, the absence of meaningful relationships with students, inadequacies in teacher competence, insufficient training, and issues with ineffective teaching methods. Teachers express concerns about their abilities, the control they have over their teaching methods, and the absence of strong connections with students. Additionally, there are challenges related to teacher competency, stemming from inadequate training and the use of inappropriate teaching methods. Moreover, the teaching of literature faces several recurring external challenges, most notably text-selection, inadequate learning environments and infrastructure, and time constraints. These persistent issues highlight the external factors that consistently impact the efficacy of literature instruction.

Table 3

Stakeholders’ Insights Concerning External-related Challenges Faced by English Literature Teachers while Teaching English Literature in EFL Classrooms of Myanmar (N=36)

Code (Theme)	Descriptions	Excerpts
Facilities Deficiency	Lack of essential facilities	“The deficiency of essential facilities, including language laboratories and proper equipment, hampers the effectiveness of teaching literature.” <i>(stakeholder 1)</i>
Visual Aids Absence	Absence of visual aids	“The absence of visual aids, particularly pictures, could not significantly enhance students’ comprehension and retention of literary concepts.” <i>(stakeholder 2)</i>
Classroom Environment	Inadequate classroom conditions	“In Myanmar, we face significant challenges due to inadequate classroom conditions. Our classrooms are often small, and the equipment is outdated. These conditions make it incredibly difficult for us to teach effectively.” <i>(stakeholder 3)</i>
Text Selection Challenges	Challenges with text selection	“One of the predominant challenges associated with the selection of literary materials is the presence of culturally and contextually foreign themes in the texts.” <i>(stakeholder 4)</i>
Learning Environment	Poor learning environment and infrastructure	“A poor learning environment poses significant challenges for both teachers and students.” <i>(stakeholder 5)</i>
Time Constraint	Limited time for instruction	“Time constraint is a significant external challenge faced by teachers in the teaching of literature.” <i>(stakeholder 6)</i>
Curriculum Challenges	Challenges within the curriculum	“A detailed examination of the Myanmar EFL curriculum brings to light several challenges that impede the effective teaching of English as a Foreign Language (EFL).” <i>(stakeholder 7)</i>
Limited Time for Instruction	Limited time for instruction	“Current English instruction in Myanmar faces several challenges including limited time for instruction” <i>(stakeholder 8)</i>
Lack of Resources	Insufficient teaching resources	“A significant challenge in English literature instruction in Myanmar lies in the lack of essential resources and teacher training.” <i>(stakeholder 9)</i>
Lack of Practice	Insufficient practice opportunities for students	“A notable factor hindering students’ improvement in English language proficiency is the lack of practice.” <i>(stakeholder 10)</i>
Teaching Methods Challenges	Challenges in teaching methods	“The approach to teaching English literature in Myanmar predominantly revolves around the Grammar Translation Method (GTM).” <i>(stakeholder 11)</i>

Table 3 (Continued)

Code (Theme)	Descriptions	Excerpts
Administration Challenges	Challenges in administration	“However, challenges in administration stand as the major challenge confronting English teaching in Myanmar.” (stakeholder 12)
Partnership Challenges	Challenges in establishing partnerships	“Among the academic administrative constraints is the lack of establishing partnerships with both local and abroad training centres that would reinforce and deepen the qualifications and skills of English teachers.” (stakeholder 13)
EFL Strategic Plan Challenges	Challenges of the EFL comprehensive strategic plan	“EFL instruction in Myanmar lacks a national plan that is built on sound teaching theories with specific objectives that are compatible with the goals of the macro-national development plans.” (stakeholder 14)

The above table summarizes the external-related challenges faced by English literature teachers in Myanmar’s EFL classrooms. These challenges encompass various aspects and are represented by a succinct code and accompanied by excerpts highlighting the specific issues encountered by teachers, as identified from interviews and focus group discussions.

Table 4

Overview of Stakeholders’ Insights Concerning Teaching English through Literature Syllabus in EFL Classrooms of Myanmar (N=36)

Codes (Theme)	Descriptions	Excerpts
Cultural Awareness, Global Citizenship	Emphasizes literature’s role in fostering cultural understanding and nurturing a sense of global responsibility among students.	“As a government official, I want to highlight the potential of literature to contribute to a well-rounded education by instilling cultural awareness and promoting global citizenship.” (stakeholder 1)
Practical Relevance, Communication, Critical Thinking	Highlights literature’s practical benefits for language learners in the business realm. Literature provides invaluable lessons that transcend language barriers and enrich students’ abilities to navigate complex business environments.	“Speaking as a local business leader, I would like to stress the practical relevance of literature in language education.” (stakeholder 2)
Motivation, Language Models, Imagination, Collaboration	Discusses various benefits of teaching literature, including motivation and language models.	“As an educator, I firmly believe that literature offers students more than just academic insights. It provides motivation, serves as a model for high-quality language usage, and encourages imagination and collaboration.” (stakeholder 3)

Table 4 (*Continued*)

