Innovative Use of English Language Teaching as an International Language in Graduate Studies in Thai Universities

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Abstract

"Innovative use of English language teaching as an international language in graduate studies in Thai universities" is a mixed method proactive and responsive action research study exploring learning management in teaching English as an International Language (EIL). The research has 3 objectives: (1) to study the opinions on the use of media in teaching EIL at the graduate level, (2) to set indicators of how to use the media in teaching graduate level EIL, and (3) to find guidelines for developing instructional media and media innovation guides for EIL at graduate level. The 3 sample groups consist of (1) 25 experts in EIL who have been teaching English as an international language for not less than 15 years, (2) 65 Thai university teachers of EIL and (3) 9 doctoral degree EIL students at Suan Sunandha Rajabhat University. Research instruments consist of 3 sets of questionnaires for rating and ranking of EIL methods and innovations, and questions for in-depth interviews. Data analyses are frequency count, percentage, mean and standard deviation, and ranking with in-depth interview, observation, and content analysis. The research results are: (1) Thai and foreign language teaching experts are of the opinion that the EIL method should be Pragmatics, Global, Communicative, and teaching content should be Pragmatic employing Negotiation of meaning; the use of print media ranks the highest, and final exams are for student learning evaluation; (2) 84% of the respondents agree that English language teaching should be relevant to the content/CLIL and language interaction activities. Printed texts are used most, followed by portable mobile learning device and digital media. Media innovation guides should include standards and indictors which are operationally defined for teachers, personnel, and students.

Keywords: EIL in Thailand, Innovative Use of Teaching EIL

Rationale

English has been assigned the role as one of the most important languages of Globalization as well as the medium of communication of the ASEAN community. As one member of ASEAN, Thailand has invested abundant resources, both human and financial, to improve the teaching and learning of English of Thai students to be on par with neighboring countries and English as mother tongue nations such as the UK and USA. For this challenge, the Communicative Approach with emphases on receptive, productive, and integrative English skills has been adopted for practice and use at schools and workplaces. The Thai Government through its Commission of Higher Education has developed [1]Thai Qualifications Framework for Higher Education, TQF: HEd, 2558 to set the qualification levels of the national higher education for the various fields of study and the standards of English learning achievement for benchmarking. The aim of the Framework is to guide the higher education institutions in producing graduates with standard qualifications to cope with the economic and educational demands.

A research study on the qualifications of Thai graduates to best suit the needs of ASEAN reported that using technology and English formed one of the five skills necessary for bachelor's degree graduates including professional ethics and critical judgment regarding professional values. Graduates have to develop the capacity of creative thinking and communication of problems including mathematics and information technology. They should effectively communicate their thoughts, ideas, and knowledge through speaking and writing. (Naosuwan & Singhasem, 2014). In Wongsothorn's 1993 research on Thai students' English proficiency, it was found that Thai higher education students had moderate visual and aural abilities and higher reading than writing skills. Their integrated listening-reading-writing skills were, however, below average. With this background, the challenge is to effectively develop English competencies of graduates to alleviate the low ranking of Thais on the international rung of English language standards, falling behind the over-550 TOEFL scores of Singaporean, and Filipino graduates, and the over-500 scores of Malay, Indonesian, Burmese, Vietnamese, and Cambodian graduates. As Thai graduates' average English TOEFL score falls below 500 (Wongthawatchaiskun, 2012), the goal is to move them up the ASEAN and International English proficiency ladders.

Higher education institutions in Thailand are well aware of their role in producing quality graduates who are able to use English to stay abreast with advances in technology, communication, industry, medicine, and various sciences. The Ministry of Education and the Office of the Higher Education Commission have clearly defined the English language standards of students, teachers and educational personnel. The following is a policy statement to upgrade English language standards in higher education institutions:

