The International Conference on English Language Studies (ICELS 2018)
3rd-4th August 2018

School of Foreign Languages

Suranaree University of Technology

Nahkon Ratchasima, Thailand

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12.00-12.30	**Lucky Draw and Closing Ceremony**				

Keynote Speakers

Emeritus Professor Roland Sussex

Roland (Roly) Sussex, OAM, is Professor Emeritus of Applied Language Studies in the School of Languages and Cultures, and Research Professor in the Institute for Teaching and Learning Innovation, at the University of Queensland, Australia. He was also Director the National Languages and Literacy Institute of Australia – Queensland.

Professor Sussex is a specialist in comparative linguistics, particularly of the European languages, with a special interest in language, communication, society and technology (he was a pioneer of Computer-Assisted Language Learning in Australia). His research has been supported by Australian Research Council grants and other major awards.

Professor Sussex has held full professorial appointments at The University of Melbourne and The University of Queensland, Australia. He is an Honorary Life Member of the Linguistic Society of Australia and the Alliance Française and is Patron of the Institute of Professional Editors. He was awarded the Medal of the Order of Australia in 2012 and was made Chevalier de l'Ordre des Palmes Académiques (Knight of the Order of Academic Palms) by the French Government in 2017.

Topic: COMMUNICATING ABOUT PAIN: ACUTE ISSUES FOR ENGLISH TEACHING AND LEARNING

Dr. Mullika Sangsanit

Dr. Mallika Sangsanit is a lecturer at the Department of Management Technology, Suranaree University of Technology

Topic: ENTREPRENEURSHIP AND ENTREPRENEURIAL MINDSET FOR LANGUAGE TEACHERS

Associate Professor Dr. Thanomporn Laohajaratsang

Thanomporn Laohajaratsang is Associate Professor in the Department of Educational Technology, Faculty of Education, Chiang Mai University (CMU), Thailand. She currently serves as the Director of the Information Technology Service Center (ITSC) at CMU and is an international expert of the ICT in Education Unit, UNESCO Bangkok.

Dr. Thanomporn completed both her master's and doctoral degrees in Technology Education at the University of Illinois at Urbana-Champaign in 1992-1995. Before joining CMU, she was an Assistant Professor at Chulalongkorn University in Bangkok, Thailand.

For over 20 years, she has conducted projects and research activities related to the development of new media to support innovative pedagogies, the integration of ICT in educational system, and the design of future learning environments.

Topic: INNOVATIVE LANGUAGE LEARNING APPROACHES IN THE 21ST CENTURY

Featured Speaker

Professor Robert Waring

Professor Rob Waring, Ph.D. is Professor at Notre Dame Seishin University in Okayama, Japan. He is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He has published over 60 articles and has given hundreds of lectures, plenaries and featured speaker presentations in 28 countries. He has been Chair of several major international conferences. He is an Executive Board member of the Extensive Reading Foundation responsible for the promotion of Extensive Reading globally. He is also author and series editor of six series of graded readers by various publishers. He is the administrator and co-founder of the Extensive Reading website www.ER-Central.com and of www.word-learner.com.

Topic: THE MISSING PIECE OF THE PUZZLE

This presentation will present the 'missing piece of the puzzle' for language teachers and students. The talk starts by surveying what we know about language learning and teaching and reviews the linguistic parameters under which this learning must take place. There will then be a review of the current state of EFL to show how we, as an industry, present language to students in a linear manner based on a 'teaching causes learning model' of language learning. Recent research into lexical analysis and vocabulary learning will highlight the relatively little recycling of vocabulary, the lack of attention to collocation, colligation and lexical phrases in general there is in typical EFL courses which vastly underestimate the amount of language students need to meet for acquisition to take place. It will also highlight the conditions under which vocabulary can be acquired. The final section of the talk will show how teachers, students and curriculum designers can provide the missing massive amounts of exposure students need to consolidate their language knowledge to enable long term acquisition to take place.

Presentation Abstracts

EFL Students' Learning Needs Analysis through an Evaluation of General English Course:
A Case in a College in Can Tho City, Vietnam

Doan Thi Loan
The Southern Transport College, Can Tho City, Vietnam

Thai Cong Dan
Can Tho University, Can Tho City, Vietnam

Ta Thi Thanh Lan
Nguyen Binh Khiem High School for the Gifted, Vinh Long Province, Vietnam

Phan Thi Phuong Lan
Huynh Man Dat High School for the Gifted, Kien Giang Province, Vietnam

Thach Chanh Da
School of Social Sciences & Humanities, Can Tho University, Vietnam

Abstract

The current research study aims to evaluate General English Course (GEC) at The Southern Transport College (STC) from analyzing learning needs of non-English major students to improve the quality of the course, meet students' learning needs, and in accordance with the national criteria of curriculum design as well. The EFL students' learning needs are defined as encompassing students' reactions to GEC, language input, language skills, use of knowledge, teachers and teaching methods, testing and assessment, and learning outcome. Since the needs analysis and course evaluation were complex tasks with various possibilities of the needs, interviews of students and teachers were conducted to collect qualitative data purposing to strengthen the quantitative data from the two questionnaires. Two questionnaires of students learning needs and their evaluation of GEC were adapted from the original version of Stufflebeam's CIPP evaluation model (1983) and Sarah Cook's the ADDE model (2005) in Likert scales. The interview questions for students and teachers were adopted from interview questions in Mahmoud's study (2014). The quantitative and qualitative data were analyzed to answer the two research questions: (1) What are non-English major students learning needs? (2) To what extent does general English course satisfy students' learning needs? One hundred forty-eight students and four teachers got involved in the study as participants. The findings of the research revealed that students at STC are most interested in knowledge and language input provided from GEC. It was also determined that the students preferred extracurricular activities, watching videos or small group discussions in the language learning process. From the students' evaluation of GEC, it was seen that their learning needs were different from the actual course they received. They fairly agree with teachers and teaching methods, testing and assessment, but the actual course does not satisfy students' learning needs completely. Implications for teachers and school administrators are explored that they should add extracurricular activities to GEC as compulsory periods, increase the amount of periods in GEC curriculum, and open revision English courses to strengthen their English skills and test taking skills before encouraging them to register for the national examination of level A2.

Session 2   Room 2 (11:00-11:30)

Bottom-up or Top-down: The Perception of Reading Strategies Among Thai Tertiary Students

Prathomwat Suraprajit
Kasetsart University, Sriracha Campus, Thailand

Abstract

Reading strategies play a vital role in reading comprehension among the students who study English as a second or foreign language. The use of reading strategies would help the learners to deeper understand the text so that they could achieve their tasks. The present study then investigate the use of reading strategies under bottom-up and top-down models in both academic and business reading among Thai tertiary students. Two hundred-seventy non-simple random undergraduate students participated in this study. The forty-five item questionnaire was delivered to the participants. The findings were that top-down reading strategies were used the most for both academic and business reading, whereas bottom-up reading strategies were reported the least on both kinds of text. The results suggest that larger numbers of participants, correction between the proficiency and the use of strategies, in-depth interview, and strategies used between low and high proficient readers should be examined.