Codes (Theme)	Descriptions	Excerpts
Linguistic Input, Language Skills, Grammatical Structures	Indicates how literature aids in language learning through various linguistic elements.	“From my perspective as a language teacher, literature serves as a rich source of linguistic input, allowing students to practice language skills and explore grammatical structures in context.” (<i>stakeholder 4</i>)
Cultural Understanding, Linguistic Diversity	Emphasizes literature’s role in promoting cultural awareness and celebrating linguistic diversity.	“As someone passionate about cultural diversity and linguistic variation, I believe that literature plays a crucial role in promoting cultural understanding and celebrating linguistic diversity.” (<i>stakeholder 5</i>)
Language Acquisition, Reading Comprehension	Discusses how literary texts aid in language development and reading comprehension.	“Reflecting on my experience as an educator, I’ve witnessed firsthand how literary texts contribute to language acquisition and reading comprehension.” (<i>stakeholder 6</i>)
Communication, Idea Exchange	Highlights literature’s role in fostering communication and idea exchange among students.	“In my classroom, I’ve seen how literature encourages students to communicate and exchange ideas with their peers.” (<i>stakeholder 7</i>)
Lack of Facilities, Absence of Technology, Inadequate Environment	Identifies external challenges faced by literature teachers, such as lack of resources and technology.	“Teaching literature comes with its own set of challenges, including a lack of facilities, technology, and inadequate classroom environments.” (<i>stakeholder 8</i>)
Self-confidence, Teacher Autonomy	Discusses teachers’ struggles with self-confidence and autonomy in the classroom.	“Personally, I’ve struggled with self-confidence and autonomy in the classroom, especially when faced with challenges beyond my control.” (<i>stakeholder 9</i>)
Teacher-Student Rapport	Emphasizes the importance of establishing a positive relationship between teachers and students.	“Finally, I believe that establishing a healthy rapport between teachers and students is crucial for effective teaching and learning.” (<i>stakeholder 10</i>)

The table 4 offers a clear picture of the benefits and challenges associated with teaching literature, as shared by different voices. Government officials stress literature’s crucial role in nurturing cultural understanding and global citizenship among students. Local business leaders highlight its practical value in improving communication and critical thinking, essential for professional success. English literature teachers emphasize how literature motivates students, serves as language models, and encourages collaboration and imagination. They also underline its importance in language learning and understanding grammatical structures. Stakeholders also recognize literature’s ability to promote cultural awareness and linguistic diversity, while acknowledging challenges like inadequate facilities and



teacher autonomy issues. These insights collectively underscore the need for robust support to optimize literature education.

Discussion

The findings of this qualitative research shed light on the multifaceted challenges encountered by English literature teachers in Myanmar when employing literature-based approaches in EFL classrooms. Through an examination of insights from various stakeholders, including English literature teachers, government officials, and local business leaders, the study identifies three overarching categories of challenges: student-related, teacher-related, and external factors. These challenges encompass diverse issues such as students' language proficiency levels, the intricate linguistic and stylistic features of literary texts, and the significance of cultural familiarity in the teaching-learning process. The discussion underscores the critical role these factors play in shaping effective pedagogical strategies and highlights the need for targeted interventions to address these challenges. By offering valuable insights into the specific hurdles faced by English literature teachers in Myanmar, this research contributes to enhancing teaching practices and curriculum development in the context of EFL education.

This research underscores a pervasive challenge in English literature education: students' negative attitudes. Factors such as low motivation, cultural unfamiliarity, and a general disinterest in literature are consistent with the findings across multiple studies (Tayib & Hassan, 2020; Gatdula et al., 2022; Ugwu, 2022). These attitudes, as highlighted by scholars, hinder students' engagement and pose a significant problem for English teachers. Recommendations include making literature relatable through cultural elements and employing engaging teaching strategies (Harun & Samat, 2021; Yahya, 2017; Jannah et al., 2022). In summary, the research reinforces the centrality of teachers in motivating students, enhancing performance, and mitigating comprehension anxiety in literary studies.

The present research also aligns with scholars such as Yahya (2017), Farhanah and Hadina (2022), Yulnetri (2018), and Tayib and Hassan (2020) in recognizing that students' personalities present challenges in teaching literature. Teaching methods emphasizing critical analysis and reflection, like personal response and moral philosophical approaches, aim for meaningful discussions (Yahya, 2017). However, the findings resonate with the observations of Farhanah and Hadina (2022), and Yahya (2017) as there is a tendency among students to be passive and reluctant participants in discussions and activities, providing passive feedback and hesitating to critically respond to questions. Additionally, the research echoes the concerns raised by Yulnetri (2018), and Tayib and Hassan (2020) regarding students' shyness and lack of confidence in literature classrooms. The varied genres within literature necessitate physical involvement, but timid students may face challenges in participating actively. In line with the recommendations of Tayib and Hassan (2020), the study supports the idea that teachers should demonstrate patience and guide students in building confidence, offering motivation for effective communication during literature lessons. To address the apprehension associated with oral participation, the research suggests that teachers can adopt the strategy proposed by Tayib and Hassan (2020) by assigning students to smaller groups, thereby enhancing interaction and encouraging active participation in literature discussions.



In addition, the study aligns with the insights of scholars such as Noraishah et al. (2015), Dar et al. (2021), Tayib and Hassan (2020), and Dahiru (2020), emphasizing a notable challenge related to students' foundational knowledge of literature. EFL students, as highlighted by Noraishah et al. (2015), encounter difficulties in grasping basic literary components like plots, characters, and settings, exacerbated by limited exposure to literature in schools (Dar et al., 2021). The findings suggest that teachers can play a pivotal role in alleviating this challenge by providing supplementary materials to enhance students' understanding of literature (Noraishah et al., 2015). Furthermore, the research aligns with the observations of Tayib and Hassan (2020), and Dahiru (2020), shedding light on the prevalent challenge of teacher incompetence in English literature education. The lack of training and insufficient knowledge of literary materials among teachers, as highlighted by Ukat and Hanita (2022), and Harwati and Mohamad Asyraf (2019), underscores the need for comprehensive training to bolster confidence and mastery in literature teaching (Yahya, 2017; Faiza & Azlina, 2020).

Teacher-related challenges extend to the use of inappropriate and outdated teaching methods, a concern echoed by Dahiru (2020), and Tayib and Hassan (2020). The persistence of traditional, teacher-centered approaches, as noted by Noraishah et al. (2015), hinders student focus and cooperation, reinforcing the necessity for a shift towards more interactive and creative teaching techniques to foster a deeper appreciation for literature (Yahya, 2017; Harwati & Mohamad Asyraf, 2019). In summary, the research findings align with the perspectives of these scholars, emphasizing the interplay between students' foundational knowledge and teacher-related challenges in the effective delivery of English literature education. Addressing these challenges requires a comprehensive approach, encompassing both student-centered adjustments and teacher-focused solutions to enhance the overall effectiveness of literature instruction.

