

THE EFFECTS OF TEACHING ENGLISH USING A PODACST ON THE LISTENING ABILITY OF THAI EFL LEARNERS

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Abstract

Listening is the most important skill in learning language, especially English as foreign language. At present, Thai EFL learners have faced problems in listening English particularly, vocabulary, accent, and the rate of speech. The objective of this research was to examine the effects of learning English using a podcast toward the listening ability of Thai EFL learners. This research also studied learner's opinions of learning English using podcast. With the quantitative and qualitative research method, this research was conducted with twenty people who are third-year undergraduate students studying in English major, Faculty of Liberal Arts, Huachiew Chalermprakiet University. The participants were selected using clustered random sampling. The researchers used the achievement test (pre-test and post-test) to examine the effects of learning English through podcast on the listening ability of Thai learners. Learners Questionnaire was used to investigate learner's satisfactions towards learning English through podcasts. Based on the results, the post-test mean score for listening ability (\bar{X} =13.45, SD =2.28) was higher than that of the pre-test mean score (\bar{X} =11.90, SD =2.85). The paired t-test showed a significant difference between the pre-test scores ($t = 6.945, p < 0.05$). The results from the pair t-test which showed a significant difference in the Pre- and Post-test scores and the high post test scores of individual students, so it indicated that the use of podcast in English learning has an influence on learners' listening ability. The findings revealed that the participants had positive attitudes towards the use of podcasts in learning English. They agreed with the use of podcasts because the content of the podcast is interesting, the podcast has a variety of content and so on.

Keywords : Listening Ability, Podcast, Teaching English, EFL Students Learning English
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1. Introduction

English as an international language (EIL) is considered by applied linguists to be a new paradigm for research, practice and English language teaching (ELT) (Vodopija-Krstanović & Marinac, 2019, p. 19). At present, English is used as a means of intercultural communication. Thailand, being a member of the ASEAN, has to communicate with its ASEAN neighbors for matters involving business and trade, medicine and health, and education and culture. (Hilado-Deita, 2019, p. 20). Even many learners are taught from elementary level, but some of them are still feel difficult in learning English listening such as vocabulary, grammar, and pronunciation. Moreover, there are many new technologies that play an important role in teaching, for example, a podcast.

Podcast is an audio or visual content that is automatically delivered over a network via free subscription (Rajic, 2013, p. 90). Podcasts are typically available as a series of prerecorded talk-radio shows that users can download to their computers or mobile devices. Podcasters often

publish episodes on a regular schedule. There is no prescribed format, length or style for a podcast. They may cover a range of subject areas, but an episode often focuses on one topic or story. Some podcasters read from a script, while others improvise (Lutkevich, 2022).

At the present, many educators see the huge potential of podcast, and it has emerged as a powerful tool for extensive listening skill to improve EFL learners (Borneo, 2018, p. 190). Podcasts are a great option for them as these are digital audio episodes which can be downloaded onto a device and listened to by students at their convenience (Yiemkuntitavorn & Rattanapan, 2021, p. 31). It is a great way to add podcast to your English learning listening ability because listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication (Yildirim, & Yildirim, 2016, p. 2094). It helps improve vocabulary, pronunciation, and also speaking skill. Podcast is also can make learners used to with many different accents. Therefore, podcast can motivate learners as its entertaining learners while using podcast to improve their listening skill.

In the previous study, the investigation of the effectiveness of podcast aims to improve students' listening skill. The researcher used one class in the seventh grade of SMP Muhammadiyah 35 Jakarta as the sample. The results of the analysis show that the mean score of students is 89.4, statistical calculations show the result to (observation) > t (t-table) obtained are 17.986 while the T_t value is 1.721 with a significant level of 5% (0.05), because T_o is higher than T_t . From the result of this analysis this study concludes that using Podcast was an effective media to improve students' listening skills. (Nisa, Izzah & Hadi, 2022, p. 45).

Another previous study reviewed 20 articles published around 2020-2010 to find the effects of using podcast in teaching English to EFL students. The result of this study showed that podcast can increase language ability, especially the listening skill. Furthermore, podcast can motivate students in learning language. Teachers are recommended to use podcast as an interesting technological tool to support language learning for Indonesian students. The students confirmed that podcast is fascinating when it is used in the learning of listening skill. (Indahsari, 2020, p. 103),

According to the study of (Hasan & Tan, 2012, p. 160), this study examines ESL students' perceptions and attitudes towards the use of podcasts in terms of developing their listening competence. Perceptions and attitudes towards podcasts have been investigated through a survey questionnaire. The vast majority of the respondents stated that they enjoyed using podcast and that it had stimulated their interest in learning English. They also acknowledged that the use of podcasts could help improve their language skills particularly listening.