"… In order to improve the teaching and learning of English so that the learners are able to use English as an educational tool to research and keep pace with the world, to support the ASEAN community and to increase the competitiveness of the country, in accordance with the provisions of Section 16 of the Ministry of Education Administration Regulations, 2003, the Commission on Higher Education at the meeting No. 3/2016 on March 22, 2016, therefore, announces the policy to raise English standards in Higher education institutions as follows: Article 1: Higher education institutions shall set policies and goals for raising English language standards in higher education institutions in all courses and at all levels of education to be a guideline English language skill development. The use of English for students to be graduates with academic, professional and communication skills and working knowledge in English. Article 2: The higher education institutions shall prepare a plan in order to comply with the policies and goals with indicators and clear evaluation. Article 3: Higher education institutions are to improve the teaching and learning management as

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specified in the Higher Education Commission's announcement on the policy of raising English language standards in higher education institutions. With the government having a policy of education and learning by providing educational reform and learning to enhance Thai teachers' skills to enable them to cope with the fast changing scenario by developing their full potential. Article 4: Higher education institutions are to consider organizing extracurricular activities, media processes and / or the environment that will provide opportunities and encourage motivation for students to develop English language skills on their own. Article 5: Higher education institutions are to test all students' knowledge of English using tertiary standard test that the institution created or other standardized English language tests that are comparable to CEFR (Common European Framework of Reference for Languages) or other standards. In order to know the level of competence of each student, higher education institutions may consider stating the results of the English language proficiency test in the certificate, starting from the academic year 2016 onwards. Announced on 12 April 2016 by Associate Professor Khunying Sumontha Promboon, Chairman of the Board

Source:http://www.mua.go.th/users/he-commission/doc/law/ohec%20law/2559%20Eng%20agen%202559-1.pdf

To fulfill the goals and standards, Thailand has adopted CEFR as a guideline and teaching management tool to assist in preparation of teaching materials, as well as conduct teaching, measuring and evaluation. This was done to ensure Thai graduates have the ability and competency in all aspects, including education, occupation, social and communication skills. In all higher education institutions, teaching English as an international language adheres to the above criteria for the assurance that teachers and students will be on par with their peers in developed nations.

To enhance EIL learning and teaching at the graduate level in Thailand, the Ministry of Education has been encouraging and supporting higher education institutions in their procurement and development of instructional media for individual learners. Education in Thailand 4.0 means more than just preparing people or educating people, but aims to develop them with 21st century skills, with an emphasis on critical thinking skills. Students' English language skills, especially at the graduate level, are to be developed to enable them to handle personal, and professional challenges. Through innovation, educational development on both the national and individual levels will be fulfilled. Innovation in EIL has become a central issue for research and development .

Significance of the study

EIL at the graduate level goes under different names, such as "English as an International Language Program" from Chulalongkorn University and "Master of Arts Program in English Language Teaching" from Thammasat University. Master and Doctoral Degree programs in English an an International Language are a Chulalongkorn University tripartite endeavor of the Faculty of Arts, the Faculty of Education, and the Language Institute in collaboration to support 3 majors: language testing and evaluation, English for specific purposes, and English language studies.

The Faculty of Liberal Arts, Thammasat University has opened Master's degree programs and a doctorate in English and Graduate Diploma in English for Business and Management.

Mahidol University has been offering graduate degree programs in applied linguistics aiming to strengthen functional knowledge and skills of graduate students in EIL.

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Prince of Songkla University offers a Doctorate in Teaching English as an International Language.

Mae Fah Luang University in Chiang Rai also delivers a master's degree specialization in English for Professional Development.

Graduate English programs are normally featured in the Faculty of Arts, Liberal Arts, Humanities, and English language institutes of Thai universities, such as Si Nakharin Wirot University, Kasetsart University, and Silpakorn University.

Rajabhat Universities, such as Suan Sunandha, Sakon Nakhon, Khon Kaen, Nakhon Si Thammarat, Kanchanaburi, and Chiang Mai have master's and doctoral degree programs in English language teaching and linguistics.