Moreover, the research aligns with past findings that highlight recurrent external challenges in the teaching of literature. These challenges, identified in previous studies by Farhanah and Hadina (2022), Yulnetri (2018), and Tayib and Hassan (2020), include issues related to text selection, poor learning environments, and infrastructure limitations. These external factors contribute to the complexities faced by educators in delivering effective literature instruction. Furthermore, the external challenges related to poor learning environments and infrastructure, as identified by Ugwu (2022), Farhanah and Hadina (2022), and Tayib and Hassan (2020), resonate with the study's findings. The hindrance posed by overcrowded classrooms, insufficient library resources, and inadequate infrastructure aligns with scholars' observations regarding the detrimental impact on the teaching and learning of literature. Time constraints, a challenge reported by Harun and Samat (2021), Ukat and Hanita (2022), and others, similarly emerge as a significant external challenge. The limited time allocated for teaching literature is recognized as a barrier to covering extensive material and implementing engaging teaching approaches, a sentiment echoed in the current research. Finally, curriculum challenges, as highlighted by scholars, including limitations in instructional time, lack of learning materials, and constraints in teaching methodologies, are consistent with the identified challenges within the Myanmar EFL curriculum. The congruence between the study's findings and the observations of these scholars underscores the universality of challenges in the teaching of literature,



emphasizing the need for comprehensive solutions to enhance the overall effectiveness of literature education.

The challenges highlighted in the discussion section echo observations made by various scholars in English literature education in Myanmar. Shah, Hussain, and Nassef (2013) pointed out limitations in instructional time and large class sizes, while Farhanah and Hadina (2022), Yulnetri (2018), and Tayib and Hassan (2020) emphasized deficiencies in teaching resources and traditional teaching methods like the Grammar Translation Method (GTM). Additionally, concerns raised by Rahman and Alhaisoni (2013) regarding limited English practice outside the classroom align with the absence of teaching aids and up-to-date materials in Myanmar’s universities. These challenges underscore systemic issues in English language education administration, as noted by Al-Seghayer (2014), who highlighted the centralized nature of the education system and the lack of partnerships hindering curriculum development and teacher training efforts.

To address these challenges, collaborative efforts among stakeholders are crucial to driving comprehensive reforms in English literature education in Myanmar. Al-Seghayer’s call for a well-organized national curriculum underscores the need for strategic planning and curriculum development initiatives. By tackling issues such as facilities deficiency, curriculum limitations, and inadequate teaching resources, educators, government officials, and academic institutions can ensure that literature plays a meaningful role in shaping well-rounded individuals equipped for success. These efforts are vital for overcoming barriers to effective English language education and fostering a conducive learning environment that promotes linguistic proficiency, critical thinking skills, and cultural understanding among students.

Recommendations

For implication, this study highlights the multifaceted challenges faced by English literature teachers in Myanmar, ranging from student-related factors to external constraints. Understanding these challenges is essential for devising effective strategies to enhance literature instruction and improve language education outcomes in the country.

For further studies, the future research should focus on developing targeted interventions to address the identified challenges in English literature education in Myanmar. This could involve exploring innovative teaching methods tailored to overcome student-related barriers, such as negative attitudes and limited foundational knowledge. Additionally, investigating strategies to mitigate external challenges, such as curriculum limitations and infrastructure constraints, could provide valuable insights for improving the overall quality of literature instruction. Furthermore, longitudinal studies tracking the effectiveness of these interventions over time would offer valuable evidence for informing policy and practice in English language education administration in Myanmar.

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Development of ICC-Based Instructional Model to Enhance Thai EFL Tertiary Students’ Intercultural Competence: Analysis of Survey Needs

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Abstract

The aim of this research was to investigate the needs for instruction and acquisition of intercultural communicative competence (ICC) in tertiary EFL courses in Thailand. The study utilized the Research and Development (R&D) approach in its design. The purpose of this research was to assess the needs of acquiring and instructing intercultural communicative competence. The foundation of this inquiry was the ADDIE model in conjunction with the SPIE model. The research subjects consisted of three groups: 1) Thai EFL tertiary students, 2) Thai EFL tertiary teachers, and 3) five experts. The researcher investigated the needs for learning and teaching intercultural communicative competence (ICC) in Thai EFL tertiary education with regard to 1) Thai EFL tertiary students and 2) Thai EFL tertiary teachers. The research instruments consisted of 1. Google Form-built questionnaires, and 2) in-depth interviews using online meeting application to determine the individual needs of teachers in teaching intercultural competence in English courses. Quantitative and qualitative data were collected through data collection. This stage of instructional education combined qualitative and quantitative data analysis. According to the research findings, 100% of Thai EFL students concurred that intercultural topics need to be emphasized in English classes. Films have been deemed efficient instructional materials for enhancing intercultural competence by all students (100 percent). The survey respondents demonstrated the greatest degree of satisfaction, as indicated by their average score of 4.72, with respect to their ability to understand the impact of sociocultural context and culture on interpersonal exchanges. For Thai EFL tertiary teachers (100 percent), they recommended the following three teaching methodologies for Thai EFL instructors to incorporate into the ICC-based teaching model: 1) Learner-centered, 2) blended learning, and 3) Outcome-based learning. It was determined that film was the most effective authentic teaching and learning resource for increasing students' interest in and proficiency with the English language.