Session 3   Main Hall (11:00-11:30)

Learner Autonomy: English Language Teachers' Beliefs and Practices in the Context of Myanmar

Ni Ni Hlaing
Mandalay University of Distance Education, Myanmar

Aung Myo Hein
Mandalay University of Distance Education, Myanmar

Abstract

Learner autonomy - the ability and willingness of learners to take charge of their own learning - has been a major area of interest in language teaching. To the development of Learner Autonomy, teachers play an important role. This research focuses on what Learner Autonomy means to English Language Teachers. The beliefs regarding learner autonomy of 28 English Language Teachers from 9 different universities in Myanmar were studied through the questionnaire conducted by Borg & Busaidi (2012). They were also interviewed to explore how teachers practice Learner Autonomy, to investigate their attitude towards Learner Autonomy and to find out the challenges they are facing while they are helping their students

to become autonomous. It is found that 86% of the teachers use some activities and resources to help their students become autonomous learners. Moreover, over half the teachers shows interest in Learner Autonomy. This collaborative study addresses the gap by examining what 'learner autonomy' means to language teachers in Myanmar. Finally, the teacher's view on the factors such as examination system and education system of our country are the challenges that hinder the development of Learner Autonomy. The findings of this work will be of wide practical interest in ELT for promoting learner autonomy, particularly in contexts where encouraging learners to be autonomous is often perceived as a particular challenge.

Keywords: Learner Autonomy, Beliefs, Practices, English Language Teachers

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Session 4   Room 3 (11:00-11:30)

Thai Learners' Expressions of English Experiential and Hypothetical Structures

Pornsiri Singhapreecha
The Language Institute, Thammasat University, Thailand
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Abstract

The literature on this subject has addressed that EFL learners find it difficult to construct English sentences containing experiential and hypothetical (i.e., gerundial/nominal and infinitival) complements (Xuefang, 2010; Vercellotti and de Jong, 2013; Yoon, 2016). Such difficulty could be attributed to differences between L1 and L2 with regard to semantic associations. I explored this issue by investigating experiential and hypothetical expressions in essays written by Thai learners of English.

Thai and English bear similarities and differences. English verbs of the *avoid* class select gerundial and nominal complements exclusively, whereas the Thai counterparts can take either nominalized or infinitival complements (Singhapreecha, 2018). Across Thai and English, verbs of the *try/like* class allow both hypothetical and experiential complements (cf. Jenks 2006; Singhapreecha, 2010 for Thai).

Based on these similarities and differences, I hypothesized that Thai learners would be able to produce English constructions of the *try/like* class in alternation easily, while they would perform less satisfactorily on the *avoid* class. Data were obtained from 32 essays written by Thai undergraduate students on a topic related to misuse of antibiotics. Reading passages, a BBC program, and organization of a cause-and-effect essay constituted the input. No instructions on the grammar of English experiential and hypothetical structures were given.

The findings revealed that the two classes of verbs were treated independently. *Avoid* was restricted to nominals; *stop* was preferred with both nominals and gerunds, and *prevent* appeared most frequently with gerunds. *Try* and *like* occurred with infinitival clauses exclusively. While the prediction was not entirely supported, it is interesting that the learners did not opt for the L1 structure. In future research, I recommend control tasks where test stimuli can be equally distributed across structures. Pedagogically, instructions on the allowable

options are desirable to enhance students' subtle knowledge and variety in their English expressions.

Themes/Sub-topics: Second Language Acquisition OR Applied Linguistics

Keywords: Gerunds, Infinitives, L2 Structures, L2 Written Expressions

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Session 5   Room 4 (11:00-11:30)

Benefits and Challenges of Learning in a Technology-mediated Language Classroom: From Thai Students' Perspectives

Wasan Tengkuan
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Naresuan University International College
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Abstract

The contributory roles of technology in enhancing language learning, leading to the emergence of the paradigm of TELL (Technology-Enhanced Language Learning), have already been widely acknowledged and documented by many applied linguists and researchers in the field of educational technology. Using TELL as the paradigmatic framework, practitioner-researchers have offered language educators with practical suggestions on various kinds of pedagogical tools that can be integrated in language-learning classrooms to improve students' linguistic competence. However, there has still been a dearth of research, especially in Thai context, on the benefits and potential challenges of learning language in a technology-mediated environment from the perspectives of the key recipients of education, i.e. students.

To address the aforementioned gap, this paper aims to report on findings of a quantitative study that investigates perceptions of final year undergraduate students on the benefits and challenges of learning in a technology-mediated public speaking and oral presentation course at Naresuan University International College, Thailand. The employed quantitative methodology helped to reveal various encouraging findings of learning in a TELL-informed classroom, such as collaborative learning and improvement of L2 literacy, which further confirmed the significant role of technology in enhancing language learning. Not surprisingly, the student-participants also shared challenges of learning in such classroom, namely minimal experiences in using the required technological learning tools and the detrimental effects on their learning progress. It is based on the aforementioned findings that this paper will offer pedagogical implications for TELL-inspired language educators to bear in mind when attempting to operationalize TELL paradigm in their classroom.

Keywords: Technology-mediated language classroom, Technological tools, Instructional benefits and challenges, Second Language Learning, Thailand

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EFL Teachers' Beliefs and Practices of Formative Assessment in the Classroom: A Case of High Schools in Vinh Long Province

Ta Thi Thanh Lan
Nguyen Binh Khiem High School for the Gifted, Vinh Long Province, Vietnam

Doan Thị Loan
The Southern Transport College, Can Tho City, Vietnam

Thai Cong Dan
Can Tho University, Can Tho City, Vietnam

Phan Thi Phuong Lan
Huynh Man Dat High School for the Gifted, Kien Giang Province, Vietnam

Abstract

The importance of formative assessment in facilitating students' learning has been well established in the literature. However, defining and implementing formative assessment in the classroom is a complicated task. This study aims to *(1)* investigate EFL teachers' beliefs of using formative assessment in the classroom *(2)* to find out the tools for formative assessment used by EFL teachers in the classroom. The methodology employed in this study is a multi-method approach. Views of teachers were gathered using a self-completed questionnaire and semi-structured interviews. Participants were fifty high school teachers in Vinh Long province. The results indicated that most participant teachers had positive attitudes towards formative assessment. They believed that the basics of formative assessment such as feedback, sharing learning goals, questioning and self-peer assessment should be applied in their classrooms. In addition, in spite of having positive beliefs towards formative assessment, teachers did not apply formative assessment very frequently in their classroom.

Keywords: EFL teachers' belief and practice, formative assessment

Survey of E-portfolio Assisting Learning Medical English

Yu Lan, Ph.D.
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Guizhou Medical Univeristy, Guiyang, Guizhou, P. R. China

Abstract

E-portfolio works as an emerging form of learning because of its convenient, timely and rich features. At present, the method is being increasingly used in language teaching and learning at universities. This survey investigated 75 third-year medical-oriented undergraduates (females) of a medical university, who as the target samples. It was conducted questionnaires and semi-structured interviews as the instruments to collect data. Firstly, the survey illustrated the students' attitudes towards the self-learning via E-portfolio after finishing their medical

English course, secondly, the students' ability of self-learning and their understanding of life-long learning were stated separately. As a result, the outcomes display that the students have positive attitudes to E-portfolio, and it is believed that the E-portfolio can cultivate their critical thinking, improve the interesting in self-learning, and can assist the ability of life-long learning as well.