Private universities such as Assumption University offer both master's degree and doctoral degree programs in English Language Teaching. Christian University of Thailand offers a master's degree program in Teaching English as a Second Language. (Source::https://studyinthailand.org/study-abroad-thailand-university/study-english-language.html)

Methods and media are procedural elements with which the human variables of teachers and students interact during lessons, units, courses, assessment and evaluation to achieve using English for international communication. Needless to say, methods and media are the means utilized to reach successful outcomes in EIL. Media in teaching EIL have undergone various steps of evolution from wired to wireless and digital. The use of innovative media in accordance with the curriculum needs and learner needs in the era of globalization make use of education systems in which educational institutions use the teaching process to evolve into a dynamic system. The 4 types of variables, context, input, process, and product (Stufflebeam CIPP Model, 1995) consist of the following: (1) context variables: educational institutions, administrators, teachers, parents, social conditions, and English language requirements, beliefs, trusts, and hopes; (2). input variables: students, teachers, teaching materials and media, (3) process variables: relationships between students and teachers, and among classmates with face-to-face interaction, application of projector, standalone device, computer, digital cordless and mobile devices, individual learning, teaching to class, evaluation methods, etc. (4) product variables: knowledge, regulations, language rules, terminology, direct meaning and implications for language usage, understanding, and ability to communicate using language skills, both as communication skills, and effective relationship skills to meet the challenges of the today global innovations. These four-stage variables are crucial for building up and strengthening students' knowledge of English and their communication skills for personal, professional, and inter-intra human communication. The framework comprehensively guides the planning, implementing, assessment and evaluation of a newly planned curriculum in EIL.

Innovative media for teaching EIL is an important variable that enables learners to communicate with various groups of people while acquiring their cultural and language knowledge and skills. Innovative media for EIL are crucial as English is the official language in the member countries of the Association of South East Asian Nations (ASEAN) (Kirkpatrick & Sussex, 2012). English is the most commonly used language in bringing and proposing information via the information superhighway.

Entering the Education 4.0 era and English for the global and glocal users, the Internet has been widely used on all continents among various nationalities and ethnic groups. The table below illustrates the estimated users in December 2017. It should be noted that the growth rate of the Internet use is Asia between 2000-2018 is 1,704%, ranking third among the surveyed areas, namely Africa, the Middle East, and Latin America/the Caribbean. However, the percentage of Asian Internet users rank the highest or 49% when compared with the general Asian population as detailed in the table below.

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Table 1: World Internet Usage and Population Statistics (As of June 30, 2018)

World Regions	Population (2018 Est.)	Population % of the World	Internet Users 30 June 2018	Penetration Rate% Pop	Growth 2000-2018	Internet Users %
Africa	1,287,914,329	16.9 %	464,923,169	36.1 %	10,199	11.0 %
Asia	4,207,588,157	55.1 %	2,062,197,366	49.0 %	1,704 %	49.0 %
Europe	827,650,849	10.8 %	705,064,923	85.2 %	570 %	16.8 %
Latin America/ Caribbean	652,047,996	8.5 %	438,248,446	67.2 %	2,325 %	10.4 %
Middle East	254,438,981	3.3 %	164,037,259	64.5 %	4,894 %	3.9 %
Oceania Australia	41,273,454	0.6 %	28,439,277	68.9 %	273 %	0.7 %
WORLD TOTAL	7,634,758,428	100.0 %	4,208,571,287	55.1 %	1,066 %	100.0 %

NOTES: Internet Usage and World Population Statistics estimates in June 30, 2018. [3]

The table illustrates the highest degree of Internet access by Asian nations with the lowest being Oceania and Australia. Geographic reasons for such high and such sparse Internet access can be easily projected. In Asia, English is one of the major tools for academic, professional and personal advancement. For ASEAN, English is the language of communication. The backdrop of English use is both socio-cultural and linguistic projecting the needs and wants for EIL programs of higher learning. The use of authentic materials and media through innovative technologies of printing, vocal renditions of TV shows and scenes of English use through digital media is undeniably increasing. This increase reflects the development of EIL courses and programs at graduate level in Thailand and other ASEAN countries.

Media and method are integrated to produce successful graduates in EIL who are able to communicate in the global arena where English is a main medium of interaction, both personally and professionally. It is crucial to find, adopt or adapt technology standard indicators for language learners. Such standard indicators have been developed for EIL by TESOL International Organization ([4]Healey, et al., 2008).