Keywords: intercultural competence, analysis of survey needs, English as Foreign Language (EFL), Thai EFL tertiary



Introduction

The developments in English language teaching (ELT) in Thailand are influenced by the perception of World Englishes (WE). Thailand's ELT paradigm shift concerning the instruction of English for intercultural communicative competence (ICC) among Thai EFL students has been challenged by opposition from a number of English education academics and specialists. This implies that there has been a shift in the prevailing approach to English instruction, wherein communicative English has taken precedence over traditional teaching methods that emphasize English grammar. To clarify, the emphasis in English as a Foreign Language (EFL) has transitioned since 2019. This shift has been away from traditional English teaching methods and approaches that prioritized grammatical accuracy and English testing standards based on testing precision. Instead, the focus has been on encouraging active learning among students and improving intercultural communication. Additionally, the assessment has been modified to evaluate students' proficiency in employing the English language in practical, real-life contexts. However, despite the changing teaching surroundings, the standard for teaching English for intercultural communication remains fixed on textbooks and worksheets. There is a lack of contemporary instructional resources that could stimulate students' interest and enthusiasm for the application of intercultural communication in ELT programs (Suwanarak, 2009, p. 89; Brown, 2000, p. 67).

Illustrating from the information provided, the researcher can elaborate that the paradigm shift in English Language Teaching (ELT) entails instructing EFL learners to make an effort to comprehend the accents, pronunciation, dialects, and speeches of their interlocutors who speak a variety of English languages. Additionally, this shift would require students to understand the different cultural norms, beliefs, accents, dialects, and attitudes of individuals who's native, second, or foreign language is English. Based on contemporary English teaching trends, it can be deduced that EFL instructors need to keep in mind the following when instructing English as a foreign language (EFL) in the classroom: English is a globally recognized and spoken language that functions as a tool for intercultural communicative competence (ICC), enabling people who speak English as an international language to engage in a dialogue and communicate ideas. (Moats, 1994, p. 87).

Incorporating the study of intercultural communicative competence (ICC) into EFL curricula has become essential, according to the information provided. To emphasize the ICC, it is evident that EFL academics rank ICC instruction as the fifth fundamental English skill for English language teaching (ELT) classrooms. Intercultural communicative competence is of the utmost importance for English as a Foreign Language (EFL) learners, particularly those attending EFL universities (such as Thai EFL tertiary students), who need to enhance their English proficiency and intercultural competence in English for communication in the classroom and extracurriculars. English as a Foreign Language (EFL) students at Thai universities should possess the intercultural communication competencies essential for future success as employers and employees. Intercultural communicative competence is a functional element that can facilitate collaboration with foreign personnel and improve the English proficiency of members of an international organization composed of individuals from various English language backgrounds (Kachru & Nelson, 2006, pp. 67–69; Deardorff, 2009, pp. 12–13).



Based on previous investigations, it is evident that Thai English as a foreign language (EFL) learning environments require instruction in intercultural communicative competence (ICC). Thai higher education experts have been concerned with the development of ICC in Thailand English Education since 1988. Thai tertiary education that is comprised of English-language programmers has developed an approach to promote intercultural sensitivity. In a global community where the emergence of multicultural English speakers is influencing Thailand's international workplace, Thai higher education policies priorities what is truly advantageous for Thai EFL tertiary students who can use and speak English for intercultural communication (Suwanarak, 2009, p. 89; Brown, 2000, p. 67).

After considering the recommendations and discussions from previous inquiries, the researcher aims to carry out a needs assessment and survey among two stakeholder groups: Thai EFL teachers and Thai EFL students. Particularly for the EFL contexts at Rajabhat Universities, the outcomes from both groups will be utilized in the development of an ICC-based instructional model that is applicable to Thai English as a foreign language (EFL) tertiary education.

Objective of the study

The study objective is to develop the ICC-based instructional model in collaboration with EFL stakeholders through a survey needs analysis.

Literature review

1. The influence of intercultural communication phenomena on the evolution of English as a foreign language (EFL) instruction between the current and next centuries

According to Deardorff (2009), intercultural communication is the capacity to understand and interact effectively with people of different cultures, particularly when using English as a means of communication. The development of intercultural communication requires the capacity to effectively communicate in English with people of virtually any culture. Proficiency in English language usage and the capacity to collaborate through English intercultural communication will grow in significance throughout the twenty-first century and beyond. It is reasonable to assume that intercultural communication competence facilitates the formation of the interpersonal connections and shared understanding necessary for achieving professional goals. Instruction in intercultural communication in English is a required component of tertiary EFL classes. Teachers can incorporate the following three examples of critical cross-cultural competence concepts into their EFL classrooms (Duff, 2001).

2. The Importance of Intercultural Communicative Competence (ICC) in English Language Instruction and Acquisition

The concept of intercultural communicative competence (ICC) refers to the efforts made by individuals who speak English to communicate effectively across cultures, while also studying, working, and residing in that culture. The foundation of English communication is the exchange of English comprehension between two interlocutors with the same or distinct English-language backgrounds; therefore, ICC knowledge is crucial for EFL students. ICC refers to the systematic interchange of viewpoints, information, facts, and attitudes via the English language as a means of communicating significance (Tomlinson & Mashuhara, 2004).



3. Assessing stakeholder requirements in EFL tertiary education through needs analysis derived from a survey

In English addressing the development of an ICC-based teaching model in EFL classrooms, the researcher concludes that needs analysis is vital for identifying and incorporating the requirements of EFL stakeholders into the design of the ICC teaching model. The concept of needs analysis has been subject to varying definitions among EFL academics and researchers (1992, pp. 242-243). A needs analysis, according to the researcher, is the procedure of identifying the language requirements of an EFL learner or group of EFL learners in order to organize instruction in accordance with their fundamental needs as they pertain to the priorities of their English teaching and learning experiences. Nunan (1988) emphasizes the importance of conducting a requirements analysis in the field of English as a Foreign Language (EFL) research. She identifies a needs analysis as an essential method or set of procedures utilized to gather information that is critical for the development of an English syllabus. For the purpose of assembling "all pertinent information required to fulfil the English language learning needs of the students within the English context of the specific institutions engaged in the English learning situation," English course designers and English curriculum developers rely on needs analyses in English education (Brown, 1995, p. 36).