*Keywords***:** English for Specific Purpose (ESP), E-portfolio, Critical Thinking, Self-learning, Life-long Learning

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Session 8   Main Hall (11:30-12:00)

*An Example of Project – Based Learning***:** ### *Local Specialties in Some Selected Provinces in the Mekong Delta, Viet Nam*

Tra My Ly
Tay Do University, Can Tho City, Vietnam

Abstract

This project exemplifies the project-based learning approach in learning and teaching English Listening & Speaking skills. More specifically, the project reports the results of the fieldtrips of project participants – freshmen of English major in 2017 of Tay Do University to some selected provinces in the Mekong Delta, Viet Nam to study about the local foods and drinks in these places. 17 local specialties were presented including Bò xào lá giang –Beef sautéed with Giang leaves; Gà hấp lá chúc- Chicken steamed with Chúc leaves; Lẩu bò – Beef hotpot; Hủ tiếu Nam Vang – Phnom Penh noodle soup; Bún măng vịt – Duck noodle soup with bamboo shoot; Thốt nốt – Borassus products; Bò nướng ngói – Beef grilled on tiles; Bánh tráng nướng – Grilled girdle cake; Kem cuộn – Rolled ice cream; Bánh Pía- Pía cakes; Pizza hủ tiếu – Rice noodle pizza; Bánh xèo – Vietnamese pancakes; Rượu trái Giác – Cayratia trifolia wine; Cá lóc nướng trui – Snakehead fish smoked in rice straw; Bánh Flan bí – Pumpkin Flan Cakes; Chè trôi nước – Stuffed sticky rice balls; Bánh canh ghẹ - Crab rice spaghetti soup; Nem nướng – Grilled pork roll. Consequently, the project withdraws two significant conclusions. First, the project objectives as a part on the completion of the course have been accomplished. Specifically, students have been able to 1/ name and describe the dishes; 2/ to some extent, discuss and explain the procedures of making several dishes 3/ develop their IT skills, 4/ widen their understanding about the region. Second, the project-based learning is proved to be an effective way of teaching and learning English and therefore should be applied more widely to enhance the quality of English learning and teaching.

Linguistic Features of Advertising in Restaurant Homepages

Chalita Yaemwannang
Suranaree University of Technology, Thailand

Issra Pramoolsook
Suranaree University of Technology, Thailand

Abstract

Online advertising becomes more important to restaurant industry from year to year as it helps the restaurant owners to tell stories both textually and visually about their meals, staff members, and even history behind the dish to a much wider audience. Importantly, both advertising and marketing usually use a combination of visual images, texts, and sounds as communication tools to construct messages that help persuade the target audience to purchase their products and services. Especially, the language used in advertising is known to be powerful as it is normally used to encourage, persuade, and even manipulate the audiences which has a huge impact on customer decision making. Therefore, this topic is worth being explored. The main focus of this study is to analyze 4 types of linguistic features located in the content area of international restaurant homepages; namely, noun phrases, adjectives, superlatives, and ego-targeting phrases. It also aims to categorize adjectives used in these homepages into different semantic categories. Twenty-four restaurant homepages from eight different countries were used for the analysis. The studies from Dann (1996), Ding (2008), Pierini (2009), Mahadi & Albarani (2010), and Maasalmi (2013) were used as the analysis frameworks. The program MonoConc was also used to assist in frequency-based calculations. The results of the present study reveal that there are extensive amounts of noun phrases and second pronouns in this corpus, there are 14 semantic categories found in this corpus. However, there are 8 categories were newly found and were absent entirely from the analysis framework.

Keywords: restaurant homepages, promotional discourse, linguistic feature analysis, online advertising.

Second Life as Academic Playground for 21st Century

Luu Thi Mai Vy
Suranaree University of Technology, Thailand

Abstract

With its potential affordances as an educational tool, Second Life - a multi-user virtual environment has sparked interest of a plethora of academics in language teaching and learning. This paper discusses how Second Life can be a platform for experimentation of ideas among graduate students who can make use of virtual identities as self-expression tools. With the feature of anonymity and virtual identity, this virtual platform may help the graduates to unlock and maximize their intellectual potentials in their quest for innovative ideas as 21st century

language researchers. In this paper, I will first identify the rationale for the need of a virtual space, second give a brief description of Second Life together with a literature review, then explain why SL can serve as a valuable virtual platform for encountering opposing viewpoints and testing ideas and finally propose some basic steps for its implementation.

Keywords: Second Life, Virtual World, Experimentation, Virtual Identity, Creativity

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Session 11   Room 1 (14:45-15:15)

Grammar Translation Method and Direct Method Used in Teaching Reading Comprehension

Thuong Thap Doanh
Thu Dau Mot University, Vietnam

Abstract

Reading comprehension is a significant skill for learners to acquire language. Equipping a good reading method will facilitate students to process the materials effectively. The two methods, grammar translation and direct method, are prominently used to teach English reading comprehension to students in Vietnam. The aim of the study is to investigate in order to find out the more effective one used to teach and learn English reading comprehension. 40 sophomores at Thu Dau Mot University majoring in business administration were randomly chosen to participate in the research. They were divided in two groups: control group and experimental group. The first group was guided to use the grammar translation method in reading comprehension while the second one used direct method. The research happened in 40 periods (2400 minutes). Before and after the experimental time, both groups did the same test. Quantitative and qualitative data were collected through the test served for the comparative study. T-test was used to process differences in the mean values of the two groups. P-value was used to compute in order to examine whether the difference of means value is significant or not. Findings reveal that two methods contain both strengths and weaknesses in teaching and learning English reading comprehension. The findings create an advice that teachers should balance and use two methods interchangeably in the process of teaching reading comprehension.

Keywords: direct method, grammar translation method, reading comprehension, quantitative and qualitative methods

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Feasibility of Critical Thinking Instruction with Chinese EFL learners in the Confucian culture

Sheng Wang
Lishui University, P.R. China

Sirinthorn Seepho
Suranaree University of Technology, Thailand

Abstract

Critical thinking instruction has a long history. However, mainly, it is conducted with L1 learners in the western culture. This study aims to explore the feasibility of critical thinking instruction with EFL learners in the Confucian culture, different from the western culture. The participants in the study were chosen from one natural class where the researcher taught English reading. The instruction of critical thinking skills were infused into EFL reading teaching. Three forms of the Reading-Embedded Critical Thinking Skill Test were administered at the beginning, in the middle and at the end of the instruction. The results show that Chinese EFL learners actually improved their critical thinking skills. The instruction presented different effects on the development of critical thinking skills during their different developmental stages. Therefore, the development of critical thinking skills appeared different patterns. The findings have significant implications for the instruction of critical thinking with EFL learners in a different culture from the western culture.

