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19 February 2022**

**At University Council Meeting Room building 31, 5th floor, time 10.45 a.m. - 04.00 p.m.
(in Thailand)**

Online Via Zoom Application

ID 421 890 4446 ROOM 1

Activities	Number	Title	Presenter
International present (23 articles) Chairman <i>Asst. Prof. Dr. Muhammad Shahid Khan (SSRU, Thailand)</i> <u>Zoom Login Room 1</u> ID: 421 890 4446 Password: 1234 10.45 a.m. - 04.00 p.m.	1	OPINIONS ON THE MARKETING MIX FACTORS TOWARDS THE SERVICE SELECTION OF GRAND BALLON D'OR FOOTBALL CLUB, BANG KHAE, BANGKOK	ASAVIN JINDAANUNYOTH
	2	COVID-19 AND AN OPPORTUNITY FOR CREATIVITY IN LANGUAGE CLASSROOMS	SALINEE ANTARASENA
	3	MANAGEMENT ELEMENTS FOR EXCELLENCE BASIC EDUCATIONAL SCHOOL	TANAWAT SRISIRIWAT
	4	CAPITAL INVESTMENT ANALYSIS FOR THE PRODUCT OF STARTUP COMPANY CASE STUDY: THE DETECTING PROGRAM FOR TRAFFIC LIGHT VIOLATION	PIYADA DAOWADUENG
	5	DESIGNING OF MEDICAL RESOURCE DISTRIBUTION FOR HOSPITALS IN NAKHONRATCHASIMA PROVINCE	WITCHAPON PONTUETHANAGOON
	6	INVESTIGATION AND COUNTERMEASURES ON PSYCHOLOGICAL HEALTH MANAGEMENT OF MIDDLE SCHOOL STUDENTS WITH FINANCIAL DIFFICULTIES	LANGYUN YAN
	7	THE DEVELOPMENT OF HIGHER VOCATIONAL EDUCATION AND REGIONAL ECONOMY IN CHINA	DUAN LIANGYI
	8	UNDERSTANDING THE USE OF SOCIAL MEDIA FOR BUSINESS: AN APPLICATION OF THE UTAUT ₂ MODEL	SUCHART TRIPOPSAKUL
	9	THE LITERATURE REVIEW ON TRANSFORMATIONAL LEADERSHIP AND JOB SATISFACTION	NAPHOB CHAISUPANAT
	10	THE LITERATURE REVIEW ON INNOVATIVE WORK BEHAVIOR AND ORGANIZATION PERFORMANCE	PATHADA CHAISUPANAT
	11	EMPLOYEE MOTIVATION AND JOB PERFORMANCE: A STUDY OF EMPLOYEES IN BANGKOK	RATIRATH NA SONGKHLA
	12	RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND THE OPERATIONAL EFFICIENCY OF PRIVATE COMPANY EMPLOYEES IN BANGKOK	PANNALIN SUCHOOKORN
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COVID-19 AND AN OPPORTUNITY FOR CREATIVITY IN LANGUAGE CLASSROOMS

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ABSTRACT

The Covid-19 pandemic has forced most schools and higher institutions, if not all, to welcome an abrupt switch—an unprecedented crisis in all areas which entirely shifts their centuries-old traditional pedagogical approach to a more resilient learning approach, so their students can develop or maintain their self-efficacy while experiencing technology-assisted and self-regulated learning. In the case of Thailand, to reduce the spread of the coronavirus, educational institutions across the country have been calling for potential scenarios that could nourish fuller technological disruptions while tailoring alternative learning channels to support the country's evolving education policies. Because Thailand's National Development Plan aiming to compete more effectively in the global market environment is still in effect, educational institutions still mandate that students learn English. In normal circumstances before the pandemic outbreak, face-to-face approach earned a high regard in language classroom, to establish a good rapport with the learners. Hence, today the readiness for the 'new normal' English language classroom environment is unquestionably essential. This study investigated some adjustments of language pedagogy during this pandemic crisis. It started from a very simple curiosity of mine: (1) Are there any examples of educational institutions whose adaptations can be lauded alongside their creative improvisation of their existing resources? And (2) Will such attempt need any newly-defined learning assessment? The study ends with a discussion of possible outcomes when the implementation of this alternative approach is more viable in larger scale.

Keywords: ELT market, Creative Improvisation, Innovation Management

INTRODUCTION

Although learning technically happens all the time, academic achievement does not. Instead, teachers typically play an important role in fostering deeper engagement of the learners in education settings, especially when affected by the COVID-19 pandemic. In Thailand, only months after the country's first large-scale outbreak in 2019, the normal operation of the educational institutions was severely quashed. In order to protect their students from proliferating contamination during the coronavirus blossoms, social distancing started becoming a normal practice, so some institutions threw themselves into a deep end of online classroom settings while others with technological constraints to a certain extent reported using an “on-hand” approach as their most favourable educational setting.

