Conference Program Booklet

LSCIC 2023

INTERNATIONAL CONFERENCE

The 4th Language, Society and Culture International Conference :
Maximizing Research and Opportunities for Sustainable Development

May 12, 2023

**Faculty of Humanities and Social Sciences
Mahasarakham University**

PROGRAM SCHEDULE
The 4ᵗʰ Language, Society and Culture International Conference (The 4ᵗʰ LSCIC)
May 12, 2023

Time	Program		
8.30 – 9.30	Welcome speech to the 4ᵗʰ Language, Culture and Society International Conference (The 4ᵗʰ LSCIC) **CLICK TO JOIN ZOOM**		
9.30 – 10.30	Keynote presentation 1 **Sustainability and Human Development in the 21ˢᵗ Century** *Assist. Prof. Dr. Staci Martin* School of Social Work Portland State University, USA **CLICK TO JOIN ZOOM**		
10.30 – 10.45	**Break**		
10.45 – 11.45	Keynote presentation 2 **Early Childhood Development Research as a Key Driver for Sustainable Development** *Assoc. Prof. Dr. Weerachart Kilenthong* Dean of the School of Early Childhood Education University of the Thai Chamber of Commerce, Thailand **CLICK TO JOIN ZOOM**		
11.45 – 13.00	**Lunch**		
	Panel 1: English Language Teaching **CLICK TO JOIN ZOOM**	**Panel 2: Linguistics and Language Teaching** **CLICK TO JOIN ZOOM**	**Panel 3: Cultural Studies and Literature** **CLICK TO JOIN ZOOM**
13.00 – 13.20	**Business English Presentation Anxiety in a Thai EFL Classroom Context** *-Pattama Panyasai & Eric A. Ambele* Mahasarakham University, Thailand	**Implication of Linguistic Landscape to "Songkhla Towards World Heritage Site" Project** *-Lanchukorn Sriwimon* Faculty of Humanities and Social Sciences, Thaksin University, Songkhla, Thailand	**Overview and Deficiency of Chinese Contemporary Media Culture Research—Visualization Analysis Based on Citespace** *-Dan Jiaxian, Yao Qi & Ming Li* Chongqing Technology and Business University, China & Rajamangala University of Technology Rattanakosin, Thailand

Time	Program		
13.20 – 13.40	**ELT for Sustainable Development: Texts and Methods** *-Janpha Thadphoothon* Dhurakij Pundit University, Thailand	**Effectiveness of Code-Switching in Language Classroom: a Case Study of English Teachers' and Students' Perspective in Thailand** *-Jiraporn Phoomsaidon, Wilawan Tongsukkaeng & Pojaman Inudom* Kalasin University, Thailand	**Research on the Presentation of the Content of Spokeman's Twitter and the National Image** *-Yingcui Luo, Han Zhang & Qiongyu Zhu* Pass College of Chongqing Technology and Business University, China
13.40 – 14.00	**Thai EFL Instructors' and Students' Attitudes Towards Teaching English Swearing and Taboo Language** *-Kanoknara Chainarong, Thara Areewattananon & Chokchanok Khemkrut* Thammasat, Thailand	**Developing Intercultural Skills and Awareness to EFL Learnings Using Innovative Language Pedagogical Activities** *-Chutipa Kongsombut, Jade Jatupohn, Kedsiree Tienprasert, Nattaya Jaiboon, Pinnarat Yenseranee, Teera Tunboontor & Yossawadee Jindamai* Rajabhat Maha Sarakham University, Thailand	**Research on China's Image During the Beijing Winter Olympic Games** *-Chaojing Zeng, Lili Hu & Ao Deng* Pass College of Chongqing Technology and Business University, China
14.00 – 14.20	**The Effect of SQ4R Teaching Methods with Graphic Organizer Towards Vocabulary Learning and English Analytical Reading Skills for EFL Students** *-Saowaluck Phissanui* Pisanpunnawittaya School, Thailand	**Using Realia in Teaching English for Ethnic Young Learners under Low Resource Environment** *Nguyen Thi Nhu Thao* Hang Chu Ethnic Minority Boarding Primary School, Vietnam	**Reflections on Education in a Popular Vietnamese Literature: *Coffee with Tony*** *-Watcharee Srikham* Ubon Ratchathani University, Thailand
14.20 – 14.40	**Reflective Teaching Practice for the Tertiary Level EFL Education in Bangladesh: A Translanguaging Perspective** *-Sadequle Islam* University of Hamburg, Germany & University of Chittagong, Bangladesh		**Japonisme: representation of Japan in French literature and children's literature** *-Virine Hutasangkas* Chiang Mai University, Thailand