Technology standard indicators for language learners have the following goals and specifications:

Goal 1: Language learners demonstrate basic knowledge and technology skills for multilingual spoken communication in their environment.
Standard 1: Language learners demonstrate basic skills in using innovative technological media and Internet browsers.
Standard 2: Language learners can use available input and output devices. (Such as keyboard, mouse, printer, headset, microphone, media player, electronic whiteboard)
Standard 3: Language learners must be careful when using online resources and when engaging in electronic communications.
Standard 4: Language learners demonstrate basic competence as a technology user.

Goal 2: Language learners use technology in a socially and culturally appropriate way. Law and Ethics Standard 1: Language learners understand that communication terms vary by culture, community, and context.

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Standard 2: Language learners show respect for others in the use of both public and private information.

Goal 3: Language learners utilize and evaluate media, innovation, technology, innovation as an innovative medium, helping to develop language learning capabilities as part of formal teaching and learning, and learning to live.
Standard 1: Language learners effectively use and evaluate production technology.
Innovation Media.
 Performance indicators:
- Language learners use innovative media to produce technology that facilitates production.
(Such as word processing, presentation software, and web design software. Applications such as spell checkers and thesauri templates for presentations. Newsletters and reports Innovative media to help brainstorm and prepare graphics.
Language learners use technology-based, technology-based innovation to help them understand (such as electronic dictionary translators).
- Language learners use criteria to evaluate the use of specific technology. Innovative Media Types for Specific Language Learning
- Language learners. Innovative technologies. And to increase their ability to learn their own language.
Standard 2: Language learners use language that uses technology appropriately.
Standard 3: Language learners will use and evaluate innovative media that uses technology appropriately.
Communication and Collaboration
Standard 4: Language learners use and evaluate innovative technology-based media. appropriately.
Standard 5: Language learners recognize the value of technology to support lifelong independence. Learning, creativity, metacognition, collaboration, knowledge acquisition, and language skills.

Research Objectives

1.2.1 To study opinions of experts and teachers in EIL concerning practice of using media for EIL teaching at graduate level.
1.2.2 To set indicators of how to use the media in teaching English as an international language in the graduate level.
1.2.3. To find guidelines for developing instructional media and media innovation guide for EIL at graduate level.

In order to better deal with EIL in Thai academic context, this proactive and responsive action research is needed to clarify and enhance understanding of the trend and directions of teaching and learning purposes with technological directives.

Definitions of Terms

English as an International Language (EIL) is an English language taught and used by people in Europe, Asia, Australia, and Africa for trade, business, political contact, higher education, government, and pleasure. The purposes are for reconciliation of communication among people in different regions, such as ASEAN, with mutual benefits in education, trade, economy, etc.