Keywords: critical thinking instruction, EFL learners, Confucian culture, developmental patterns

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Stance and Engagement of TED Talks

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Abstract

This study explores stance and engagement of TED Talks in specific disciplinary including business and science. Interpersonal system as stance and engagement is essential element for successful communication. Stance concerns with the writer's attitudinal dimension including affect, judgement and appreciation. Additionally, engagement relates to writers' alignment dimension with demonstrating respect towards their potential readers. That is, stance-taking in interaction improves positioning and adopting points of views of the senders. This establishes the relationship between the writers and the readers, the writers and their ideas through different communication channels. Digitally mediated discourse is wildly used as corpus for investigating contemporary language and communicative activities. TED Talks, as purpose-built corpora reveal the use of language in the aspect of academic insiders presenting knowledge to the outsiders. Therefore, corpus is a compilation of written texts available online

from presenters in academic realm including researchers, lecturers, and expertise. Corpus from science and business genres are 104,094 tokens (6,910 sentences) in total from 2017 to 2018. The significance differences and non- significance differences of stance-taking interaction are examined by means of corpus linguistics using WordSmith Tool 7.0. Moreover, critical discourse analysis demonstrates insight explanatory of statistically significant numbers and other rhetorical features of interaction in media discourse. TED Talks can be seen as channel of transmitting academic knowledge. Growing number of scholars from various fields incorporate the organisation. Knowledge must be made available for everyone not only a small number of experts or researchers with the disciplines. It has become the academic community of twenty-first century.

Session 14   Room 4 (14:45-15:15)

Learning English through Mobile Application-Based Role-Plays: An Investigation of Field, Tenor and Mode in Thai Students' Speaking

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Abstract

With the popularization of mobile technology and the explosion of apps, Thai students can use mobile apps to improve their English ability. This learning approach is effective for students to improve English, as well as undergraduates are willing to use apps to learn English with self-regulated learning approach instead of traditional learning. It is a rapid increase in engagement of mobile technology for English teaching and learning without the constraints of both place and time. This connects students with teachers in real-time via their smartphones. Since the topics discussed in class are less attractive, students have not been motivated optimally to practice. In this study, students receive target language through preparation dialogues, and then apply it to a role-play. This is used to conduct how students' speaking can express the content, the roles within the text, and the text organization. Besides, LINE app well suited for Thai students are presented. Thus, the experiment examined the participants, 78 students who were 1st year students at NRRU, Thailand, tried out a mobile prototype; in the external practice, between November 11 and December 20, 2017. The students' evaluation was conducted by using Systemic Functional Analysis (SFL) in Field, Tenor and Mode, which is a system of social processes to constitute a culture. It presents the findings to evaluate students' speaking skills, also proposes a recommendation for further research, a teaching model to create a better learning outcomes. The result shows that the teaching speaking skills has been optimal. The mobile application for instant communication is used as a tool to motivate students' speaking. Thus, after analyzing with SFL, teachers can discuss with their students to provide explicit genre instruction.

Can I Go Paperless with my EFL Students in English Teaching and Learning?

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Abstract

This paper presents the results of a small-scale exploratory study carried out recently in a provincial university in the north of Vietnam. In the study, the researcher describes the process he applies a package of five different teaching enhanced tools: Google Forms, Office Mix, Google Classroom, Kahoot and Quizlet. The application lasts for a whole semester of fifteen weeks in an EFL class with thirty-four first year non-English majors. The study focuses on one research question: how do the students perceive the new mode of learning in which technology is used? In-class observation, semi-structured interviews, and a survey are employed as the data collection instruments. The findings of the study reveal that the students exhibit positive attitude and high level of motivation toward learning English. At the end of the paper, some discussions are left on the difficulties encountered and pedagogical implications when applying ICT in English language teaching.

Keywords: English teaching, ICT application, non-English majors, teaching enhanced tools

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Creating ESP Materials for EFL Science and Engineering Students

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Abstract

When designing English for Specific Purposes (ESP) course curricula for EFL students, educators must evaluate their own level of expertise within the desired specific subject matter. Ideally the language instructor would not only have a background in language instruction, but the educator would also have the necessary background to teach the targeted subject itself. Unfortunately, this is not always the case. The purpose of this presentation is to show how instructors with limited science and engineering backgrounds created ESP materials for Science and Engineering students at a Japanese university. A finish to start, rather than a start to finish, methodology was utilized to design the framework of the ESP materials. All lessons were designed to meet specific goals within the field of science and engineering. Goals were clearly stated in the form of can-do lists. Individual lessons and lesson activities were created in support of each can-do goal statement. Detailed lesson agendas, for both teachers and students, were created for each lesson. On the teacher side, agendas included supplemental science materials, educational links, and detailed instructions. On the student side, agendas included bilingual step-by-step class notes for before, during, and after lessons. Links to science related websites were provided for all homework assignments. Materials created made use of freely available TED Talks, science related websites, and product development Internet

resources. Results have been positive with students reporting a better understanding of scientific concepts and an increased confidence in scientific related skills. With a step-by-step approach to science related ESP topics, instructors are capable of both language and content instruction even with limited formal education in science and engineering.

Keywords: material development, ESP, science and engineering, can-do lists

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Session 17   Room 3 (15:15-15:45)

A Case Study of Pragmatic Awareness of Thai EFL Engineering Students

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Abstract

This study aimed at investigating and highlighting pragmatic awareness of undergraduate Thai EFL engineering students who are in the process of developing their second language. In order to achieve and attain pragmatic competence in using English in both communicative and engineering contexts, these students should be pragmatically aware of English as a medium of communication. Pragmatic awareness is crucial to English language development and it actually acts as a springboard to enhance students' pragmatic competence. The purposes of this study were: a) to investigate Thai ELF engineering students' pragmatic awareness in using English in communicative contexts, b) to investigate Thai EFL engineering students' pragmatic awareness in engineering contexts. Semi-structured interview and DCT were employed to elicit students' pragmatic awareness and these participants were purposively drawn from a group of engineering students. The results yielded that Thai EFL engineering students were pragmatically aware of English in both communicative and engineering contexts due to several perceptions and concepts towards the English language.

Keywords: English language learning, Second language acquisition, Pragmatic awareness, English communication skill

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EFL Learners' Perspectives on the Use of Video
in English Business Communication Course

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Abstract

The global trends in the 21ˢᵗ century language learning and teaching have promoted interpersonal communication. Recently, there has been a high demand for a learning tool which increases learners' motivation and participation with a focus on communicative competence. This paper aimed to explore EFL students' attitudes towards the application of videos in Business Communication (BC) course at a Vietnamese university. It then examined possible causes for the students' communication breakdowns. Both quantitative and qualitative data were collected for an in-depth analysis through the employment of the questionnaire and semi-structured interview. The findings showed that there was a mismatching between the participants' perceptions and their performance. In terms of factors affecting their actual performance in the video-based BC course, furthermore, intercultural competence was viewed as the major cause hindering them from fully understanding the content of videos despite their excitement about cultural differences.