Time	Program		
14.40 – 14.50	**Break**		
	Panel 4: ELF and Global Englishes **CLICK TO JOIN ZOOM**	**Panel 5: Education** **CLICK TO JOIN ZOOM**	**Panel 6: Medicine and Society** **CLICK TO JOIN ZOOM**
14.50 – 15.10	**English as a Lingua Franca Interactional Pragmatic Strategies in EFL Classrooms** *-Pikul Kulsawang & Eric A. Ambele* Mahasarakham University, Thailand	**A Review of Citespace-Based Research on New Media for Distance Learning in Higher Education** *-Qiaojuan Zou, Qi Yao & Songyu Jiang* Chongqing Technology and Business University, China & Rajamangala University of Technology Rattanakosin, Thailand	**Psychological Condition of the Elderly Survivors from Natural Disaster: Case Study After Earthquakes in Lombok, Indonesia** -Ahmad Shodiq & Kanvee Viwatpanich Thammasat University, Thailand
15.10 – 15.30	**Influences of home culture in English as a lingua franca interactions: Case of African sojourners in Thailand** *-Azah Smith, Enyiawah Brian & Eric A. Ambele* Buriram Rajabhat University, Thailand & Mahasarakham University, Thailand	**A Study on the Improvement Strategy of Live Teaching Model from the Perspective of Activity Theory** *-Qi He, Qi Yao & Hongmei Yang* Chongqing Technology and Business University, China & Rajamangala University of Technology Rattanakosin, Thailand	**Barriers to Healthcare Access During COVID-19 Pandemic on Older Refugees in Indonesia: Perspective of Health Professional and Social Care Providers** -Haening Ratna Sumiar & Kanvee Viwatpanich Thammasat University, Thailand
15.30 – 15.50	**Exploring Chinese students in Thailand's Perception towards China English** *-Meng Longzhen & Eric A. Ambele* Mahasarakham University, Thailand	**Research on the Effect of Online Teaching in Chongqing University—a Perspective of Student Satisfaction** *-Yuting Cheng, Qi Yao & Songyu Jiang* Chongqing Technology and Business University, China & University of Technology Rattanakosin, Thailand	
15.50 – 16.10	**Awareness Attitudes of Global Englishes among Thai university students in a Thai** *-Fang Miao & Eric A. Ambele* Mahasarakham University, Thailand		
16.10 – 16.30	**Closing ceremony**		

SUSTAINABILITY AND HUMAN DEVELOPMENT IN THE 21ST CENTURY

ASSIST. PROF. DR. STACI MARTIN
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Abstract

Purpose: The purpose of the keynote is to explore how critical hope can be applied to Sustainable Development Goal #4 that specifically impacts United Nations Educational, Scientific and Cultural Organization Education for All Goal #2. The aim of this presentation is to specifically focus on higher education in conflict and protracted areas.

Data & Methods: This keynote will be in three sections focusing on theory, research, and practice. Community-based Action Research (CBAR), Speaking for Ourselves Action Research (SOAR), semi-structured interviews, and surveys were applied.

Selected Findings: The conceptual framework is critical hope and critical despair will be defined. SDG #4 and EFA #2 will be outlined. Research will be shared that focuses on higher education in protracted and conflict areas will focus on Eastern Africa and Southeast Asia.

Significance: Most youth see educational institutions as beacons of hope. To foster hope and psychosocial well being in our youthful refugees, we need to find ways to co-create spaces of hope in our educational institutions. It is paramount that we prioritize, give access, and mobilize learning opportunities for youth who seek higher education in conflict and protracted areas.

EARLY CHILDHOOD DEVELOPMENT RESEARCH AS A KEY DRIVER FOR SUSTAINABLE DEVELOPMENT

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Abstract

Human capital is the most critical factor driving the sustainable economic growth of a nation. Early childhood is the most important and productive period for human capital accumulation (Heckman and Mosso, 2014). An early childhood development research project, called RIECE Thailand project, aims to improve early childhood education quality using the HighScope approach, which has been proven to be a highly effective method (Heckman et al., 2013, 2010). In the first experiment in Mahasarakham and Kalasin provinces, the program hired new graduates from local universities, trained them to implement the HighScope-based curriculum, and randomly assigned them to participating childcare centers. The experimental result shows that the impact of randomly assigned additional teachers on the general score of children is positive and significant, with an effect size of approximately 0.40 standard deviation (Chujan and Kilenthong, 2021). However, hiring new teachers is costly. RIECE Thailand then created a hands-on and intensive teacher training program called on-site training. The second experiment was to test the effectiveness of the on-site training in Roi-Et province. The main result is that the intervention can improve children's cognitive skills by 49%, relative to the control group's mean (Kilenthong et al., 2023). Overall, both experiments confirm that on-site training can significantly raise teacher effectiveness. Therefore, teacher professional development programs should focus more on hands-on and intensive training than in-class and light-touched training.