4. English target situation need analysis in EFL tertiary education

A needs analysis in English target situation in tertiary EFL education is a procedure that identifies the English language needs of stakeholders, namely students and teachers, for occupational or academic purposes in English (Swain, 1995, p. 26). Alternatively stated, need analysis underscores the significance of EFL instructors in establishing, designing, and developing an EFL teaching model that meets the requirements of stakeholders, while also emphasizing the ultimate and most practical language usage goals of EFL learners upon completion of a course (Rathje, 2007). That is to say, requirements analysis assists EFL stakeholders in comprehending and deriving greater benefit from English instruction and learning. It specifies the knowledge that EFL students hope to acquire in an English course. Teachers are able to determine the strengths and deficiencies of EFL students, as well as the level of knowledge possessed by the learners prior to enrolling in an English language course, with the aid of this analysis method (Tomlinson & Mashuhara, 2004).

5. Previous studies

The study conducted by Nam (2012) examined the English listening and speaking difficulties and requirements of students who were engaged in an AFS exchange programmed in the United States of America. The primary aim of this research was to identify challenges that Thai exchange students encountered while studying conversational English (listening and speaking) in the United States and to examine the strategies they employed to overcome these obstacles. The participants in the research comprised 57 Thai exchange students. For data collection, online questionnaires were utilized. Based on the results obtained from the data collection and analysis, it was evident that the participants of the research regarded listening proficiency as more troublesome than speaking proficiency. Communicating using correct grammar posed a challenge for them. Furthermore, the subjects encountered communication challenges due to their lack of familiar vocabulary. A case study was undertaken by Rathje (2007) to analyze the English proficiency requirements of Thai

executives employed at Carpets International Thailand Limited (CI). The objective of the research was to ascertain the challenges, requirements, and preferences of executives at CI with regard to English language improvement courses. Three administrators from the Organizational Secretariat, Research and Development, and Production departments participated in this study. All the participants were graduates of at least a bachelor's degree programmed and operated within the same business environment. The information was gathered through Thai-language interviews documented on audio tape. Later, the conversations were transcribed. The study's findings indicated that speaking ability was the skill that executives at CI found more challenging to master, followed by listening ability. Due to a lack of self-assurance and a dread of communicating in English, the issues arose. The ideal English training course consisted of four to six students studying particular skills in small groups.

Research Methodology

1. Research Design

The research design employed the Research and Development (R&D) method (Phusee-Orn, 2021, 1 - 23). Research and Development (R&D) is the research methodology that incorporated two approaches, including 1) research and 2) development, for the study "Development of an ICC-Based Instructional Model to Enhance the Intercultural Competence of Thai EFL Tertiary Students." This study examined the systematic relationship and relevance between research and development activities, also known as the R&D cycle. This study used R&D to develop the ICC-Based Instructional Model for Enhancing the Intercultural Competence of Thai EFL Tertiary Students (Xiao, 2007).



Figure 1

Research and Development (Phusee-Orn, 2021; Xiao, 2007)

The researcher designed the step of analyzing foundational data before conducting instructional model design/Innovation (R1). This step focused on analyzing and synthesizing concepts, theory, previous research findings, expert opinion, and stakeholders, whose needs include students' and teachers'. The goal of this step was to analyze some documentary data and stakeholders' needs that are crucial for developing the instructional model. In this phase, survey research, document research, analysis, questionnaires, and expert interviews were utilized as research methods. These techniques connected the R1 research objectives (R1 objectives). The outcomes of this phase was informed the instructional model design process. Figure 2 demonstrates the first stages.



Figure 2

System of R1 in Research and Development (R&D) (Phusee-Orn, 2021; Xiao, 2007)

2. The Investigative Phase

This study was comprised in Phase 1: Developing the ICC-Based Instructional Model to Enhance Thai EFL Tertiary Students’ Intercultural Competence and Step2: Analyzing Needs on Learning and Teaching Intercultural Communicative Competence (ICC). This investigation was based on the ADDIE model (Nam,2010) combined with the SPIE model (Phusee-Orn, 2021).

3. Research Subjects and Procedure

The objective of this step was to analyze the needs for learning and teaching intercultural communicative competence (ICC) in Thai EFL tertiary education.

The research subjects for this step consisted of three groups: 1) Thai EFL tertiary students, 2) Thai EFL tertiary teachers; and 3) five experts

The researcher investigated the needs for learning and teaching intercultural communicative competence (ICC) in Thai EFL tertiary education with regard to 1. Thai EFL tertiary students and 2. Thai EFL tertiary teachers.

Firstly, for the group of Thai EFL tertiary students, the researcher surveyed the needs of thirty students enrolled in Bachelor of Education (English) courses at Nakhon Ratchasima Rajabhat University. Research instruments consisted of 1) questionnaires, 2) focus group interviews, and 3) tests. The researcher used questionnaires and focus group interviews to determine the needs of students studying intercultural communicative competence (ICC) in English courses according to their individual preferences. The researcher employed a test for assessing students' fundamental intercultural competence in order to develop an ICC-based instructional model for next steps (Nieto, 2008).

Secondly, for the group of Thai EFL tertiary teachers, the researcher surveyed the needs of eleven Thai EFL tertiary instructors who taught Bachelor of Education (English) courses and intercultural communicative competence (ICC) in English at eleven Rajabhat universities in northeastern Thailand.

4. Research Instruments

The research instruments consisted of 1) Google Form-built questionnaires, and 2) in-depth interviews using online meeting application to determine the individual needs of teachers in teaching intercultural competence in English courses (Nikolopoulou, K., 2023).