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In this research, "English as an International Language" is used to refer to "English as a foreign language". "English as a second language" and "English as a lingua franca".
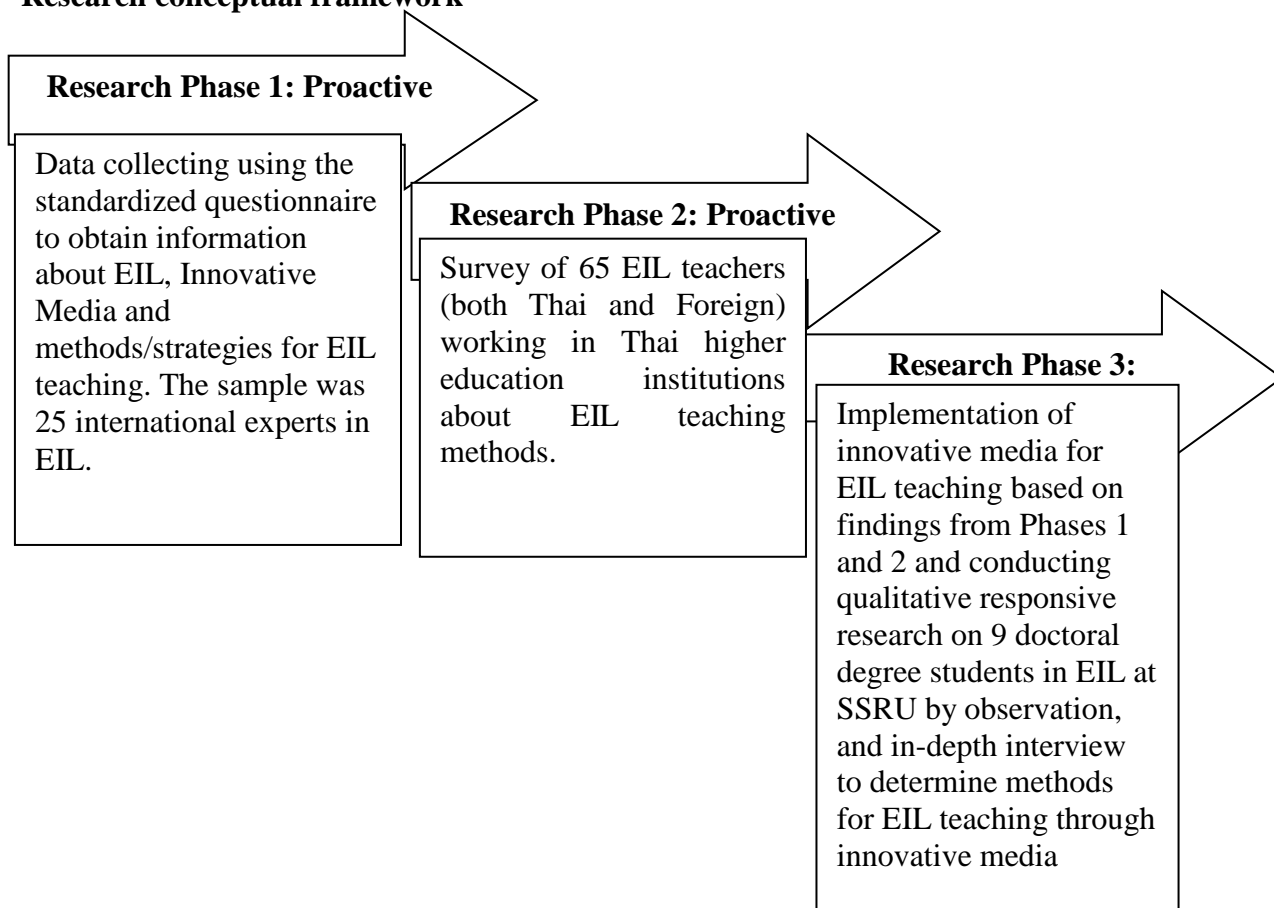
English as an international language when used in all circles and every social class has a style, accent, and structure that not only emphasizes English as the mother tongue, but as English as a World English, which influences the first language of English users in various fields such as phonetics, syntax, and vocabulary.

Proactive action research stems from research inquiry into a particular event with researchers' deep interest in investigating a phenomenon or group of phenomena.

Responsive action research accrues the results of proactive action research or outcome of a particular event or phenomenon to duly address the problem(s) or issue(s) concerned.

Innovation refers to technological innovation that is used for educational purposes to suit the educational situation. The innovation in this research concerns digital multimedia e-learning via Internet and World Wide Web There are two types of dynamic interactions between senders, recipients, and messengers: real-time current, either audio or typewritten or both, and non-real-time with no immediate interactive reaction only from message to message for subsequent interaction. (http://404ariyaporn.blogspot.com/2012/06/1.html) (http://59040536.blogspot.com/2016/08/blog-post_28.html)

Research conceptual framework

Research Phase 1: Proactive

Data collecting using the standardized questionnaire to obtain information about EIL, Innovative Media and methods/strategies for EIL teaching. The sample was 25 international experts in EIL.

Research Phase 2: Proactive

Survey of 65 EIL teachers (both Thai and Foreign) working in Thai higher education institutions about EIL teaching methods.

Research Phase 3:

Implementation of innovative media for EIL teaching based on findings from Phases 1 and 2 and conducting qualitative responsive research on 9 doctoral degree students in EIL at SSRU by observation, and in-depth interview to determine methods for EIL teaching through innovative media

Operational definitions of the variables

Innovative technology includes printed, technological, computerized, and digital media at graduate level, which are to be evaluated by international experts and Thai university English language teachers who served as samples in the research.