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BUSINESS ENGLISH PRESENTATION ANXIETY IN A THAI EFL CLASSROOM CONTEXT

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Abstract

Anxiety about giving a presentation can range from minor nerves to affecting fear and panic. It can happen in English as a Foreign Language (EFL) classrooms, where students practice their presentation skills through various course activities, which are a crucial part of making learning experiences positive to increase an essential element in delivering positive learning experiences. This current study aims to investigate Thai EFL undergraduate students' anxiety in classroom presentations in a business English course context. Twenty-one third-year students majoring in a Business English Program at a Thai university were selected using the purposive sampling technique with a mixed method research design. The quantitative data were gathered from questionnaires while qualitative data were collected from focus group interviews. The results showed that Thai EFL undergraduate students experienced varying anxiety types during classroom presentations. The primary responses to anxiety included recurrent subconscious behaviors, silence, speech disruptions, and a slow speaking rate. Four main factors contributed to students' anxiety when giving presentations in class: 1) their attitude towards such presentations, 2) their language skills, 3) the amount of time spent preparing, and 4) the feedback they receive from their teachers. Other elements like making mistakes, audience attention, and peers' comments did not significantly contribute to this anxiety. The results of this study should help language teachers improve their lesson plans and create more anxiety-free learning environments for their students.

Keywords: Presentation anxiety, Business English, EFL classroom

ELT FOR SUSTAINABLE DEVELOPMENT: TEXTS AND METHODS

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Abstract

In this paper, I make a case for the integration of sustainable development elements in the teaching and learning of English. Often, foreign language learning and teaching are taken out of the sustainable equation, overlooked and peripheral. This paper suggests that ELT has an important role to play in helping the United Nations make sustainable development goals a reality. The question I am trying to address is an important one: What roles does ELT as a professional organization play in sustainable development? The concept of green ELT is proposed, arguing that at least two ELT elements.

Keywords: ELT, Sustainable development, Constructivist, Creative-productive education

THAI EFL INSTRUCTORS' AND STUDENTS' ATTITUDES TOWARD TEACHING ENGLISH SWEARING AND TABOO LANGUAGE

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Abstract

This study investigates the attitudes of Thai instructors of English and Thai undergraduate students toward the inclusion of English swearing and taboo language in classroom activities. Three research questions are addressed: (1) To what extent do Thai students have awareness of the existence of English swearing and taboo language? (2) To what extent do Thai EFL students understand the use of English swearing and taboo language in a particular context?, and (3) What are students' and instructors' attitudes toward teaching and learning English swearing and taboo language in the EFL classroom? Data were collected from thirty-four fourth-year English major students through an online questionnaire, and five Thai instructors participated in a semi-structured telephone interview. Findings indicate that most students understand and are aware of swear words and their usage in English, and that both students and instructors generally have positive attitudes toward teaching taboo words in the EFL classroom. They also expressed concerns about the uncomfortable feelings and cultural appropriation. Nevertheless, many instructors would like to introduce the notion of swearing and taboo language to their students, provided that appropriate teaching materials are made available for them.

Keywords: swear words, swearing, taboo language, EFL classroom

THE EFFECT OF SQ4R TEACHING METHODS WITH GRAPHIC ORGANIZER TOWARDS VOCABULARY LEARNING AND ENGLISH ANALYTICAL READING SKILLS FOR EFL STUDENTS

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Abstract

The purposes of the research were to 1) compare the students learning ability of English vocabulary development before and after using SQ4R teaching methods with graphic organizer 2) compare the students learning ability of English analytical reading skills before and after using SQ4R teaching methods with graphic organizer and 3) investigate the students' opinions toward teaching and learning management using the SQ4R teaching methods with graphic organizer. The samples of this research were 30 Grade 10 students who studied at Pisanpunnawittaya school, Khon Kaen province in the second semester of the academic year 2022, selected by cluster random sampling. The study was designed for a 6-week experiment. The research instruments of this study consisted of 1) The English vocabulary test 2) The analytical reading skill test and 3) The questionnaire toward teaching and learning management using SQ4R teaching methods with graphic organizer. The collected data were analysed by percentages, mean, standard deviation, and dependent sample t-test. The findings of the study were as follows: 1) the students' learning ability of English vocabulary after using SQ4R teaching methods with graphic organizer was significantly higher than before learning at the .05 level. 2) The students' analytical reading skill after using SQ4R teaching methods with graphic organizer was significantly higher than before learning at the .05 level. 3) The students' opinions toward SQ4R teaching methods with graphic organizer were at the highest level.