In overall, this step's research instruments were divided into two different groups. First, the research instruments for Thai EFL undergraduates included 1) questionnaires, 2) focus group interviews, and 3) tests. Second, the research instruments for Thai EFL tertiary teachers are: 1) Google Form-built questionnaires, and 2) in-depth interviews using online meeting application ((Nam, 2010))

For the group of five experts, five teachers with a Ph.D. in English Language Teaching or a related field are included. They have been instructing an intercultural competence in English course at a Thai EFL university for at least five years. They had been contacted and asked to deliver an Index of item objective congruence (IOC) score for each of the cited research instruments (Li & Wang, 2018). Prior to using research instruments for data collection and analysis, five specialists evaluated the instruments' quality. They evaluated the quality of the research instruments mentioned under 1) Content Authenticity, 2) Design Validity, and 3) Relative Validity Criteria (Nikolopoulou, 2023).

5. Data Collection and Analysis

Quantitative and qualitative data were collected through data collection. This stage of instructional education combined qualitative and quantitative data analysis (Hachmeister, 2021; Peel, 2020)

Results

The researcher presented specifically the most significant outcomes derived from quantitative and qualitative data analysis derived from the collection of data. These findings were divided into two research findings derived from two surveys of stakeholder needs: 1) the results of the survey conducted among Thai EFL tertiary students, and 2) the results of the survey conducted among Thai EFL tertiary teachers. The most significant aspects of these findings are provided below.

1. The results of the survey conducted among Thai EFL tertiary students

1.1 The results of a student survey regarding the need for culturally relevant content in English classes

Table 1

The Results of a Student Survey Regarding the Need for Culturally Relevant Content in English Classes

Students' Opinion	Number of Students (n = 30)	Percentage (100%)
1.I enjoy culture and desire to learn more.	13	43%
2.Cultures learned in English classes can be linked and adapted for instructing in the future.	20	67%

Table 1 (*Continued*)

Students’ Opinion	Number of Students (n = 30)	Percentage (100%)
3.In the era of globalization, when people can be connected via mobile phones and technology, English instructors should teach world cultures.	21	70%
4.Learning about foreign cultures is interesting.	17	57%
5.In the future, we can apply the cultural knowledge that will be taught in an English course to the design of classroom instruction.	24	80%
6.Learning about culture in an English class relaxes and captivates students.	12	40%
7.We need to learn the new English content, such as culture, and not just the old English grammar or content.	13	43%
8.We aim to expand our vision of culture learning in English courses.	24	80%
9.Culture is everywhere in our daily lives, and it can be utilized for teaching and learning in English courses, which are essential for the future success of our students.	26	87%
10.Culture is fascinating, and learning about culture in an English class can enhance our culture competence, which is crucial for future communication with foreign people and international students.	30	100%
11.I have previously studied international cultures for a number of semesters, but my knowledge is lacking; therefore, I need to learn further.	30	100%

According to Table 1's findings, all students viewed it necessary to study culture-related topics in English classes. They considered that culture is captivating, and that learning about culture in an English class might enhance their culture competence, which is essential for future communication with foreign individuals and international students. In addition, they have studied international cultures for a number of semesters, but their cultural knowledge is deficient; therefore, they need to learn more about culture-related topics in English classes. The group with the second-highest score indicated that culture is widespread in their daily lives and can be utilized for teaching and learning in English courses, which are crucial to the success of their students in the future. They indicated that they will be able to implement the cultural knowledge that will be taught in an English course to the design of classroom instruction in the future. In addition, they intend to broaden their conception of culture learning in English classes.

1.2 The results of a survey of students' opinions regarding the inclusion of cultural content in English classes combined with the selection of instructional materials to enhance students' intercultural competence.

Table 2

The Results of a Survey of Students' Opinions Regarding the Inclusion of Cultural Content in English Classes Combined with the Selection of Instructional Materials to Enhance Students' Intercultural Competence

Demographics	Stratum	Learner Participants (n = 30)	%
Included in English classes should be culture (Choose ONLY one answer)	Only native English speakers' cultures (e.g., British, American and Australian cultures)	10	33%
	Only native English speakers' cultures and Thai cultures	2	7%
	Native English speakers', Thai and other cultures (e.g., Chinese, Indonesian, Italian, Japanese or Hipster cultures)	18	60%
Total		30	100%
Instructional materials that need to be included in English course for enhancing students' intercultural competence	Text books	0	0
	Worksheets	0	0
	Magazines	0	0
	T.V.Shows	3	10%
	Advertisement	0	0
	Audio clips	0	0
	Podcasts	0	0
	Films	27	90%
	Others	0	0
Total		30	100%

According to Table 2, the majority of students agree that added culture content in English classes should target native English speakers, Thais, and other cultures (such as Chinese, Indonesian, Italian, Japanese, or Hipster cultures). Almost every one of the students indicated that films are effective instructional materials for enhancing students' intercultural competence.

1.3 The findings of students' knowledge, skills, and attitudes regarding culture-related content emphasized by English teachers in previous and current English classes

Table 3

The Results of Students' Knowledge, Skills, and Attitudes Regarding Culture-related Content Emphasized by English Teachers in Previous and Current English Classes

Students' knowledge, skills, and attitudes	Mean	S.D.
1. Knowledge of students' own cultural and social practices (e.g., Thai ways of greeting, eating, and interacting)	4.00	0.598

Table 3 (Continued)

Students' knowledge, skills, and attitudes	Mean	S.D.
2. Knowledge of foreigners' cultural and social practices (e.g., ways of greeting, eating and interacting of Chinese and British people)	3.66	0.721
3. Ability to understand foreigners' worldviews, situations and feelings	4.10	0.618
4. Ability to adapt to new cultural environments or different communication styles	4.45	0.572
5. Ability to listen to and observe other people (both Thais and foreigners) during conversation and interaction	4.72	0.455
6. Ability to compare and contrast social and cultural practices of Thai and foreigners (e.g., Thai and British ways of greeting)	4.28	0.591
7. Ability to realize the impacts of culture and sociocultural context on people's interactions (e.g., knowing that seniority affects interactions between adults and children in Thailand)	4.72	0.455
8. Ability to critically evaluate the perspectives, practices or products of Thai and foreigners based on explicit criteria (e.g., evaluating New Year's celebration of African, Thai and American people by using the same criteria)	3.86	0.581
9. Ability to suspend students' own beliefs or judgment of other people and be open to other people's (Thai and foreigners) viewpoints	2.96	0.704
10. Being curious to understand and respect foreign cultures	3.13	0.771

