

Online Language Learning and Teaching in Thailand: Reflections from Multiple Lenses

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Abstract : In recent times, the realm of education has increasingly embraced innovation in technology. This disruption demands an immediate adjustment of all personnel relating to the education sector in order to be prepared and flexible. This study aimed to examine reflections on English-language online learning and teaching experiences among students, teachers, and experts in the field of technology education. The mixed-methods approach was used. The population was approximately 3,000 first-year undergraduates, twenty-six English teachers, and five experts. A simple random technique was used to select the participants. They included 839 first-year students enrolled in English for Communication 1, a course at a public university in the central region of Thailand. The purposive sampling technique was used to select the participants, who were labeled as thirteen teachers and five experts. The 5-Likert scale English online learning questionnaire and semi-structured interviews were used as research instruments. Descriptive statistics (percentages, mean and standard deviations) were employed to analyze the obtained data from the questionnaire. The semi-structured interview transcripts were analyzed using content analysis. The findings revealed that the loss of Internet signal, learning engagement, and understanding of the nature of online learning present major concerns for students and teachers. Experts suggested that incorporating a diverse range of learning techniques into a suitable pedagogical approach, including creating a supportive learning environment, assessing learners' needs, and embedding meaningful learning objectives, is crucial to optimize student's learning outcomes.

Keywords : English teaching and learning, online learning, English education in Thailand, teaching and learning reflections

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