Keywords: attitudes, communicative competence, video, Vietnamese EFL context

Thai EFL University Lecturers' Attitudes towards the Common
European Framework of Reference

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The Common European Framework of Reference for Languages: Learning, teaching and assessment (CEFR), developed by the Council of Europe in 2001, provides a basis for foreign language education, policies and practices. The CEFR influences English language teaching in Europe and beyond. In Thailand, since 2014, the CEFR has been applied to the English curriculum for all levels of education. However, few researchers have investigated teachers' understandings of the CEFR and their attitudes towards the framework's use. This qualitative interview study aims to investigate Thai university instructors' perceptions of the CEFR and their applications of the framework in their English language classrooms. Eleven Thai English as a Foreign Language (EFL) university lecturers (five males and six females) participated in this research project, using semi-structured interviews.

The findings indicated that Thai EFL university lecturers had a reasonably good understanding of the CEFR, particularly the domains of assessment, the Common Reference Levels of language proficiency and language teaching and learning applications. However, the Thai EFL university lecturers appeared to have few insights into the action-oriented approach underlying

the CEFR. Their use of the CEFR in their EFL classrooms appeared to be associated with their understandings. Lecturers' attitudes towards the influences of the CEFR on English education in Thailand were found to be both positive and negative. The current study recommends that CEFR-related training programs to bring more practical impact on classroom teaching are needed for Thai EFL lecturers and school teachers.

The Learning Outcomes of Block Scheduling on Intensive English Subject at Dusit Thani College Pattaya

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Abstract

The purpose of this research was to study the results of the English language course using the block scheduling of Dusit Thani College Pattaya students by measuring and evaluating. Using three test methods, the Knowledge Test, found that the number of students who received the scores from block scheduling resulted the most in developing their writing skills. The number of students who scored after this scheduling increased by 82.14% and 75.57%, followed by the improvement of speaking skills by 64.28% and 60.71%. The reading skills were 46.43% and 57.14%, respectively.

Paired t-test scores for both pre-test and post-test scores showed that both pre-test and post-reading scores on writing skills and speaking skills were different by considering from the Sig value was less than 0.05 on all three ways, which was based on the assumption set. The listening skills of the students before and after the study was not significantly different from the Sig value of over 0.05 and from the self-assessment after the block scheduling, two groups of students focused on the workload or achievement assignments which the average score was 4.47. This indicated that the block scheduling made students had more responsible on their assignments. This had the effect of increasing student scores.

Keywords: block scheduling, 4 skills, Intensive English Course, Dusit Thani Students

A CLIL Approach in Thailand University Setting:

Teaching Design Thinking through English

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Abstract

Content and Language Integrated Learning (CLIL) has been known as an approach in teaching a content-based subject using a target language. Hence, the objective of this study was to find out the extent to which the use of teaching design thinking through English as a CLIL approach improves undergraduate students' social innovation knowledge, communication skills in English, critical thinking ability, and cultural awareness. Data were collected in the forms of Likert- scale questionnaire, semi-structured interview, and students' performance observation throughout the four phases of design thinking: sense and sensibility, empathy, ideation, and prototype. The sample consisted of 25 Thai undergraduate EFL students who attended Singapore Polytechnic adapted framework for design thinking course at Rajamangala University of Technology Lanna in Thailand, during the first semester of the academic year 2017. The data were analyzed using descriptive and content analyses. The study findings showed that after attending the design thinking course the students showed significant improvement in their social innovation knowledge, communication skills in English, critical thinking ability, and cultural awareness.

Keywords: Content and Language Integrated Learning (CLIL), The 4 Cs of CLIL, design thinking, English as a Foreign Language (EFL)

Multimodal Discourse Analysis of Written and Visual Representations of Stories Created by Thai University Students

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Abstract

The field of Multimodal Discourse Analysis (MDA) has helped both linguists, educators and specialists in communication arts gain insight into the roles that visual modalities play in today's increasingly multimodal communication. To analyze a multimodal discourse, the frameworks known as "grammars of image" by Kress and van Leeuwen (1996, 2006) and Systemic-Functional Linguistics (Halliday 1978, 2003), a well-known linguistic framework

which essentially explains how written texts are meaningfully generated and understood, serve well as analytical tools here. The principal aim of this research study is to analyze and understand how visual communication either replaces, complements, translates into or interacts with written communication. Specifically speaking, in order to understand how the aforementioned theories would make sense of multimodal communication, a semi-experimental study which prompted a form of multimodal communication was conducted. 13 Thai students were given 5 words and asked to expand them into a short paragraph in whatever way their creativity would guide them. Then, they were asked to transform the written story into a picture that they thought best represented what they had written. In the data analysis, the written data were analyzed in terms of essential elements of textuality such as how foregrounding and backgrounding were realized and how they constituted a meaningful text. As for the corresponding visual data, the components matching those in the previous part were identified, analyzed and pitted against their written counterparts. The results reveal complemental relationship between a student's written and visual texts. In other words, there are certain aspects of communication that can be better expressed through a written text; conversely, there are others that a visual text can convey a communicator's intentions better. The results of this study strongly encourage a multimodal approach to teaching EFL/ESL communication skills.

Keywords: multimodal discourse analysis, written and visual communication

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Affective Language Learning Attributes of QR-coded Graduate EFL Classroom

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Abstract

Numerous positive gains have been reported on the use of technology in language learning. Current survey of published journal articles, however, reveals lack of research on its integration to language teaching and learning in graduate language classrooms in EFL settings. In this study, the use of QR codes in the graduate EFL classroom has been investigated concerning its relatedness to affective language learning attributes (herein referred to as ALLAs) such as anxiety, engagement, motivation, self-esteem, among others during the lesson on process of writing. Three objectives were sought (1) to know students' perceptions on ALLAs before and after the use of QR codes, (2) to establish the relationship between students' perceived ALLAs and language performance, and (3) to understand specific situations that trigger positive or negative reactions. The students were asked to indicate their perceptions concerning ALLAs by using a survey questionnaire before and after the activity. They were also asked to do the activity independently by scanning the QR codes posted around the classroom and use the information to create an essay outline. Further, an open-ended questionnaire was provided to indicate their negative or positive reactions to specific situations during the QR-coded activity. Survey results and scores were analyzed quantitatively while open-ended statements were coded qualitatively. Results suggest the following (1) there are significant differences on the students' perceived ALLAs before and after the activity, (2), there is a significant positive

correlation between ALLAs and their language performance, and (3) twelve specific situations were found to provoke dynamic ALLAs reactions. It is suggested that the use of widely available technological innovations must be introduced to teachers of graduate language courses as its impacts on ALLAs are overwhelming beneficial.

Session 24   Room 1 (16:15-16:45)

Using Computer Games 'SWS Tutor for English Teaching

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Sittichai Ju-ey
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Abstract

The ongoing study aims to explore the effectiveness of computer games called 'SWS Tutor' towards junior high school students' English language learning performance and motivation. The study includes eighth graders from a medium-size high school in Nakhon Ratchasima, Thailand. Pre- and Post-tests will be given to the participants to gain data on their learning performance and motivation. Observations and interviews will be also used to gain more insights how the computer games can help enhance their learning performance and motivation.