As indicated in Table 3, students had the ability to observe and listen to other individuals (both Thais and foreigners) engage in conversation and interaction (mean = 4.72), as determined by the results of Table 4.12, which assessed students' attitudes, knowledge, and skills with regard to culture-related material that English instructors have prioritized in their present and past English classes. The following set of learners expressed the highest level of contentment, with a mean score of 4.72, regarding their capacity to comprehend the influence of sociocultural context and culture on interactions between people. The ability to set aside personal beliefs and critical evaluations of others in favor of being receptive to the perspectives of others (both Thai and expatriates) was met with little dissatisfaction (mean = 2.96).

2. The results of the survey conducted among Thai EFL tertiary teachers.

2.1 The findings obtained from presently implemented instructional methodologies

Table 4

Presently Applied Instructional Methods

Current teaching	Number of Participants (N=11)	%
1. Teacher-centered	0	0
2. Learner-centered	11	100%
3. Grammar-translation based	0	0

Table 4 (*Continued*)

Current teaching	Number of Participants (N=11)	%
4. Communication-based	4	36%
5. Lecture-based	2	18%
6. Task-based	8	73%
7. Outcome-based	11	100%
8. Blended-learning-based	11	100%
9. Others	0	0

The results presented in Table 4 indicate that three distinct teaching methodologies were implemented: 1. Learner-centered (100 percent) Blended learning (100%) and 2. outcome-based (100%) instruction. The task-based instruction method was utilized by 73% of teachers, which is the second percentage. The opposite was true for teacher-centered (0%); none of the teachers selected it.

2.2 The findings of instructors' considerations concerning the most efficacious authentic teaching and learning resources implemented to enhance students' English language proficiency and interest

Table 5

The Findings of Instructors' Considerations Concerning the Most Efficacious Authentic Teaching and Learning Resources Implemented to Enhance Students' English Language Proficiency and Interest

Teachers' Views	Number of Participants (N=11)	%
1. Reading passages from printed matters	0	
2. Searching the Internet	0	
3. Films	10	91%
4. Podcasts	0	
5. Songs	0	
6. Advertisements	0	
7. Comics	0	
8. T.V. shows	1	9%
9. Photographs	0	
10. Others	0	
Total	11	100%

According to the data presented in Table 5, ten educators (91 percent) thought that the most effective authentic teaching and learning resource utilized to improve students' English language proficiency and interest was the use of film. A solitary educator, accounting for 9%, chose television programmed. Others, however, remained unselected by any teacher.

2.3 The results of an inquiry into the reasons why English courses do not cover intercultural competence as determined by instructors.

Table 6

The Results of an Inquiry into the Reasons Why English Courses Do Not Cover Intercultural Competence as Determined by Instructors

Teachers' Views	Number of Participants (N=11)	%
1. Students' lack of interest in cultural topics	9	82%
2. Insufficient curricular support for teaching cultural topics in classroom	10	91%
3. Voluminous curriculum content	7	64%
4. Time constraints	2	18%
5. Lack of a culturally-based teaching model that works in classes and enhances students' cultural competence	11	100%
6. Others	0	0

The findings of the analysis of data collected in accordance with Table 6 examined the factors that contribute to the shortage of intercultural competence instruction in English courses. Notably, one hundred percent of instructors identified the lack of a culturally-based instructional framework that effectively integrates into classroom instruction and fosters students' cultural competence as the most critical issue. 91% of teachers, the second-highest percentage, believed that English curricular support for teaching cultural topics in the classroom was lacking or insufficient. Teachers cited students' lack of interest in cultural topics in English courses as the third reason why they do not incorporate intercultural competence into their lessons, according to 82% of teachers.

Discussion

1. Thai EFL tertiary students and Thai EFL tertiary teachers needs the ICC- based instructional model which appropriated for Thai EFL university level

1.1 Preliminary Thai EFL student needs and recommendations

Results indicated that students comprehend the significance of culture-related EFL classrooms, in accordance with their needs and suggestions of Thai EFL students. They defined culture as the collective norms, identities, and values of a group. All of the students have prior knowledge of cultural subjects and have an intense curiosity in exploring further. Students indicated their interest in studying intercultural communication and culture in English courses, according to interview data collection.

In EFL classrooms, students considered the study of culture-related topics in English classes to be essential for the study of intercultural relations and culture. The notion that English proficiency in culture could be improved through study of culture in an English course-a skill critical for future interactions with foreigners and international students-was embraced by the students as captivating. Students expressed a need for improvement in their attitudes, knowledge, and abilities concerning culture-related subjects that English instructors have emphasized in previous and current



English courses, according to interview data. Because films depict and are influenced by sociocultural context and culture regarding the interactions of two interlocutors, it is necessary that they study intercultural and social dynamics through film.

The students' needs regarding the use of film to improve their intercultural competence in the English classroom were affirmed. Film as a potential component of EFL instruction was investigated by Briam (2010). Through the film's narrative, students could gain intercultural experiences with English usage, which could assist instructors and students in gaining a broader understanding and perspective of using the language in real-world contexts. By integrating cultural concepts with significance, employing potent metaphorical representation, and serving as the basis for a case study analyzing cross-cultural adaptation, the film expanded the classroom discussion to encompass more profound issues. Furthermore, this analysis explores the potential of the film as an instructional tool for advanced intercultural communication principles.

1.2 Preliminary Thai EFL teachers needs and recommendations

The findings revealed that Thai EFL teachers were in agreement that the following three teaching methodologies were effective in fostering the English proficiency of Thai EFL students: 1) learner-centered, 2) outcome-based, and 3) task-based. Furthermore, teachers concurred that the utilization of films was an appropriate method for improving the English proficiency and intercultural awareness of students. Participants reached an agreement that film was among the most efficient authentic teaching and learning resources employed to enhance students' English language proficiency and engagement.