Additionally, several studies have examined only aspects of quantitative or qualitative. They often used either an achievement test or questionnaire, but they have not examined a lot of both quantitative and qualitative using an achievement test and questionnaire with learners. According to many studies, this research was conducted to fulfill the research gap that have both quantitative and qualitative using an achievement test and questionnaire with learners in order to make the results clearer.

2. The objective of the study

The objective of this study was two-fold

1) to examine the effects of learning English using a podcast toward the listening ability of Thai EFL learners.

2) to studied learner's opinions of learning English using podcast.

The research questions of this study were:

1) What extent the podcast can contribute learners' English listening ability?

2) What are the learner's attitudes towards English learning with podcast?

3. Materials and methods

3.1 Research design & Participants

The research design used in this research was quantitative and qualitative based on research questions "What extent the podcast can contribute learners' English listening ability?" and "What are the learner's attitudes towards English learning with podcast?" This research was conducted at Huachiew Chalermprakiet University. In the process of selecting participants, the researchers used clustered random sampling method. The students who enrolled in the Research Writing Course, the researchers chose only twenty participants who are third year English major students studying in the Faculty of Liberal Arts, Huachiew Chalermprakiet University in the first semester of the academic year 2022.

3.2 Research Instruments

This research had three instruments which are achievement test (pre-test and post-test), podcast and learners' questionnaire were used to obtain quantitative and qualitative data. The achievement test had five parts according to the five contents of podcasts. The podcast had five contents which talked about summer, computers, pets, childhood dream jobs, and exercise. The questionnaire was divided into three parts. Part 1 personal information of learners. Part 2 closed-ended question from the effects of learning English using a podcast. The participants were asked to respond to 10 close-ended statements using a five Likert's rating scale ranging from 1 = strongly disagree to 5 = strongly agree). Part 3 learners' suggestion which learners can give suggestions towards the teaching by using podcast.

3.3 Data collection & Data analysis

Firstly, the researchers distributed pre-test to all students at the beginning of the course before administering the podcasts application and had students do pre-test to measure background knowledge of students before learning listening with podcast. Secondly, the researchers started to teach English listening by using a podcast and had students use podcasts in their learning for three weeks. In the classroom, the researchers taught the ways to comprehend the main points, practiced listening to pronunciation or explained the words that are commonly found in podcast contents. Also, students can learn listening everywhere whether at their home since podcast is an online platform. Thirdly, the researchers administered the post-test to all participants after learning listening using podcast to measure if podcast effective or not. Finally, the researchers had students to fill out the questionnaire after all the teaching methods are done. Ten items of questionnaire were used to gather students' attitudes toward the use of podcast in learning listening using podcast. The researchers collected the data from the achievement test (pre-test and post-test). The pre-test and post-test score were analyzed using inferential statistics (T-test and paired t-test). The quantitative data from the learners' questionnaire were analyzed using descriptive statistics. Also, the qualitative data from the learners' suggestion in the questionnaire were analyzed using content analysis. The data was grouped in themes.

4. Results

To answer research questions, the quantitative and qualitative results obtained from the questionnaire were presented in the following order: The results of the participants pre-test and post-test, the results of the closed-ended question from the effects of learning English using a podcast questionnaire, and the results of Learner's suggestion. Regarding the results of participants pre-test and post-test, most of the participants got higher score of post-test than pre-test after learning English listening using podcast. Below is descriptive statistics from the result of an achievement test which calculated by SPSS.

Table 1 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	11.90	20	2.845	0.636
Post-test	13.45	20	2.282	0.510

Table 2 Paired Samples Correlations

	N	Correlation	Sig.
Pre-test & Post-test	20	0.412	0.065

Research question 1: What extent the podcast can contribute learners' English listening ability?

To answer research question 1, quantitative results from pre-test and post-test were presented in the table. It can be seen that students who were taught by using podcast obtain higher score of post-test ($\bar{X}=13.45$, $SD=2.28$) than pre-test. This indicated that learning listening by using podcast gained improvement of students' listening ability. The paired t-test showed a significant difference between the pre-test and post-test scores ($t = 6.945$, $p < 0.05$). The results from their pair t-test proved that there was a significant difference in the pre-test and post-test scores of individual students, it indicated that the use of podcast in English learning has an influence on learners' listening ability.