While traditional classroom has been shut for an indefinite period and it is not uncommon today to find parents voicing their serious concerns over mental health and

academic decline of their children whose traditional learning has been pushed aside in favour of online learning environment, from teaching pedagogy to examination methods, the efforts of other educational alternatives have not fallen short. *Kaeng Khoi School* in Saraburi province, for example, has introduced their way of creative improvisation for their instructional arrangement and learning support modification, from the introduction of OBS (Open Broadcaster Software) and the use of social media to track students' academic learning and preference before tailoring the support, to learning material and learning time adjustment in order to maintain and enhance the engagement of the students in their new-normal settings. *Rachinee Burana School* in Nakhon Pathom province as well as *Faculty of Education at Ramkhamhaeng University* are among good examples of educational institutions that could execute activities well compromised with their strong adoption of preventive measures to prevent the potential spread of the virus. High-level adaptations of their students towards the changing perception of their learning settings cannot be overlooked.

However impressive, such adaptation has not yet been implemented in a larger scale, much less the adjustments for English language classrooms. An obvious example to fix the current situation could be the additional tax incentives offered by Thailand Board of Investment (BOI) to the adjustment-investing plants, which have poured into those of the so-called STEM subjects. Specifically, the companies engaged in Human Resource Development (HRD) investment—in the establishment of education or vocational training institutes specializing in science, technology, engineering and mathematics (STEM)—will financially assisted by Thailand's BOI, a recognizable level of encouragement, so much so that the companies could be eligible to be granted at least five-years corporate income tax exemption.

How about the future of Thailand's English language classrooms? In the latest study regarding the English proficiency of Thai students, Chuanpongpanich reported in his study (2021) that even before the pandemic, among the ASEAN members, the English proficiency of Thai students was reported to be relatively low, compared to other members. Then, after the pandemic hit, the English proficiency level of Thai students is continuing its downward and this has put the blame on the the government for its lack of modernising teaching methods and curriculum. In a word, if we consider the country's investment on language classroom as an investment in real business setting while looking into the English proficiency level as the investment return, it is quite obvious that the investments have already turned sour and the country's high-ups as disgruntled investors could be unlikely to keep further faith but tempted to give up on this investment to cut the loss. However, up to present, English language is still one of the five main subjects according to Office of the Basic Education Commission (OBEC).

Why English outlasts their souring investment return, and why not new investment in other foreign languages commonly taught in school such as Chinese? That is because since the official establishment of the ASEAN Community in 2015, Thailand, as a member of ASEAN, has promised to keep pace with the growth of other member countries in the ASEAN Community, hence, conformed to the Article 34 of the ASEAN charter indicating that "The working language of ASEAN shall be English."

Perhaps, the country should bring forward more serious investments into Tech Education (Tech Ed) resources? At this stage of technological leapfrogging in Thailand, closing the gaps of technological constraints among learners already in the country's educational system alone could reach as much as 98bn THB (approximately 293 million USD), despite higher possibility of the budgetary restrictions during this uncertain time

for further possible contingencies and looming success of return on investment (ROI) as the full delivery of Tech Ed of this scale has never before been fully investigated. Hence, to date, such Ed Tech investment has never yet implemented.

Then, what else can we do?

This brought up the first set of question to this study: *Are there any examples of educational institutions whose adaptations have been lauded alongside their creative improvisation of existing resources? And after the implementation, is there any need to redesign newly-defined learning assessment to measure the educational return of their adjustment?* After a thorough investigation, one example stood out: *the Faculty of Arts of University of Calgary in Alberta (Canada)*, which offers a more convenient baseline for tailoring the online teaching and learning delivery to captivate the interactivity in the changing classroom setting among their students and to incorporate the experience of the students and their learnings. This study investigated the practicalities of their adjustments of language pedagogy during the pandemic crisis and this brought up the second set of question to this study: *How their newly-invented pedagogical approach relying most on their existing resources could create engaging online learning spaces? Could their pedagogical approach marshal the calibration of language learning in new light, especially in Thailand's setting?*

During the pandemic at Faculty of Arts of University of Calgary, teachers and students worked side by side to seek after more possible kinds for their virtual class engagements. The pivot in teaching forced the professors to genuinely covet instructional innovation in their courses. For example, in German phonetics class, the professor assigned the students weekly video journals, with a list of questions that the students could chose to answer in German. That way, even in the absence of face-to-face interaction during the pandemic, each student was encouraged to practise German with the teacher. That also helped the teacher to track the language progress of each student. Facial nuances during Zoom classroom sessions is still gold, but the professor had substantially bettered the face-to-face live classes by tasking the students with dubbing silent videos which allowed them a fuller room to be creative while practising the target language, German. In Philosophy of Logic class, the professor teamed up with a professor teaching similar class at other educational institution, University of Victoria. To create a lively learning community, they invited their students at both universities to enjoy each other's Zoom classes and shared online discussion board. More interestingly, instead of arbitrarily assigning grades to each assessment, a "specifications-based" grading system and the use of tokens that their students could use to request extensions or reassessment of their assignments were introduced in these classes. To acquire the tokens, their students were well informed to complete and pass a certain amount of assessments which corresponded with the week's learning goals, including timed exam-like questions and a range of problem sets.