Evidently, according to the analysis of collected data, teachers have reported that the ICC-based instructional model for enhancing students' intercultural competence in EFL classrooms is not being implemented appropriately. It is interesting that the lack of a culturally-based instructional guidelines that effortlessly integrates into classroom instruction and promotes students' cultural competence was cited by one hundred percent of instructors as the most critical concern. It was evident that the English curriculum did not provide adequate or any support for the instruction of cultural topics in the classroom. Instructors observed that students lacked enthusiasm for cultural subjects in English courses, and they concluded that this was due to the inadequacy of the ICC-teaching model to accommodate students' interests and requirements in cultural lessons within EFL classrooms. The data collection revealed the teachers' desire for ideal instructional resources that could effectively promote intercultural competence among students. Without exceptions, they all agreed that incorporating the films into their lessons would be the most effective way to accomplish this.

The ICC-based instructional model was developed in accordance with the requirements of Thai EFL instructors. As determined by Lee (2018), English as a Foreign Language (EFL) teachers should utilize the film as instructional material to enhance students' comprehension of intercultural communication in English-speaking and other lingua franca-using countries and their English linguistic proficiency. The film "New cultural man" was chosen for this research because it portrayed the lives and adaptations of Englishmen in Indonesia's colonial territory. The narrative depicted his distress at endeavoring to assimilate into an unfamiliar culture; he endeavored to use both English and the local language in order to survive; and he grew to appreciate his new way of life. Furthermore, the objective of the research was to examine the

perspectives of the participants concerning the effectiveness of employing the film as an instructional instrument to promote intercultural communication.

Conclusion

1. The use of film enhancing English proficiency and intercultural competence of Thai EFL students required the development of purposeful teaching contexts in EFL classrooms by Thai EFL teachers and students, two stakeholders.

According to Thai EFL stakeholders, in order to improve students' intercultural competence, instructors and learners required the use of films as ICC instructional materials. In accordance with the researcher's findings, the ICC teaching materials are suitable for EFL instruction. Determining which aspects of intercultural communicative competence (ICC) are essential for English speakers to effectively engage in meaningful and functional dialogue is the objective of research on ICC in EFL. (Deardorff, 2012; Bennet, 1993) ICC instruction focuses not only on imparting students with ICC knowledge, but also on enhancing their English proficiency so that they may engage purposefully and effectively in English-speaking environments. As it pertains to the study of English, this article examined four ICC instructional components.

1.1 Grammar competence in English pertains to the capacity to generate accurate English grammatical structures, encompassing phonology, vocabulary, and word formation, all of which are commonly encountered in English as a Foreign Language (EFL) classrooms.

1.2 English Strategic Competence relates to the methods employed by individuals who are native speakers of English to engage in direct communication for communicative objectives, whether they are from the same nation or different nations.

1.3 The capacity to understand and employ English sociolinguistic ally appropriately when discussing utterances that have social significance. The utilization of suitable English grammatical structures for various communicative objectives is the subject matter of this course.

1.4 English discourse competence is the capacity to integrate linguistic forms into written or spoken English discourse.

2. Four Essential Instructional Components of the ICC for EFL

Courses

The implementation of ICC instructional components in English as a Foreign Language (EFL) classrooms necessitates commitment to ICC principles and comprises four fundamental teaching components:

2.1 ICC-related cultivation of positive attitudes among EFL students:

Students' positive attitudes towards the study of ICC are fostered by EFL instructors. This necessitates a strong desire to foster students' comprehension of diverse cultures. There is a need to enhance students' inclination to actively pursue engagements with individuals whose cultural perspectives and worldviews diverge from their own (Byram, Nichols & Stevens, 2001).

2.2 Providing EFL learners with information regarding the ICC:

An argument can be made that ICC knowledge teaches not only the operation of social groups and identities connected via the English language and other languages, but also a specific English culture. It is essential for students learning EFL to possess knowledge



of intercultural, social, and individual interaction processes at this juncture. Such understanding is practical for employing and utilizing English in genuine communicative contexts, which will constitute an integral part of their future professional and personal lives. Therefore, it is imperative that the ICC teaching approach prioritizes fundamental ICC knowledge so that students can examine and recognize the beliefs, values, and practices that individuals of different nationalities may employ, as well as to anticipate that their English-using interlocutor possesses multiple identities. (Byram, 2008)

2.3 Concurrently enhancing ICC and English proficiencies: EFL instructors are required to promote both ICC and English skills concurrently. English courses encourage students to engage in intercultural encounters, which are crucial for acquiring knowledge of the English language and discovering new insights about oneself and an interlocutor from a foreign country, surmounting obstacles, and conducting fruitful interactions. In subsequent intercultural communication scenarios, EFL learners can utilize and apply the English language skills they have recently acquired (Byram, Nichols & Stevens, 2001).

2.4 Communication-oriented English as a means to improve critical intercultural competence: When using communicative English, EFL students have to show an understanding of their own beliefs and values, as well as the way in which they influence how others are perceived. Students will acquire valuable insights through the critical evaluation of their own beliefs and the encouragement to transcend preconceived notions in their English studies. Through this process of deconstructing their own beliefs, they will gain the ability to assess the reasonableness of the decisions they make in communicative situations, aided by their critical thinking abilities. Intercultural communication competence (ICC) is an absolute necessity for students to develop into proficient English speakers who are discerning in English-related intercultural communication (Deardorff, 2004; Bennett, 1986). Acquiring this ability requires a comprehensive curriculum that emphasizes critical reflection and independent thought.

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Proceedings ICON-ELT 2024

ISBN (e-book): 978-974-692-451-1

Ph.D. Program in English Language Teaching (ELT)
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