Session 25   Room 2 (16:15-16:45)

Improving University Students' Critical Thinking through Classroom Discussions: A Perspective from a Reading Class

Apisak Sukying
Mahasarakham University, Thailand

Abstract

Classroom discussion has become one of the essential strategies for teachers to assist students in comprehension and improved higher thinking skills. Specifically, when students relate their comprehension of reading materials to the concepts studied in the classroom, their learning and critical thinking improves as they connect reading strategies, presented in the classroom lessons and textbooks, to real-world applications, including their existing knowledge. Thirty participants who participated in the current study were enrolled in English Analytical Reading. All participants were second-year English major students in the Faculty of Education at a public university in the northeast of Thailand. The current study used classroom discussions as an approach to promote students' comprehension and critical thinking. Observations in the classroom discussion practice and rubric scales of writing tasks were used to assess students' critical thinking skills. Questionnaires were also used to check students' viewpoints towards discussion practice. The results show the positive impact of classroom discussion on critical thinking as well as student interest in reading especially when text readability is accessible. The findings also show that students' critical thinking skills evolve and become more advanced

as the semester progresses. Furthermore, as students become more engaged in sharing thoughts, discussions help them absorb and understand the text being read. Another key finding is that by classroom discussion practice, students become more interested in the course itself. Recommendations for future study are discussed.

Session 26   Main Hall (16:15-16:45)

An Investigation of the Learning Style Preferences in Business English Students at Mahasarakham University

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Mahasarakham University, Thailand

Atthaphon Mumi
Mahasarakham University, Thailand

Abstract

Over the past decades, educational research has identified a number of factors that account for some of the differences in how students learn. One of these factors, learning styles, is broadly described as the learning strategy or learning approach. Learning styles are an individual preference manifesting how students prefer to go about the process of learning and it is one of the dominant factors which affect the academic success of students. This study examines the learning style preferences of Business English students at the Faculty of Humanities and Social Sciences, Mahasarakham University. The aims of this study are 1) to investigate their major and minor learning style preferences and 2) to study the relationship of the types of learning style preferences among Business English students. The Perceptual Learning Style Preferences Questionnaire (PLSPQ) developed by Joy Reid was adapted in this study. The questionnaire was administered to 142 Business English students. The data were analyzed using multivariate analysis of variance (MANOVA) and structural equation modeling (SEM) in exploring the relationships among learning style preferences. The results and implications are going to be discussed in the presentation.

Descriptive Language and Descriptive Lexical Repetition
in the Digital Mega-Story "Snow Fall" by John Branch

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Abstract

This study examined several descriptive parts of speech (e.g., strong verbs, descriptive adjectives, and descriptive adverbs), figures of speech (e.g., simile, metaphor, and personification) and repetition techniques in the New York Time's digital mega-story "Snow Fall" by John Branch. A corpus-based approach with computer assistance was applied to examine the occurrences of each category hereof in the six-chapter multimedia presentation of 18,870 words. The theoretical framework of the descriptive language list was based on Barcelona's (2003), Strausser's (2009), Mathis (2013), Hollis's (2016) and Dunkelberg's (2017) propositions while the lexical repetition patterns were suggested by Hoey (1991). Results reveal that the function of descriptive language and repeated lexicons is a mean of cohesive and artistic devices in journalism writings and, in particular, online digital mega-stories in order to allure readers today. Hopefully, the findings might be a parameter of skill-training for the futuristic journalism.

*Keywords***:** Corpus; descriptive language; digital mega-story; lexical repetition; Snow Fall.

Challenges to English-Majored Students Writing a Post Graduation Thesis**:**
A Case in Can Tho University, Vietnam

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Abstract

In recent years, Master (MA) graduation thesis has become as popular as other subjects in university curriculum although conducting, particularly writing an MA graduation thesis is not an easy job. The present study focuses on finding out challenges faced by English- majored students faced when writing their MA graduation thesis as well as some supervisors' suggestions to improve their graduation thesis quality. Thirty seven-item questionnaire from

30 MA English- majored students in Can Tho University (CTU) were used in this study to collect quantitative data. Besides that, six teachers' interviews were conducted with face-to face interviews and via cell phones.The results indicated that the majority of MA students have faced challenges in writing their references sections and literature review while title and discussion did not frequently struggle students in writing their MA graduation thesis. Based on the results of this study, it can be inferred that teachers' suggestions to MA graduation thesis quality are significantly necessary for the reason that at be beginning of thesis, MA students are confused and do not how to start their writing. Furthermore, the majority of the supervisors agreed that guidelines and schedule for whole thesis will help students complete the thesis in the deadline and the teachers save time for give feedback effectively.

Keywords: MA students, an MA graduation thesis, challenges in writing

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The Impact of Storytelling on Students' Oral Performance

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Abstract

In the time of international integration, English has become increasingly important and practical. In the academic field, English contributes greatly to overseas study, settlement and research. In this context, the teachers should have a variety of teaching methods to support for students, especially storytelling which is one of the most arguing methods. Many teachers say that it is compatible for high school learners and others argue that it is ineffective regarding their teaching contexts. Hence, the research is aimed to investigate how storytelling impacts on students' speaking ability at high schools and whether students are interested in it or not. This is an experimental study conducted with the use of both qualitative and quantitative methods. Pretests and posttests are employed to collect the data. The findings from the study are expected that storytelling has enormous contributions to students' speaking skills.

Keywords: storytelling, impact, students, oral performance

Unfolding Directions and Movements of a Preposition and its Pedagogical Implications:
A Corpus-based Study of the English Preposition Over

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Abstract

Conceptual meanings of a preposition strikes a little spark of interest in language studies due to its grammatical functions which are abstract and complicated. A preposition has been largely ignored since its meaning doesn't always contribute to a sentence meaning. Some languages, in fact, anchor and exhibit concepts of directions and dimensions through a preposition and mastery of learning a foreign language requires the understanding of conceptual meanings of prepositions. English prepositions, therefore, have been mysterious to non-native speakers since their role in classroom teaching and setting is minimal and peripheral. The English preposition *over* has its multiple conceptual meanings which reflect how native speakers of English think in relation to dimensions, directions, and movements within spatial scenes. This reflection of conceptual meaning indeed embodies in the English preposition *over* itself which is prone to errors for non-native speakers, especially Thai ELF learners. The main purpose of this study is to provide some fundamental meanings of the English preposition over and how its meanings work within spatial scenes. The framework of Cognitive Grammar is employed to study its meanings via the use of corpus analysis. It can be concluded that movements and directions of the English preposition over reveal several key conceptual meanings which are language-specific. These concepts provide some pedagogical implications which are critical for language acquisition and language learning.