Keywords: SQ4R teaching methods with graphic organizer, English vocabulary, English analytical reading skill

EFFECTIVENESS OF CODE-SWITCHING IN LANGUAGE CLASSROOM: A CASE STUDY OF ENGLISH TEACHERS' AND STUDENTS' PERSPECTIVE IN THAILAND

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Abstract

This study aims to investigate the impact of code-switching between Thai and English in English language classes on students' perceptions of learning English. Code-switching, which involves using two languages interchangeably within the same conversation, has been a central focus in research on bilingualism. In the past, code-switching was viewed as a sign of incompetence in language acquisition, suggesting that bilinguals could not properly acquire or separate two languages. As a result, there was little interest in studying this phenomenon until the 1970s, when linguists began to examine it in detail. Nowadays, it is widely accepted that code-switching is a structured and systematic linguistic phenomenon and is no longer viewed as a deficient language behavior. This research explores code-switching's attitudes, use, and functions in English language classrooms, particularly among thirty International Business Management students at Ubonratchathani University. Two English language teachers were selected to participate in this study and were asked to complete a survey questionnaire and participate in interviews. The study seeks to understand how code-switching affects attitudes toward learning the English language.

Keywords: Attitudes, Code-Switching, Bilingualism

DEVELOPING INTERCULTURAL SKILLS AND AWARENESS TO EFL LEARNERS USING INNOVATIVE LANGUAGE PEDAGOGICAL ACTIVITIES

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Abstract

This study aimed to develop intercultural skills and awareness to young EFL learners in Maha Sarakham area using different innovative pedagogical practices; namely, game, play, and task. Intercultural Communicative Competence (ICC) is the ability of the learners of a foreign language to communicate effectively and develop intercultural awareness of the native language speakers and the learners (Boye & Byram, 2018). Byram's (1997) Intercultural Communication Competence (ICC) comprises of five dimensions: knowledge, attitudes of curiosity and openness, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. The population of this qualitative study were seventy-three primary school students aged 9 – 12 years old. The twenty-four students of sample group were retrieved from a cluster random sampling technique. The participants have learned three lessons regarding cultural contents through three pedagogical practices. A reflective worksheet and a semi-structure interview were used as research instruments to collect data. The content analysis of the data indicated in regard to the activities that the participants had satisfaction towards the innovative pedagogical activities (game, play, and task) and believed that the activities are effective in helping them to develop awareness and enhance intercultural skills. Regarding ICC skills, the themes were deductively analysed using Byram's (1997) suggested behavioural skills, the participants showed three skills of discovery and interaction; interpreting and relating; and evaluating. In term of awareness, the participants reflected cultural self-perceiving and awareness (showing knowledge, comprehension, openness, awareness, and respectfulness of own culture) and diverse cultural awareness (showing knowledge, openness, awareness, respectfulness, and tolerance of different culture). The study also discusses pedagogical implications and limitations.

USING REALIA IN TEACHING ENGLISH FOR ETHNIC YOUNG LEARNERS UNDER LOW RESOURCE ENVIRONMENT

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Abstract

With the development of technology and science, many applications and tools have been introduced in education, especially in English language teaching. However, the fact that not all students have chance to access to modern devices and modern methods with laptops, computers, the internet, project, and television..., etc. My students are these. They are from the mountainous, remote, highland area. They all are Hmong people - a minority ethnic of Viet Nam. I together with my students have to deal with the lack of many digital teaching tools. However, thank to those difficulties, we develop this topic. The primary objectives of this practical presentation are to provide the attendee with some tips in using Realia as well as interesting simple teaching techniques/teaching aids that don't need high demand, much skill, lots of material or preparation in ELT lessons. This section is highly recommended for young learner teachers and novice teachers.

Keywords: young learner, teaching aids, Realia, teaching tips, handmade teaching aid

OVERVIEW AND DEFICIENCY OF CHINESE CONTEMPORARY MEDIA CULTURE RESEARCH—VISUALIZATION ANALYSIS BASED ON CITESPACE

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Abstract

Based on China National Knowledge Infrastructure, this paper quantitatively analyzes the research results of Chinese media culture during 2000-2023 by using the visualization analysis method of scientific knowledge graph. This paper summarizes the important information of the publishing trend, productive authors, research fields and hot topics of Chinese media culture research. At the same time, it is found that in terms of the publishing trend, the research on media culture shows a fluctuating growth trend, with the growth rate changing from slow to fast. In the aspect of researchers, the research on Chinese media culture has a single-core development mode, too high dependence on key figures, and lack of team cooperation between researchers and research institutions. In the analysis of research fields and hot spots, it is found that there are problems such as imperfect and unbalanced development in the research of Chinese media culture. In the aspect of research methods of media culture, there is a lack of quantitative research methods, mainly subjective content interpretation. In addition, there is a phenomenon of attaching importance to the macro and neglecting the micro, and less considering the relevant influencing factors of media culture from the perspective of the public. Therefore, scholars and institutions in the core research circle should strengthen cooperation to comprehensively improve the level of academic achievements in this field. In addition, it is also an important task for researchers to find new research points, strengthen research on weak links, and explore local theories in research.