While the learning outcome here looks promising, the latter part of the last question (*Could their pedagogical approach marshal the calibration of language learning in new light, especially in Thailand's setting?*) is still left unanswered. This brings the study to the last set of question: *What could be the major obstacle to language learning classroom in Thailand's setting? And what can we do within such limitations?*

Several studies support that progress of the learner towards online teaching-learning delivery could be related to the extent to which the learners would engage in autonomous or self-regulated learning (Smith et al., 2003; Abuhassna et al., 2020; Alenezi, 2020; Joosten et al., 2020; Cheon et al., 2021; T. Muthuprasad et al., 2021), and thus

making the interaction between teachers and learners as a key factor in creating a considerable impact on the learner's perceptions of online learning—specifically, the capability of the interaction with the teachers to promote critical thinking ability and information processing (Picciano, 2002; Hay et al., 2004), the flexibility of online learning and the chances of engaging with teachers and students taking the same courses in online learning settings (Wise et al., 2004; Kim et al., 2005; Donahoe et al., 2019; Heo et al., 2021). Other studies also support that there could be no significant difference between online learning and face-to-face class with regard to the learner's satisfaction and online class could be as effective as traditional class when the course content is curated to online environment appropriately (Allo, M. D., 2020; Agarwal et al., 2020; Atmojo et al., 2020). In Thailand's setting, while the English curriculum is already infamous for its unsuccessful attempt in helping the students to earn decent scores compared to those from other member countries, when virtual classrooms has become the new normal, **the country's unstable internet connection** has been reported, now as the largest obstacle, exacerbating an already problematic situation.

The study used this basic framework to understand the learner's perception regarding online education and then drafted out a more alternative instructional approach, which (1) proposes a redesigned pedagogical approach of English language and (2) within certain time constraints, promises to progress certain language skills according to the course requirements.

RESEARCH METHODOLOGY

a. Participants and Procedure

This study recruited 32 students, or around 10% of the total student in one language course at our university. They are Thai-natives and all of them have already completed A1, according to the CEFR level. The challenges here included one, the time limit for stable internet connection from their home, which is around 2 hours at most, and two, the graduation requirement for their English proficiency level, to earn at least a B2 of CEFR. Therefore, the objective of this study was set, that is, in two hours, we decided to create a capability leap of listening comprehension skill of these students, from their original A1 to B2 level.

We used Zoom for this class. The questions and responses were administered and taken via Google Classroom. The content of the structured conversations included CEFR A2, B1 and B2, respectively. Previously, students described their struggle to catch every word of the whole chunk of the assessment test during the listening practice sessions in ordinary classes. Therefore, after the preliminary assessment (A1), the study invited the students to spend around 30 minutes to enjoy a mini fill-in-gaps activity—in which they learnt which part in a chunk they would need to pay attention to while listening; which part, they would not; and which part, they could even figure out what has gone missing. All the responses were documented and analysed for the changes in both assignments within the allocated time frame.

RESULTS

The results are quite impressive and the key results are presented below (Table 1).

A2	24 🇧🇩	75% 🇧🇩
B1	19 🇧🇩	59.37% 🇧🇩
B2	16 🇧🇩	50% 🇧🇩

Table 1. Results of Listening Skill Assessment after Fill-in-Gaps activity

As indicated in Table 1, the results reported that within the time allocated, no less than 50% of all participants across three levels could score higher after following the new pedagogical approach, with the highest leap at their current level or A2. Clearly, with the two-hour session of this approach, the learning takes lesser time to stay connected while achieving to higher the scores of all participants. It should be noted that while the advanced statistical method might seem to display a more sophisticated interpretation, because the only criteria for the students to join this study is their passing score of A1 level, therefore there is a large deviation in a data set here; hence, for the time being, this is the best measure to answer the research questions of this study. It should be noted also that as the stable internet connection is the biggest challenge in virtual classroom in Thailand's setting, it is not exaggerating to say that with this approach, chance for students living in the area with unstable internet connection to achieve the proficiency level as a requisite for their graduation could also be higher.

CONCLUSION

The result of this study suggests the need for us teachers to redesign not only the pedagogy approach but also the assessment of certain skills from our students. In normal circumstances, we could give them our best educational tools and time, but during this pandemic crisis, not every student could afford the same learning environment as we would do for them. Most importantly, we must not forget the fact that for the time being, our students would need longer time to study in isolation.

Like other Asian nations—now still grappling to balance restrictions in order to halt the rapid spread of COVID-19 against the need to resuscitate the nation's economy and to maintain financial stability by welcoming back holidaymakers to tourist attractions, and students, to classrooms. In the case of Thailand, this devastating pandemic has already entailed a sustainable new normal in the country's educational system, with unavoidable trade-offs and hard choices. It is now still too early to capitulate, especially amid the ongoing pandemic. For students, they should be opted for more alternative instructional approaches which could afford them more room to exercise their creativity, perhaps in a more cooperative-learning environment.

By and large, this study presents how language classroom in Thailand requires more than just some technology choices. We hope this study will be a start button to encourage more teachers to redesign their classroom settings.

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