Table 3 Paired Samples Test

	Paired differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference				
				Lower	Upper			
Pre-test – Post-test	-1.550	2.800	0.626	-2.860	-0.240	-2.476	19	0.023

From the analysis by SPSS, sig. value 0.023 is lower than < 0.05 . therefore, the podcast was accepted. Obviously, there is a significant impact of the usage of podcast on students' listening ability. This score also supported that students' listening ability of third year English major students were influenced by podcast.

Research question 2: What are the learner's attitudes towards English learning with podcast?

To answer research question 2, the quantitative results were from close-ended questions and the qualitative results were from the learners' suggestion. As seen in the table 2, the overall mean score of students' attitudes toward learning English listening using a podcast were agreed with ($\bar{x}=3.96$, $SD=0.85$). The item with the highest mean score was 'The podcast has a variety of content' ($\bar{x}=4.30$, $SD=0.73$). Followed by the learners can access to the podcast through online media such as application, websites and so on that the participants agreed with ($\bar{x}=4.15$,

SD=0.81). The participants also agreed that the podcast helps to improve their listening skills (\bar{x} =4.10, SD=0.85). The participants said that the podcast is appropriate for the learners (x =4.05, SD=0.83). Moreover, the participants said that the content of the podcast is interesting (x =4.00, SD=0.86), and they agreed that the content of podcast is valid (x =4.00, SD=0.73). Regarding learning English listening, the participants are convenient to listen to podcast valid (x =3.90, SD=0.85). In addition, the participants agreed that the duration for listening podcast is appropriate to learners (x =3.80, SD=0.77). They enjoyed listening to podcast (x =3.65, SD=0.93), and they agreed that the audio of podcast is good quality (x =3.60, SD=1.05) respectively.

Table 2 The results of the closed-ended question from the effects of learning English listening using a podcast questionnaire

Satisfaction question		S.D.	Meaning
1. The content of the podcast is interesting.	4	0.86	Agree
2. The learners are convenient to listen to podcast.	3.9	0.85	Agree
3. The learners enjoy listening to podcast.	3.65	0.93	Agree
4. The podcast helps to improve your listening skills.	4.10	0.85	Agree
5. The learners can access to the podcast through online media such as application, websites and so on.	4.15	0.81	Agree
6. The audio of podcast is good quality.	3.60	1.05	Agree
7. The podcast is appropriate for the learners.	4.05	0.83	Agree
8. The duration for listening is appropriate to learners.	3.80	0.77	Agree
9. The podcast has a variety of content.	4.30	0.73	Strongly Agree
10. The content of podcast is valid.	4	0.73	Agree
Overall	3.96	0.85	Agree

Based on learners' suggestion on the questionnaire, the participants gave positive and negative attitudes towards learning English listening using a podcast and gave various reasons to support. The excerpts are as follows:

Table 3 The results of Learner's suggestion

Theme/topic	Suggestions
Improvement of English skills (listening skill, vocabulary, accent)	Student 10 "After I learned English listening by using a podcast, I gain more vocabularies and accent" Student 15 "I think the teachers should create good environment while teaching English listening. For example, create interesting media and more attractive."
Teaching & Learning activities	Student 14 "I think the teachers should motivate students before learning English listening in order to make students have passion and interested in English Listening." Student 16 "In teaching English listening, the teachers should show the script of the audio right at that moment because some students do not understand what the audio is talking about, so showing the script to students would be more effective and understand" Student 5 "I think the number of items in each listening is too few. It should be increased from 3 to be 5" Student 7 "I think some items are too easy, and it should be a little harder." Student 1 "I think some questions or some choices are duplicated, and the teachers should create variety of different questions" Student 3 "The sound of a podcast should be louder and clearer for making students understand easier"
Features of podcast	Student 13 "The teachers should connect the audio to a speaker instead of pointing a microphone as a speaker of mobile phone because this way help the sound will not be cracked"

5. Discussion

5.1 The extent of podcast can contribute learners' English listening ability

The findings on the pre-test and post-test of learning English listening revealed that in learners' ability, using podcast is effective and influential at a high level and supports their listening ability. English listening from podcast eases them to practice anywhere and anytime because it is an online platform, so it is more convenient for learners. Also, they can have more time to practice English listening for the tests. (Yiemkuntitavorn & Rattanapan, 2021), which found that English listening from podcast offers opportunities to learners to listen to other various contents of podcast in the application other than the contents that the researchers recommended. This helps them gain more practicing. Furthermore, the online platform of podcast is a useful feature to facilitate learning English listening. These findings are in accordance with the findings of previous research (Bangkhadara, 2019) which revealed that learning English listening using a podcast, students enhanced their listening ability as the results from pre-test and post-test. Also, the results of the questionnaire on students' attitudes towards learning with the use of podcast indicated that the students agreed with the use of podcast in learning English listening because it provided the sufficiency of their listening. However, in this research, it is found that a few of participants got the score of post-test less than pre-test because there was a technical problem while taking the tests. This might be a mistake in this research.