Keywords: CiteSpace, Visualization, Media culture, map

RESEARCH ON THE PRESENTATION OF THE CONTENT OF SPOKEMAN'S TWITTER AND THE NATIONAL IMAGE

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Abstract

How to tell the story of China and shape the image of the country has always been a topic of common concern for the academic community. For China, telling a good Chinese story on Twitter is an important way to spread and shape China's national image. With the help of content analysis method, this thesis collected 3194 tweets of Hua Chunying (@Hua Chunying 华春莹) from April 1, 2021 to March 31, 2022 through API as research samples. Through the analysis and processing of data, it was found that the main features of Hua Chunying's tweets are both local and global-centered, involving a wide range of content but highly aggregated. In addition, this thesis also extracted subjective sentiment information from text through artificial intelligence automatic sentiment analysis, computer language and other technical methods. The research found that tweets were mainly positive, accompanied by a small amount of neutral and negative sentiment. Through the statistical analysis, we found the image of China created in Hua Chunying's tweets were special. Through the collection and analysis of Hua Chunying's tweets and interactive data, it can be concluded that the communication strategies included originality, setting up topic labels to improve the content aggregation, setting topics to guide public opinion, and catching on with current events. But there were also shortcomings, such as less interaction between disseminator and the users. In the future, we can improve it from changing the political propaganda tone, creating the three-dimensional full figure of disseminator, and expanding the coverage of the content of the topic. Actively applying the agenda-setting theory to promote the construction and dissemination of China's image will help China overcome the barriers of external communication and tell the Chinese local story in different contexts.

Keywords: national image, agenda setting, post-pandemic era, spokesman

RESEARCH ON CHINA'S IMAGE DURING THE BEIJING WINTER OLYMPIC GAMES

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Abstract

Under the influence of the "global village", countries around the world are interacting more and more frequently, and the competition between hard and soft power is being carried out secretly. Therefore, national image, which is an important part of national soft power, has been paid attention to because of its important position in international competitiveness. Generally speaking, more intensive media coverage over a period of time can attract a high level of attention from the international community and make it easier to construct a country's image, while the framework of media coverage can affect the dissemination and recognition of a country's image. 2022 Beijing Winter Olympic Games, which opened on February 4, 2022, came to an end on February 20 after 14 days of various competitions. As a global sports event and held during COVID-19, it attracted numerous media attention. This study selects the New York Times, which has a large influence in the international field, and uses the Dow Jones Factiva database to collect relevant reports during the Beijing Winter Olympics (January 1, 2022-March 1, 2022) as a sample, using content analysis and text analysis methods, combined with frame theory to conduct detailed quantitative and qualitative analysis. The study finds that the New York Times has been able to present China's national image during the Beijing Winter Olympics. The study found that the New York Times presented a dynamic China represented by Chinese athletes, a manufacturing China with the strength of supporting infrastructure, and a healthy China with good anti-epidemic results, as well as an environmentally unfriendly China that claimed to pollute the environment under the pretext of a large amount of artificial snow, from different frames.

Keywords: National Image, Beijing Winter Olympics, The New York Times, Frame theory

REFLECTIONS ON EDUCATION IN A POPULAR VIETNAMESE LITERATURE: COFFEE WITH TONY

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Abstract

The study aimed at exploring reflections on Vietnamese education in Coffee with Tony, which is one of a popular Vietnamese literature and was voted as one of Vietnam's inspirational books for young people. Content of Coffee with Tony in Vietnamese language retrieved from the gacsach.club website. The study is documentary research which takes qualitative approach by using content analysis and presenting results of the study in descriptive analysis method. The findings show that, reflections on Vietnamese education in Coffee with Tony include reflection on value of education, reflection on teacher, reflection on student and reflection on English language learning.