The value of technology to support lifelong independence is to be evaluated and appreciated by the learners in their EIL learning. The experts and teachers rated, evaluated, and commented on the media, either printed or computerized regarding learner creativity, metacognition, collaboration, knowledge acquisition, and language skills. Then guidelines for developing instructional media and media innovation guide for EIL at graduate level could be achieved.

The context and input variables are contextual and independent variables with impact on the product and outcome variables as illustrated by learners' views, joy and satisfaction, and achievement.

The process variables are interaction of teacher-student, student-student, teacher-materials and media, and students-materials and media.

The product/outcome variables are results of learning through the educational program on both a short-term and a long-term basis.

Research Method

Research Scope The action research on "Innovative Use of English Language Teaching as an International Language in Graduate Studies" employed the process of proactive and responsive action research (Schmuck, 2009) using mixed methods research approach. The First Phase of the proactive action research was a survey of English as an International Language (EIL) as viewed by 25 international experts in EIL consisting of Thai, British, American, Australian, Singaporean, Hong Kong Chinese, New Zealander, and Indonesian. The open-ended part of the questionnaire asked the respondents to fill in their choice of media and their opinions regarding best practice for media management and application. The Second Phase, which was also proactive action research, studied the opinions of 65 Thai university teachers of EIL/EFL/ESP regarding media and innovative technology listed in the questionnaire. The samples were from Rajabhat, Silpakorn, Thammasat, and Chulalongkorn Universities. The Third Phase was a responsive action research employing the method and media preferred and commonly used in teaching by experts and teachers in the first and second phases of the study. The 9 SSRU doctoral degree students' opinions and achievements assessed by the course through ongoing quizzes, unit tests, and a final examination including oral presentations using media technology were coded and evaluated. This research project was conducted between 1 October 2017 and 31 October 2018.

Instrumentation

Instrumentation processes included development of questionnaires for the 3 phases of the project. Comments were gleaned from representative samples of each group: 2 International experts, 5 Thai university teachers of EIL, and 3 SSRU doctoral program students. After questionnaires, test validation, and improvement, the developed research instruments were employed. These consisted of 3 sets, i.e. 1. English questionnaire, asking opinions about methods and strategies for teaching and learning, testing, and evaluation of teaching English as an international language, 2. A questionnaire in Thai asking about various innovative media used in teaching English as an international language and checking assessment methods and the importance/impact of each media and 3. Open-ended questions which

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sought answers to the type of media, the time, and the sequence that each media was used. Details of the questionnaire are as follows:

Part 1 Personal status of respondents and the teaching and learning at the graduate level in Thai universities.

Part 2 Media used: Rating of in-class used 1-10 for the 28 types of media, and an open-ended question on whether other kinds of media were used or not, if the answer was positive, details of the kinds or types of other media were to be given.

Part 3 Using media in class: Let the respondent give a score of 1 to 5 by making a cross (X) according to the degree of consistency in the use of the media specified on the list provided in teaching English as an international language: 1 = least consistent 2 = somewhat consistent 3 = moderate 4 = very consistent and 5 = the most consistent. All media identified fall within 23 categories and are added in 2 free spaces.

Questions for in-depth face-to-face, online, and telephone interviews concerned the respondents' views on development of guidelines for standards and indicators for media application and maintenance.

Phase I
The sample group consisted of 25 international experts from Thailand, USA, UK., Singapore, Indonesia, Hong Kong, Australia, and New Zealand.

Phase 2
The sample group used for data collection consisted of 65 teachers and graduate students from various universities, namely Chulalongkorn University, Kasetsart University, Thammasat University, Mahidol University, Chiang Mai University, Suan Sunandha Rajabhat University, Chandrakasem Rajabhat University, Sinakharinwirot University, Phra Nakhon Rajabhat University, Suan Dusit University, Silpakorn University, Sukhotathai Thammathirat Open University, and Saint. Theresa International College. This second phase of research is proactive research for experimenting with media and teaching methods based on results obtained from the opinions of experts, teachers and students in the first phase.

The results of the questionnaire, opinions and suggestions from Thai and foreign experts were then analyzed.