5.2 The learner's attitudes towards English learning with podcast

Overall, the findings on the close-ended question revealed that the attitudes of learners were agreed with learning English listening using podcast. Similarly, Indahsari (2020) found that most participants reported that learning English listening with podcast was good for them in many aspects. In terms of the podcast having a variety of content, which they strongly agreed with this. They can access to the podcast through online media such as application, websites and so on. Besides, Hasan & Tan (2012) reported that the podcast helps them to improve their listening skills, the podcast is appropriate for them, the content of the podcast is interesting. Most learners also agreed that the content of podcast is valid. They were convenient to listen to podcast. Regarding to the duration of each content from podcast, most learners agreed that the duration for listening is appropriate to learners because it was only two or three minutes. It was not too long that learners could get bored or distracted while listening.

According to the study of (Nisa, Izzah & Hadi, 2022), some participants gave suggestions both positive and negative attitudes towards learning English listening with podcast. In positive attitudes, some participants reported in terms of the improvement of English skills (listening skill, vocabulary, accent) that after they learned English listening by using a podcast, they gain more vocabularies and accent. However, some learners viewed that learning English listening with podcast still has flaws for them. They thought that the educators should motivate students before learning English listening in order to make students have passion and interested in English Listening or the sound of a podcast should be louder and clearer for making students understand easier.

Regarding the research of (Abdulrahman, Basalama & Widodo, 2018), the suggestions in learning English listening with podcast, the quantitative and qualitative results showed that the learners wanted the educators improve learning teaching method. They wanted the educators create media to be more interesting and attractive. Also, the educators should motivate learners to make learners have passion in English learning listening. Importantly, the educators should connect the audio to a speaker instead of pointing a microphone to a speaker of mobile phone to

make the sound of podcast louder, clearer and was not cracked. These factors cause learners get bored and distracted. This led to the reason that learners' score on post-test less than the pre-test.

6. Conclusion

6.1 Conclusion

This research was conducted to examine the effects of learning English using a podcast toward the listening ability of Thai EFL learners and also studied learner's opinions of learning English using podcast. Twenty people who are third-year English major students at Huachiew Chalermprakiet University participated in this research. Pre-test and post-test were used to collect the quantitative and data. Also, the learner questionnaire was used to collect the quantitative and qualitative data. The findings revealed that the most participants got the higher score of post-test than pre-test. The most of participants' attitudes agreed with learning English listening by using a podcast. However, the problematic issues which learners have suggested on the questionnaire towards learning English listening were mentioned. These include the motivation or encouragement of learning English listening, the quality of podcast and others. The findings on the extent of podcast and the learner's attitudes towards learning English listening with podcast can be useful basis information for language teachers in improving their teaching method.

6.2 Implication of the study and recommendation for further studies

The research findings can contribute to useful pedagogical implication. The findings on the extent of podcast of learning English listening show that English listening with podcast was an influent way of learning English listening for the learners who were studying in English major. The elements of a podcast and steps of development could be applied to other studies. According to the elements of podcast, they could be a framework for other teachers to develop their own teaching by using a podcast since a podcast provided the students to access the podcast website or application and listen to the podcast episode anywhere and anytime. Thus, the results of the present study by using a podcast, there were some comments that suggested about the sound quality of podcast. In case other researchers need information in kind of this field, this research could be useful and supportive as case studies for teachers and course developers to realize the sound quality of podcast and improve in English listening course in order to enhance and increase EFL students' listening skills and produce authentic language.

6.3 Limitations of the study

Due to the time was limited, listening skill actually takes a long time to become fluently, comprehensible and effective, but the duration in this research was too short, so learners could not fully practice English listening. More than that, the listening ability of individual student was different. Some participants already had a good listening baseline, so they did not take long time to practice listening. On the other hand, some participants did not have much basic listening experience, so they needed more time to practice English listening.