**Developing Listening Materials for Blind Students
in a Flipped Classroom Context in Thailand**

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Abstract

Listening comprehension is considered as a very complex process for people either with or without disabilities because there are many linguistic and cognitive competences getting involved. Then, there is a recognized need for understanding the instruction for the blind

students. The blind's listening comprehension has been impeded by the lack of learning time and appropriate instructional materials. Thus, the study set out to (1) examine whether developing listening materials for the blind students in a flipped classroom was effective and (2) know attitudes of the blind students toward the implication of the flipped classroom for a twelve-week period. The explanation for implementing the flipped classroom is that the order of classroom events is reversed. The contents are delivered to learn outside through online materials or books whereas what considered as homework in traditional class is completed during class with the teacher's assistance. It therefore affects the blind students to have more time to learn. Regarding participants, ten female blind students aged between 12 and 17 years at Khon Kaen School for the Blind, Khon Kaen province were selected. Pretest and posttest given to the blind students and comparison between the two sets of scores were made using paired t-test. The questionnaire and semi-structured interview were administered to explore their attitudes. The results revealed that the blind's listening comprehension increased significantly at the $p = 0.05$ level and the blind students showed a positive attitude toward the flipped classroom learning.

*Keywords***:** Blind students, teaching listening, flipped classroom learning

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Session 32   Room 1 (09:00-09:30)

Some Vietnamese Cultural Obstacles in Speaking English: ***EFL Students' Difficulties and Suggestions – A Case at Can Tho University, Vietnam***

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Abstract

This article aims to report on a study which identifies some Vietnamese cultural obstacles and their influences on EFL learners' speaking skill. Suggestions for overcoming cultural challenges are proposed in accordance with the findings from both qualitative and quantitative method. This study's participants employed 100 English-majored freshmen at Can Tho

University. Follow-up interviews were carried out on 7 EFL learners. The findings from questionnaires and interviews revealed that *face-saving, hesitation, high – context communication and conflict avoidance* affected EFL students' speaking performances. This study offers suggestions for advancement based on respondents' perception towards cultural hindrances. Finally, the study also addresses implications and suggestions for further study.

*Keywords***:** cultural obstacles, speaking skill, cultural influences, perception

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Session 33   Room 2 (09:00-09:30)

The Development of the English for Secretary Course
Based on the Needs of Thai Secretaries

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Abstract

Since Thailand is one of the ASEAN Economic Community members, which allowed the free flow of goods, services, investment, capital and labor skills among its members. Thai Universities have realized of the rising competition in the job market and the importance of English language. Many ESP courses have been provided by Universities in Thailand in order to prepare the students for their future careers as well as for the competition ahead.

According to the ESP theory and approach, need analysis is a crucial step in developing ESP material. This study aimed to design the English for Secretary Course, which is one of the popular ESP courses for English major students, based on the need of English of Thai secretaries to perform their daily tasks. The participants of this study comprised of 70 secretaries in Thailand who work for different companies. The research instruments were two set of questionnaires, semi-structured interview, and the textbook which developed from the results of the questionnaires and the semi-structured interview. After the data of language needs of the secretaries had been collected, the results were analyzed by using SPSS and T-test. Then, the course syllabus and the textbook of English for Secretary were developed, and evaluated by the experts to check its appropriateness and overall relationship to the results of the questionnaire and semi-structured interview. This article focused on designing a syllabus as well as a textbook based on the actual needs of Thai secretaries. The results of the questionnaires, interviews, and evaluating of the textbook will discuss in this article.

The results of the study could be beneficial for instructors in making the courses to be more useful and relevant to the employment setting. Moreover, the findings should make Thai students as well as Thai people be aware of the importance of English communication in workplace and prepare themselves for their future professions.

Keywords: ESP, need analysis, secretary, syllabus, workplace

Corpus Functional Stylistic Analysis of Transitivity Process and Styles in Characterisation in the Wonderful Wizard of Oz

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Abstract

With transitivity in Systemic Functional Grammar (SFG) as the theoretical framework, this study aims to investigate the transitivity processes in *the Wonderful Wizard of Oz* by utilising corpus linguistic technique, in the hope of revealing the characterisation styles of the four main characters in this book. This present study tries to analyse dialogues between the four main characters including Dorothy, the Scarecrow, the Lion and the Tin Woodman and the narration of their actions. With the stylistic approach based on self-construct corpus by the aid of text-processing software AntConc 3.5.7, it is an attempt to bridge the corpus technology and stylistics analysis to explore an effective and prospective approach to literary study.

A Study of Students' Ways & Perspectives toward the Use of Google Translate

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Abstract

Machine translations have been being used for a long time among language learners. As a tool for translating, Google Translate (GT) is become one of students' favorite even though it has some errors and limitations. Hence, this study had examined the purposes, ways, perspectives, problems, and solutions towards the Use of Google Translate from Thai students taking Bachelor of Arts in English for International Communication at RMUTL Phitsanulok. A set of questionnaires which included a checklist, a three-point rating scale, and open-ended-questions was use as a research instrument. The gathered data were analyzed for mean, standard deviation, percentage, frequency, and content analysis. Results showed that all students had been using GT. Students mostly used GT for communicating on social media applications more than doing English activities in university. GT has been used by students for the following: edit the output after using GT, read a sentence or a text before using GT, and click on the difficult words to get the possible meaning and choose the most appropriate one. Students seem to have positive perspectives toward GT event if they realized that GT could offer errors in grammar, wrong outcomes to bulky data, and wrong word meanings.

The Use of Self-Regulated Language Learning Strategies among Vietnamese English-Majored Freshman: *A Case Study*

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Abstract

Self-regulation of learning plays a vital role in improving second/foreign language learning as it can encourage the development of autonomous learners. It is seen that, nevertheless, ESL/EFL learners in different contexts are not fully aware of the importance of self-regulated language learning (SRLL) strategies in their English language learning. The present study, therefore, aims at investigating the use of SRLL strategies by English-majored students at Bac Lieu University in Bac Lieu city, Vietnam. This study involved 100 English-majored freshmen in answering a closed-ended questionnaire. The results showed that students sometimes used SRLL strategies, and they used SRLL strategies for keeping and monitoring records and seeking social assistance more often than for other purposes. The findings imply that students lacked knowledge of how to use SRLL strategies and get engaged in using SRLL strategies. This study recommends that students' awareness of SRLL strategies should be seriously taken into account in order to facilitate their learner autonomy.

Keywords: case study, English-majored student, self-regulated language learning (SRLL) strategy, Vietnamese context.

Learners' Perceived Skills for the Twenty-first Century: *Integration of Design Thinking in an English Class*

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Abstract

Twenty-first-century skills and the English language, which are necessary for students' career success, can be developed through the process of Design Thinking (DT). This study, therefore, aimed at comparing the perceived learning skills before and after the integration of the DT process in an English classroom with 45 English major students as the participants. These students enrolled the Seminar in English course in the second semester, the academic year 2017

at Rajamangala University of Technology Lanna. The data were collected from self-assessment questionnaires on five key learning skills which are class engagement, communication, creativity, collaboration as well as critical thinking and problem-solving skills. These key learning skills were employed in the course through various class activities. Upon completion of the course, the students reported that they developed all the five skills at the high level ($\bar{x}$=4.16), with a significant increase, particularly on critical thinking and problem solving, creativity, communication, and collaboration respectively. This study suggests integrating the design thinking process into English language teaching and learning activities as there is still room for communication improvement. Further, the researchers encourage integrating other learning skills into English language learning as they could also help enhance the students' language skill development.