Keywords: Vietnam, Education, Contemporary Literature, Coffee with Tiny

JAPONISME: REPRESENTATION OF JAPAN IN FRENCH LITERATURE AND CHILDREN'S LITERATURE

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Abstract

Japonisme, exoticism of Japan, is the influence of Japanese arts and cultural objects in the 19th-century Europe driven by the "fresh and surprising forms of creative expression [the Europeans] saw in woodblock prints, standing screens, and other items imported from Japan". Europe was exposed to the beauty of Japanese arts as early as the 16th century. However, the flourished trades between Japan and Europe came with the expansion of Christianity which became later a major cause of Japan's seclusion. Throughout the isolation period, Japanese arts and architectural designs fascinated the European monarchies and developed exotic taste for Japan. When Japan finally authorized limited trades in the 1850s, *japonisme* immediately found its place in Parisian society. Its influence was not only seen in virtual arts, but also in French literature in the latter half of the 19th century. Japanese *objets d'art* became decoration elements in the scenery of fictional Paris. Despite the fall of *japonisme* after 1900, the link between Japan and its traditional arts has still been so powerful that France seems to refuse modern industrialized Japan that doesn't held the "exotic" aesthetics anymore. Therefore, we can find the images of the 19th-century Japan in today's media, and in recent published children's literature which should be the very first place for a child of one culture to discover cultures of faraway lands. In this presentation, we will explore the limited image of Japan in contemporary French children's books and discuss the impact of cultural representation in children's literature.

Keywords: Japonism, Japan, French literature, Children's literature, Cultural representation

ENGLISH AS A LINGUA FRANCA INTERACTIONAL PRAGMATIC STRATEGIES IN EFL CLASSROOMS

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Abstract

The emergence of English as a lingua franca as a distinct and significant field of applied linguistics has brought an interesting and challenging new perspective on developing the pragmatic competence of L2 learners, particularly in classes comprising linguistically and culturally diverse learners. Furthermore, pragmatic competence in speaking English for L2 learners involves knowing the foreign language and strategies that help interactants communicate (Cutting & Fordyce, 2021). Therefore, it is essential to understand the suitability of strategies as well as how, when, and with whom learners may use the L2. One aspect of communication refers to strategic behavior when a breakdown in communication causes misunderstanding or non-understanding (Cogo & Dewey, 2012). Dealing with these kinds of communication problems demonstrates the different ways in which interactional pragmatic strategies (IPSs) interconnect in order to help interactants reach mutual understanding. Accordingly, the language classroom is one of the settings where interaction can be studied, and studying English is fundamental to students' professional development. Many strategies are used to fulfill the teaching and learning processes, such as proactive strategies: repetition, paraphrase, clarification, and self-repair (Mauranen, 2012). As a result, the classroom is where the second language is formed. The investigation of the different interactional pragmatic strategies (IPSs) are discussed in order to reconsider the teaching and learning processes in EFL classrooms. The detailed analysis of IPSs has revealed that some IPSs not only help the interlocutors overcome communicative breakdowns within classroom interaction but also shed new light on IPSs which could help students aware of the various Englishes that they may face when in the working sector. In such settings, potential professionals need to use their interactional strategies to overcome communicative problems. Based on these observations, this paper discusses some distinct IPSs that should be promoted as essential strategies in EFL classrooms.

INFLUENCES OF HOME CULTURE IN ENGLISH AS A LINGUA FRANCA INTERACTIONS: CASE OF AFRICAN SOJOURNERS IN THAILAND

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Abstract

This study addresses a significant gap in the empirical research on intercultural communication (IC) and English as a lingua franca (ELF) by exploring African sojourners perceptions of influences of their home culture in naturally-occurring ELF interactions. The study's mixed-method approach, combining a student questionnaire (*N*=100) and follow-up semi-structured interviews (*N*=10), allows for a comprehensive analysis of the participants' experiences and perspectives of how their home culture influences their IC practices. The findings from the descriptive and thematic analyses of the data suggest that while most participants lacked a thorough understanding of their home culture, they still recognized the importance of home culture in ELF communication. This highlights the need for ELT classrooms to incorporate non-native English learners' home culture to enhance their intercultural competence and enable effective communication in diverse environments. The study's contribution also lies in identifying the significance of home culture in ELT, moving away from an oversimplified correlation between language and Anglophone cultures to recognize the legitimacy of non-native English learners' cultural backgrounds. As such, the study has implications for English language teachers, policymakers, and researchers interested in improving intercultural communication and English language education.

Keywords: Intercultural communication, home culture, English as a lingua franca, African sojourners, English language education

EXPLORING CHINESE STUDENTS IN THAILAND'S PERCEPTION TOWARDS CHINA ENGLISH

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Abstract

This study aimed to investigate the perceptions of Chinese ELT students studying in Thailand towards China English, which is a local variety of English spoken in China. Data was collected from seven Chinese ELT students using a semi-structured interview method, and qualitative content analysis was used to analyze the data. The findings of the study suggest that while the students accepted the legitimacy of World Englishes and China English, particularly in terms of different accents and its use in media and communication, they opposed its usage in English language classes. The students preferred to follow a conventional pedagogical strategy that prioritizes native English varieties, especially American English and British English. The dominance of Anglophone English in mainstream ELT in China was reported as a reason for such perceptions. Therefore, the study recommends that language educators should design and implement productive learning activities and select meaningful authentic learning materials to encourage learners to be exposed to English diversity. Such efforts can help students develop a better understanding of English as a global language with diverse varieties and improve their attitudes towards non-native English varieties, including China English. This has implications for the explicit instructional teaching and training in World Englishes.