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9. Appendices

Appendix A

The students' Pre-Test and Post-Test Scores in the study

Students No.	Pre-Test Score	Post-Test Score
1	11	14
2	15	15
3	8	12
4	14	14
5	7	5
6	14	14
7	15	15
8	15	15
9	14	14
10	14	14
11	12	15
12	13	14
13	13	13
14	11	14
15	14	14
16	14	11

17	6	15
18	9	14
19	9	12
20	10	15
Mean (\bar{X})	11.90	13.45
S.D.	2.85	2.28

Appendix B Pre-test and Post-test

Pre-test 15 items

Listening 1

Direction: Listen to the short conversations and choose the best answer.

- What is Emma favorite thing about the summer?
 - Sound of the waves
 - Sound of the rain
 - Sound of the air conditioner
 - Sound of the bird song
- What is Emma favorite ice cream's flavor?
 - Vanilla
 - Chocolate
 - Strawberry
 - Lemon
- What is Luke favorite ice cream's flavor?
 - Vanilla
 - Chocolate
 - Strawberry
 - Lemon

Listening 2

Direction: Listen to the short conversations and choose the best answer.

- What are they talking about?
 - Electronics
 - Mobile phones
 - Televisions
 - Computers
- Why Emma does not like to use Mac computers?
 - It is expensive
 - It has a file system problem
 - It is difficult to use
 - It has a sound problem
- According to the audio, what does **"It drives me nuts"** mean?
 - Frustrated
 - Interested
 - Embarrassed
 - Annoyed

Listening 3

Direction: Listen to the short conversations and choose the best answer.

- What is Geoff's pet look like?
 - Little black cat
 - White fluffy bunny
 - White black dog
 - Little brown squirrel
- What is the personality of Geoff's pet?
 - Clever and cruel
 - Drowsy and lazy
 - Naughty and stubborn
 - Playful and aggressive
- How does Geoff's pet react when it meets visitors?
 - It will attack other people.
 - It will bite other people.
 - It will hide under the couch.
 - It will beg visitors.

Listening 4

Direction: Listen to the short conversations and choose the best answer.

1. What does the extract mentioned about?
 - a. Parents' career
 - b. Education
 - c. Childhood dream jobs
 - d. Entertainment
2. What did Emma want to be?
 - a. Astronaut
 - b. Nutritionist
 - c. Teacher
 - d. Musician
3. What did Luke want to be?
 - a. Astronaut
 - b. Nutritionist
 - c. Teacher
 - d. Musician

Listening 5

Direction: Listen to the short conversations and choose the best answer.

1. How does Rachel exercise?
 - a. Dancing Zumba
 - b. Doing Yoga
 - c. Riding a bike
 - d. Dancing aerobic
2. What are the speakers talking about?
 - a. Everyday routine
 - b. Doing an exercise
 - c. Cleaning the house
 - d. Drawing a picture
3. How does Luke exercise?
 - a. Lifting weight
 - b. Thai boxing
 - c. Rock Climbing
 - d. Playing Badminton

Post-test

15 items

Listening 1

Direction: Listen to the short conversations and choose the best answer.

1. What is Emma favorite thing about the summer?
 - a. Sound of the waves
 - b. Sound of the rain
 - c. Sound of the air conditioner
 - d. Sound of the bird song
2. What is Emma favorite ice cream's flavor?
 - a. Vanilla
 - b. Chocolate
 - c. Strawberry
 - d. Lemon
3. What is Luke favorite ice cream's flavor?
 - a. Vanilla
 - b. Chocolate
 - c. Strawberry
 - d. Lemon

Listening 2

Direction: Listen to the short conversations and choose the best answer.

1. What are they talking about?
 - a. Electronics
 - b. Mobile phones
 - c. Televisions
 - d. Computers
2. Why Emma does not like to use Mac computers?
 - a. It is expensive
 - b. It has a file system problem
 - c. It is difficult to use
 - d. It has a sound problem
3. According to the audio, what does **"It drives me nuts"** mean?
 - a. Frustrated
 - b. Interested
 - c. Embarrassed
 - d. Annoyed

Listening 3

Direction: Listen to the short conversations and choose the best answer.

1. What is Geoff's pet look like?

- a. Little black cat
b. White fluffy bunny
2. What is the personality of Geoff's pet?
a. Clever and cruel
b. Drowsy and lazy
3. How does Geoff's pet react when it meets visitors?
a. It will attack other people.
b. It will bite other people.
- c. White black dog
d. Little brown squirrel
- c. Naughty and stubborn
d. Playful and aggressive
- c. It will hide under the couch.
d. It will beg visitors.

Listening 4

Direction: Listen to the short conversations and choose the best answer.