Session 38   Room 3 (09:30-10:00)

Translating the Cultural Untranslatability of a Thainess and the Views of Four Native Speakers on the Translation Methods

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Abstract

Regarding the Thai cultural translation, its Thainess becomes another language barrier to communicate with non-native Thai speakers. In a Thainess, there are both types of words or expressions that are translatable and those untranslatable. To solve this translation challenge on the untranslatability of a Thainess, this study thus ultimately aims to pull together the translation methods that best represent and well convey a Thainess in a target text. The findings would be of use for the Thai-English translation and for creating a cultural awareness in English classrooms.

This study thus investigated the translation methods employed in the bilingual Sawasdee magazine of Thai Airway. First, one article on the cultural aspects was purposively selected from each monthly circulation (January 2013-December 2017); there were then all 60 articles. In each article, the words and expressions having the Thainess in its English translated version were labeled. The untranslatable Thainess, the Thai cultures with no equivalent English words, were collected and tabulated. All these untranslatable ones were thus mixed up and created to be one corpus. Then all translation methods were identified. Here, the cultural untranslatability was categorized into material, tradition, religion, history.

Regarding the preliminary results, there were 74 untranslatable words and 89 expressions while there were seven main translation methods: borrowing, adoption, paraphrase, calque, over translation, and low translation. To deem the effective translation methods, all methods together with their 163 translated words and expressions were brought to test with four native speakers: American, Brunei, French, and India. Each speaker was asked to match the English translated words and expressions with the corresponding pictures and explanations. According

to the matchings and focus groups, the results yield that borrowing and adoption methods greatly facilitate their understanding in the Thainess through English translation while calque helps least.

The Computational Translation Program towards English Studying in the 21st Century: The Collaboration of Human and Technology

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Abstract

In the era of 4.0, technology seems to unavoidably involve in human life. As well, technology plays a vital role in Language teaching and learning especially in 21st century education.

This study was developed from the Independent study of Miss Napassawan Jayana and Miss Sasiwimon Chilchana, the final year students of English for International Communication Program, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna. The I.S. title was: The problem in using Google Translate Program from Thai to English. The I.S. was conducted by setting three main research questions which were firstly, "What are the common problems when using Google Translate Program?" The second research question was "What level of sastifiation among EIC 3rd year students when using Google translate program?" The last question was "What are the differences between manual translation and using Google translate program?"

The research process was done by two methods. The first one was investigating the accuracy of the context between using manual translation and Google translate program. The other method was to survey the sastifiation of using Google Translate Program. The participants were 17 students of 3rd year EIC program.

The results showed that the participants preferred Google translate Program than manual translation. They used the program to assist them to translate the text, specially the vocabulary. Moreover they agreed that Google translation program was easy to access, cheap, and convenient. On the other hand, the findings also portrayed that the participants felt unsure of the translation texts by the Google translate program. The most problems which the participants found from using Google translate program were grammar and lexical accuracy; Articles, Tenses, and Voices. The lexical most problem was Word Choice.

The study was able to conclude that the Computational Translation Program was useful. Nevertheless, only the computational translation program cannot be rely on itself, it must use the program users' language knowledge background to make the translation more accurate and appropriate. We can presume that technology can be human best assistant in case we know how to use and manage it.

Enhancing an Out-of-Class Conversation Activity for University Students from a Discourse Perspective

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Abstract

This study is intended to investigate interactional features employed by two facilitators in an out-of-class conversation activity for university students. It also aims to identify types of teacher talk which may construct or obstruct learners' involvement in an EFL context. Only few research studies have been conducted to analyze the role of facilitators in extra-curricular activities. In order to achieve such aims, two teachers, one native and one non-native English speakers who organized the activity, were purposively selected as participants of the study. The activity was audio-recorded for a total duration of 20 hours and was transcribed following the conversation analytic methodology. The analysis of the data was done based on the SETT (Self-Evaluation of Teacher Talk) framework developed by Walsh (2006, 2011). The results of the study could be applied by teachers or those interested in organizing out-of-class speaking activities to help improve speaking skills.

Keywords: SETT, interactional features, teacher talk, out-of-class activity

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The Effects of a Flipped Cooperative Classroom Model to Enhance Thai EFL University Students' Reading Comprehension

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Abstract

Reading skills are important for academic achievement as well as professional development. Nevertheless, reading comprehension ability of some Thai EFL university students has been found to be relatively low, even with those majoring in English. Main causes include lack of reading strategies, improper instructional method, and learning environment. Providing reading strategies has commonly been used to improve reading comprehension; however, it is usually effective when providing suitable environments for learning and practicing. Therefore, to

provide students with reading strategies, an alternative instructional method is needed in order to provide proper learning environments for the maximum learning outcomes. In this study, an alternative instructional method called FCCM *(*Flipped Cooperative Classroom Model*)* was introduced. With this model, students learned course inputs through online before classroom, and the classroom time was used for more individual practice and group activities. Additionally, cooperative activities were used to support learning in both online and classroom modes to help improve reading ability by mean of group learning process. The objective of this study was to investigate the effects of the FCCM on students' reading comprehension and opinions about learning with FCCM. The study was implemented with a group of Thai EFL university English-majored students at Nakhon Ratchasima Rajabhat University, through a Reading Comprehension course. The effectiveness of the model was assessed by comparing reading comprehension between the experimental group, learning through the FCCM instructions, and the control group, who learned with conventional classroom. The results showed that the experimental group improved their reading comprehension significantly after learning with FCCM. Their reading comprehension was also significantly higher than the control group. Moreover, their opinions about learning with FCCM were mostly positive. The study suggested that FCCM can be an effective method for improving reading comprehension for Thai EFL university students.

*Keywords***:** Reading Comprehension, Flipped Classroom, Cooperative Learning

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Inferences and Linguistic Strategies in Commercial Advertisements: A Case Study of Thai Life Insurance Company's Commercial Series

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Abstract

The powerful influence of language and its use allow people to determine how words, syntactic expressions, communicative intent as far as emotional embodiment could selectively be presented in a variety of communication types including commercial advertisements. This social communication type makes use of language not only to emphasize the primacy of their company's products but also to influence the target audience, their actions and thoughts. This study explores linguistic tools and thematic inferences lying in a series of a company's commercial advertisements. It aims to investigate the linguistic tools that are used and inferences that are embedded therein to make the discourses of its commercial advertisements so tremendously powerful that it has aptly affected the audience's psychological belief, attitude and ideology along with the intention of the advertisements themselves. Based on the study of conversational implicatures by Grice (1975), theory of presuppositions by Strawson (1952) and by Stalnaker (1998), an analysis of linguistic strategies and thematic inferences in commercial advertising is drawn from a corpus of Thai Life Insurance Company's TV commercial series publicly aired from 2000-2008. The main findings show certain general characteristics of the company's advertising discourse, the repetitive use of the second personal pronouns and the

hidden manipulating-and-caring theme, in particular, as the representative of the company delivering its advertising series. In addition, a qualitative analysis of this study also attempts to draw a critical insight into the effect which these commercial advertisements have on language, society and culture.