Phase 3
This third phase of research is responsive action research aimed to evaluate various methods of bringing innovative teaching media to English as an international language and propose ways to use media appropriately through guidelines for development of standards and indicators for media use.

The researchers used the results from the English questionnaires to summarize and discuss the results based on the opinions of experts. From the information provided by the in-depth interviews, the researchers synthesized and produced results for guidelines for developing instructional media and a media innovation guide for EIL at graduate level.

Research Results

The research results are as follows:

For Phase 1 research, both international and Thai English language teaching professionals thought that Pragmatics / Global / Communicative approaches should be used and teaching content should be pragmatic. Regarding the negotiation of meaning, the use of print media ranked top, followed by equally important use of DVDs, YouTube, and social media. Of lesser importance were audio discs, thumb drives, radio and TV media.

Concerning assessment and evaluation, unit tests were used. 68% of the experts agreed that the use of portfolio measurement and evaluation was appropriate. Role play, simulations, and task-based performance assessments by performance rating scales were also preferred. Most experts (84%) thought that they should give grade A, B, C, D, or F, to language learning student performance. Criteria to evaluate the teaching materials should be used. Lecture and teaching methods related to English content / CLIL and activities and interactions in language communication to improve English as an international language were deemed appropriate. Open-ended questionnaire and online in-depth interviews revealed that the respondents appreciated the innovative media, but were still unsure about the procurement, application, and maintenance of the media. Most of them reported their needs for standards and guidelines for innovative media application.

For Phase 2 research, teachers of English as an international language reported that the teaching media most commonly used were printed materials, followed by portable mobile learning devices such as cell phones, PDAs, laptops, smartphones, tablets – YouTube video clips, electronic lessons, visual field trip, eBook, Virtual Learning Environment (VLE), Mobile Learning Lesson, and Voice over Internet Protocol (Skype). In summary, social media open courseware / OCW YouTube video clips and web media ranked below the use of printed materials. From on-line and face to face interviews, it was found that the respondents thought that standards and indicators for the whole stream of innovative media operation needed to be established for Thai graduate EIL/EFL/ESL programs.

For Phase 3 research, results from in-depth structured interviews and observations revealed that the most important uses of English-language media was the use of printed materials, visualizers, and projectors. Also at a very high level was the use of the projector as instructional media followed at a high level by mobile, portable, and wireless devices (wi-fi, Bluetooth mobile devices). As introduced by Healey, et al. (2008) the standard framework of reference for technology in English language teaching includes student, teacher , and technical assistant standards with well-defined goals, standards, and performance indicators of the overall aspects of language technology presented in detail. The graduate students felt that such standards and indicators should be developed and used as guidelines for Thai graduate EIL programs.

Discussions

International experts and international English language teachers had similar ideas regarding the use of innovative media. The most proper method is to use a pragmatic process with meaningful negotiations. Content should include relevant academic content in CLIL or Content Language Integrated Learning. It should include the use of digital media, computer accessories and the use of online media. Students in the third phase of the research, which is a qualitative classroom-centered action research, reported that the use of printed materials, textbooks and other important materials are necessary, in conjunction with the use of visualizer, projector and mobile media. Regarding standards of innovative media projected by the world organization of Teachers of English such as TESOL, students agreed that English language teaching institutions, and students should be involved in the adoption of standards with goals, indicators, and the use of mobile and social media. They should be actively concerned with the management, security, maintenance, and the related extension to be adapted to the context of teaching and learning. In addition, recognition of educational culture, classroom culture, and the freedom to use the media are to be actively exercised.

Despite the fact that innovation is usually realized through digital technology, the use of print media by experts, teachers, and doctoral degree students abounds. With the decline of newspapers and other print social media such as magazines and brochures, etc. the use of

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print textbooks is still on a rise as witnessed by the number of book publications by well-known publishers, such as the International publishers Association (IPA), DK, CU Press, and Thammasat U. Press. Print media offers a firm and tangible grip to seek knowledge. While digital media is interactive, print media is more physical; intangible vs. tangible means to search for knowledge and understanding. When necessary, websites, CDs and DVDs, are included for further viewing/reading. Furthermore, the [6]Pew Research Center (2017) reported cases of online harassment exist, which often concerned political, personal or physical characteristics, and gender. The use of "Line," a popular digital mobile media may lead to crime and fraud. Processes of standardization and pinpointing indicators for digital media application need to be developed.