Keywords: World Englishes, English varieties, China English, Chinese students, Thailand

AWARENESS ATTITUDES OF GLOBAL ENGLISHES AMONG THAI UNIVERSITY STUDENTS IN A THAI UNIVERSITY

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Abstract

This study aimed to investigate the attitudes of Thai university students towards Global Englishes (GE) pedagogy after completing a 15-week GE-awareness course and the effects of such pedagogy on the students' attitudes towards two GE aspects: ownership of English and target culture. The study used both a questionnaire and semi-structured interviews to collect data from 20 Thai ELT students who had completed a one-semester GE language teaching course. Utilizing questionnaire and semi-structured interview data to collect data from 20 Thai ELT students through descriptive and qualitative content analyses, respectively, the findings suggest that the 15-week GE-informed pedagogy had a positive impact on the participants' attitudes towards GE awareness. However, the concept of native speakerism was still prevalent in their minds. The participants agreed that English is no longer a specific group's language, and there is no connection between English ownership and nationality. The majority of participants also reported that the target culture for ELT classrooms should no longer be western cultures, and the incorporation of local and regional cultures in addition to global cultures should be considered. Overall, the study highlights the potential of GE pedagogy to enhance students' awareness and attitudes towards GE, and the importance of incorporating GE concepts into the English classroom. However, it also points out the need to address the persistent issue of native speakerism in ELT contexts.

Keywords: Global Englishes, English ownership, target culture, Thai ELT students

A REVIEW OF CITESPACE-BASED RESEARCH ON NEW MEDIA FOR DISTANCE LEARNING IN HIGHER EDUCATION

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Abstract

New media distance learning is the main or even the only way of teaching in universities during the COVID-19 epidemic and is also one of the topical studies in the field of education. In this paper, we will use the CiteSpace software tool to sort out the characteristics of the research stages, hot spots and frontiers of the core literature on new media distance learning during the epidemic in China. The results show that the number of articles published in the new media distance learning in universities increased significantly during the epidemic compared to the pre-epidemic period, but decreased yearly after 2020, indicating a lack of attention to distance learning in higher education in academia. Also shows less collaboration between researchers, research institutions, diversification of research hotspots, "Artificial intelligence", "hybrid education" and "subject application" will be the hot research and development trend of distance education in universities in the future. The line of the study shows that the development of distance education in China's universities will enter a new phase, which will take more account of the practical needs of education, expanding the application scope and improving effectiveness of online teaching. However, the application of relevant theories and policies in the research process is relatively lacking; the research model is relatively fixed and lacks innovation. In the future, we should actively cultivate the awareness of cooperation among different authors and institutions, focus on innovation in research ideas and diversification of methods, and develop multi-scenario and multi-form application modes for university distance education after the end of the epidemic, so as to help China's university education become more informative and diversified.

Keywords: distance learning, CiteSpace, research review, online education in college

A STUDY ON THE IMPROVEMENT STRATEGY OF LIVE TEACHING MODEL FROM THE PERSPECTIVE OF ACTIVITY THEORY

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Abstract

Along with the rapid development of the Internet and mobile communication technologies, online live teaching has gained more popularity as a new way of learning. As a new form of online teaching, live online teaching provides new development and opportunities for teachers and students, and learners and teachers in different geographic areas can be closely connected by live teaching, breaking through time and space constraints. Activity theory provides a framework to help us better understand the relationship between teachers, students, and online teaching and learning. By applying activity theory, effective online teaching courses can be better designed and implemented to facilitate students' learning and development. Based on activity theory, this study finds that, through in-depth interviews with 20 teachers in five universities, although live teaching brings great convenience to students, there are still many problems with this learning method, such as the lack of desirability of the learning effect, the lack of good interactivity, and the leakage of personal privacy, due to the different learning spaces in which teachers and learners are located. To address the above problems, in order to make online live teaching more effective and efficient, various improvement strategies are explored: (1) improving learners' social presence in online live teaching; (2) promoting the emotional communication of online live teaching community; (3) playing the role of teachers' image behavior in online live teaching. We hope to provide corresponding references for many workers in live online education.