1. What does the extract mentioned about?
a. Parents' career
b. Education
c. Childhood dream jobs
d. Entertainment
2. What did Emma want to be?
a. Astronaut
b. Nutritionist
c. Teacher
d. Musician
3. What did Luke want to be?
a. Astronaut
b. Nutritionist
c. Teacher
d. Musician

Listening 5

Direction: Listen to the short conversations and choose the best answer.

1. How does Rachel exercise?
a. Dancing Zumba
b. Doing Yoga
c. Riding a bike
d. Dancing aerobic
2. What are the speakers talking about?
a. Everyday routine
b. Doing an exercise
c. Cleaning the house
d. Drawing a picture
3. How does Luke exercise?
a. Lifting weight
b. Thai boxing
c. Rock Climbing
d. Playing Badminton

Appendix C

The Questionnaire of Students' Opinions towards Teaching English Using a Podcast on the Listening Ability of Thai EFL Learners

Questionnaire

The Effects of Teaching English Using a Podcast on the Listening Ability of Thai EFL Learners

Part 1: Personal information

Direction: Please mark / in the appropriate box and fill in the blanks if necessary.

Gender Male Female

Age 20 years old Under 20 years old Over 20 years old

Part 2: Satisfaction question

Direction: Please mark / from the evaluation options that is closest to your opinions and personal experiences.

Evaluation scale: 1 = Strongly agree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly disagree

satisfaction question	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. The content of the podcast is interesting.					
2. The learners are convenient to listen to podcast.					
3. The learners enjoy listening to podcast.					
4. The podcast helps to improve your listening skills.					
5. The learners can access to the podcast through online media such as application, websites and so on.					
6. The audio of podcast is good quality					
7. The podcast is appropriate for the learners.					
8. The duration for listening is appropriate to learners.					
9. The podcast has a variety of content.					
10. The content of podcast is valid.					

Part 3: Learners' suggestion

Direction: Please write your comments in the provided space.

Learners' suggestion

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10. Authors Biodata

Armanaya Montawat

Armanaya Montawat born on 19 June 2001. She born in Bangkok, Thailand. Armanaya attended in school since 2005 at Phraharuthai Donmuang School. In 2007 to 2017, she moved to Satitbangna School. Armanaya started to attend in a Vocational Education at Krirk Institution since 2018 to 2020. While she was studying at Krirk Institution, Armanaya won the Speech English Contest. She is now a third year student studying at Huachiew Chalermprakiet University in Faculty of Liberal Arts majoring in English.

Kanyarat Chaicharoe

Kanyarat Chaicharoey born on 12 September 2001. She born in Sa Kaeo, Thailand. Kanyarat attended in school since 2005 at Child Development Center School. In 2007 to 2012, she moved to Nikomsongkosong school. Kanyarat started to attend in Klongnamsaiwitthayakarn school since 2013 to 2018. She is now a third year student and studying at Huachiew Chalermprakiet University in Faculty of Liberal Arts, Major in English.

Sunitcha Chantarachote

Sunitcha Chantarachote born on 4 October 2001. She born in Muang district, Singburi, Thailand. Sunitcha attended in school since 2005 at Mitudom kindergarten. In 2007 to 2012, she moved to Lasalle School. Then, Sunitcha changed to studied at Poolcharoenwittayakom school since 2013 to 2015. In 2016 to 2018, she changed to studied in Homeschooling. She is now a third year student studying at Huachiew Chalermprakiet University Faculty of Liberal Arts, English major.

Danukan Yiain

Danukan Yiain on 27 March 2001. He born in Chaiyaphum, Thailand. Danukan attended in school since 2005 to 2013 at Suanwittaya School. He moved to secondary school In 2014 to 2017, at Nonkokwittaya school. While he was studying at Nonkokwittaya school, Danukan won received the runner-up prize in the district level Thai etiquette contest and School Excellence Award. Next, Danukan moved to upper secondary education at Nongbuadangwittaya school since 2018 to 2020. While he was studying at Nongbuadang. He is now a third year student studying at Huachiew Chalermprakiet University in Faculty of Liberal Arts, English major.

Asst. Prof. Dr. Pongpatchara Kawinkoonlasate

Asst. Prof. Dr. Pongpatchara Kawinkoonlasate is currently the Course Administrator of Language Studies, Faculty of Liberal Arts, Huachiew Chalermprakiet University. Her research interest include Develop English Language Skills, Online Language Learning, Develop English Writing Ability and Development of e-Reading