Conclusions

This project on innovative use of media in teaching English as an international language at graduate level found that the majority of the respondents: experts, teachers, and doctoral degree students still preferred the uses of print media, projectors, visualizers, and computer; indicators of media practice standards and indicators that should be implemented. The results of the research indicated that experts and teachers preferred final examination and the grading system of A, B, C, D, and F. Activity based on standards and indicators are generally accepted criterion of achieving defined goals. For attaining the highest quality in the development of learning, the government, the Ministry of Education, and teaching institutes are to adopt the standards and indicators of the innovative use of media for teaching English as an international language The standards of knowledge and technology skills for learners will help provide information about what technology is best for the particular purpose, prepare students for effective use of technology in language learning and digital literacy, assess students' technological knowledge and skills, organize appropriate activities, and grading students' levels to help teachers. Teachers, students, and EIL professionals need to be familiarized with the maintenance and setting up of services, teaching skills and knowledge, analysis of teacher newcomers, and development of curriculum.

Recommendations

Recommendations for Teaching
In teaching English as an international language at graduate level, indicators of media practice standards and indicators should be implemented. The results of the activity based on standards and indicators are generally accepted criterion of achieving defined goals. For attaining the highest quality in the development of learning, the government, the Ministry of Education, and teaching institutes are to adopt the standards and indicators of the innovative use of media for teaching English as an international language presented in TESOL's International Standards for Teaching English as a Second Language in their acquisition of resources and evaluation mechanism suitable for forming the learning foundation and learners' sustainable development. The standards of knowledge and technology skills for learners will help provide information concerning what technology is best for the particular purpose, prepare students for effective use of technology in language learning and digital literacy, assess students' technological knowledge and skills, organize appropriate activities, determine students' levels, and assist textbook writers for standardization. In addition, teachers and EIL teaching professionals will be familiarized with the maintenance and setting up of services, teaching skills and knowledge, analyze teacher newcomers, and development of curriculum.

Recommendations for Future Research

Recommendations include research on various technology standards and criteria for site maintenance personnel, effective technology for learners and teachers to integrate technology into their existing teacher education curriculum, methods of encouragement for teachers to be active in the use of technology, and the identification of qualified faculty members. In addition, institutions should conduct research on the importance of integrating technology in teaching, develop and monitor the use of appropriate technology in its language programs, defining qualifications with reasonable goals for hiring new employees.

Acknowledgements

Endnotes

[1] World Englishes refers to the emergence of localized varieties of English that have developed in nations influenced by Great Britain or the United States.

[2] Thai Qualifications Framework for Higher Education, TQF is developed to safeguard the quality of curricula, learners, teachers in Thai Higher Education system. All domains are included for excellence and seven steps are meshed in HE program development, starting with the program conception and design, learning management, ethical and moral issues, to program output, outcome, and impact. . From Thai National Qualification Framework for Higher Education: http://www.mua.go.th/users/tqf-hed/news/FilesNews/FilesNews1/7.pdf

[3] Richard A. Schmuck. *Practical Action Research for Change.* (Thousand Oaks, CA 91320: Corwin Press, A Sage Company, 2009) Proactive action research and reactive/responsive action research aim at changing specific action for improvement of practical classroom practice. .

[4] Miniwatts (2018)
https://www.internetworldstats.com/stats.htm (2008) continually updating the internet use statistics worldwide.

[5] TESOL technology standards framework
D Healey, V Hegelheimer, P Hubbard TESOL,- Alexandria, VA: TESOL, 2008) started the standard framework of reference for technology in English language teaching including student standards, teacher stands, technical assistant standards with …goals, standards, and performance indicators of the overall aspects of language technology presented in detail.

[6] Pew Research Center: Internet and Technology is a nonpolitical agency of the United States of America. Its roles are to survey public opinions, analyzing news, issues on American

politics, media, and religion, and conducting sociological research. The surveys are broad-based encompassing the various sectors. The results are published on website.

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