Keywords: live teaching, live courses, activity theory

RESEARCH ON THE EFFECT OF ONLINE TEACHING IN CHONGQING UNIVERSITIES--A PERSPECTIVE OF STUDENT SATISFACTION

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Abstract

Since the large-scale outbreak of the COVID-19, all of the schools across China have been unable to carry out teaching normally. Based on this, China quickly adopted measures to cope with the difficulties caused by the COVID-19. Although online teaching has solved the educational dilemma during the epidemic and brought convenience to teachers and students, it has also generated a series of problems in its implementation. According to customer satisfaction theory, this study adopts questionnaire survey, mathematical statistics, attempts to construct a theoretical model of online teaching student satisfaction, and analyze student satisfaction in online teaching during the COVID-19 from six dimensions: student satisfaction, student expectations, student loyalty, student complaints, perceived value, and perceived quality. By summarizing the problems and suggesting countermeasures to improve students' satisfaction with online teaching, this study provides some references for future online teaching. The results show that the score of students' satisfaction with online teaching is 3.29, which is between neutral and satisfactory, and the effect of online teaching from the perspective of student satisfaction is average. At the same time, students' satisfaction with online teaching does not differ by gender. There was a strong positive correlation between student expectations, perceived quality, perceived value, and student loyalty, while student complaints had a negative correlation with student satisfaction. The correlation between each dimension and student satisfaction in descending order was student loyalty, perceived value, perceived quality, student complaints, and student expectations. In this regard, universities should reasonably set up curriculum arrangements and screen high-quality teaching resources; Teachers should continue to learn and enrich their online teaching skills; Learners should improve their concentration in course learning and actively accept new teaching models.

Keywords: online teaching; student satisfaction; Influencing factors

PSYCHOLOGICAL CONDITION OF THE ELDERLY SURVIVORS FROM NATURAL DISASTER: CASE STUDY AFTER EARTHQUAKES IN LOMBOK, INDONESIA

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Abstract

Indonesia is a country located in the Ring of Fire which is known for its high frequency of natural disasters. This study aimed to explore the psychological condition of older adult survivors who experienced natural disaster following the 2018 earthquake in Lombok. We employed a qualitative method to explore the experience of ten older adults, specifically those who were victims and lost their partners (5 males and 5 females). Purposive and snowball sampling played the significant technique to access the key informants. The data were collected through in-depth interviews. The results of the study revealed that older adult survivors who lost their spouses experienced profound (1) post-traumatic stress condition include flashbacks, nightmare, anxiety, and depression (2) loneliness can be the results of losing a loved one, and can lead to symptoms such as depression, reduce social interaction, and a tendency towards introversion. (3) survivor guilt experienced feelings of guilt or shame, particularly in case they have survived while others did not (4) physical health problem are also related to psychological condition. As victims, they reported that insomnia and loss of appetite resulted in negative impacts on their health and overall wellbeing (5) low of self-confidence due to loss of family members, insufficiency of family and social support, feeling of life insecurity, and financial hardship, which can contribute to overall psychosocial distress and reduce wellbeing of older adults. Notably, this study yielded an intriguing finding that highlights the influence of social support from family and the surrounding environment, as well as a strong religious belief, on the psychological well-being of older adult survivors. This research underscores that older adult survivors of natural disasters are at high risk of experiencing psychological problems and, therefore, require greater attention and specialized care to enhance their quality of life.

Keywords: Older adult, Psychological Impact, Earthquake, Indonesia

BARRIERS TO HEALTHCARE ACCESS DURING COVID-19 PANDEMIC ON OLDER REFUGEES IN INDONESIA: PERSPECTIVE OF HEALTH PROFESSIONAL AND SOCIAL CARE PROVIDERS

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Abstract

This phenomenological qualitative study was conducted in the cities of Jakarta and Bogor to explore the barriers encountered by older refugees in accessing health care services during COVID-19 pandemic. This study involved in-depth interviews with 10 key informants including case workers, refugee representatives, community interpreters, and physicians. The results identify six major barriers including (1) virtual information barrier: refers to the lack awareness and knowledge concerning available heath care services, particularly among older refugees who may not be familiar with digital technologies. (2) Educational barrier: includes limited health literacy and inability to understand medical instructions or navigating the healthcare system. (3) Language barrier encompasses difficulties in communication due to language differences, leading to misunderstanding and inadequate in service and treatment. (4) Financial policy barrier refers to the impact of health and social policies on access to healthcare service, such as the lack of coverage for certain treatment, testing, or personal protective equipment (PPE) (5) Financial instability includes the inability to pay for healthcare services due to low income or the absence of insurance coverage related to their legal status. (6) Services unavailability refers to the lack of access to healthcare services due to geographic location, transportation, and limited healthcare providers during pandemic. These finding highlights the multifaceted nature of barriers to health care access for the older refugees, which can be influenced by individual, social system, health system, and policy-level factors. Addressing these barriers requires a comprehensive approach that considers the unique needs of this specific population. Policymakers, governmental sector, and NGOs (national or international organization) must work together to develop targeted interventions and model to fill in these gaps and ensure equitable access to health care services for older refugees, not only COVID-19 pandemic, but also in general situation.

Keywords: Older refugee, COVID-19, Indonesia

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