



The 17th International Conference on Humanities and Social Sciences

Proceedings of

IC-HUSO 2022

*Research on the Transformation of the Humanities
and Social Sciences in the Post-COVID-19 World*



7 November 2022

**Faculty of Humanities and Social Sciences
Khon Kaen University, Thailand**

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The 17th International Conference on Humanities & Social Sciences 2022

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Year: 2022



**Reporting Speech from the Dean
Faculty of Humanities and Social Sciences, Khon
Kaen University, THAILAND**

Mr. President, Lecturers, Distinguished delegates, Ladies and gentlemen,

On behalf of the Faculty of Humanities and Social Sciences, it is my great pleasure to be here today and welcome all of you to the 17th International Conference on the Humanities and Social Sciences (IC-HUSO 2022).

Research in the Humanities and Social Sciences includes numerous fields of study, such as language and literature, philosophy and religion, culture, sociology and anthropology, social development, public administration, media, information and communication, and education. Our studies aim to explain social dynamics and their effects. The knowledge that we gain from our work in these fields is crucial and valuable. It is a precious tool in guiding social direction. Aside from discovering new bodies of knowledge, the job of scholars in the humanities and social sciences is also to consistently investigate, revise, and develop knowledge to keep up with changes in dynamic social situations.

As fields of study that are deeply embedded in society, we cannot ignore the transformative effects of COVID-19. As the pandemic hit country after country, many of us attempted to trudge on, moving our work and studies online. Others, such as those dependent on Thailand's tourist industry, were forced to find a new path – their lives were completely altered. We collectively had to accept a “New Normal” to keep our vulnerable family and community members safe.

As we experienced changes at a personal level, we watched the world around us transform. Masks became as important as shoes. Food delivery services seemed to take over our economy. Gas and food prices increased. Children became more dependent on their families as schools tried to manage safety protocols; too many of these children were left behind. The pandemic had ripple effects on our society, which we will feel for years to come – in our communities, social networks, cities, economy, culture, politics, country, and certainly, in our regional and global relationships.

Just as we made personal and collective changes in our lives in order to help our families and friends survive the pandemic, research in the Humanities and Social Sciences is at a crossroads that will determine its future. We must be intentional. This is a time to slow down and reflect on our work. How can we integrate ourselves in the new world that COVID-19 has left behind? How can our different fields of study become more interdisciplinary, reflecting the need for our communities to work together and across individuals and groups with different expertise? How can our research bring the voices of people with lived experience to the hearts and minds of our decision-makers and leaders, and help key players to make informed and healthy choices into the future – for our people, environment, and society?

To answer these questions and others, it is very important that scholars from different departments have a stage to discuss and share opinions. The International Conference on the Humanities and Social Sciences offers such an open stage for scholars, researchers, lecturers, and students to share experiences, knowledge, and problems related to their subject.

In that vein, the Faculty of Humanities and Social Sciences, Khon Kaen University, is very pleased to have received 74 submitted papers from 7 countries worldwide. We trust that this conference will not only distribute knowledge from our fields of research but also enhance cooperative learning and understanding among us.

At this auspicious moment, I would like to invite the President of Khon Kaen University, Assoc. Prof. Charnchai Panthongviriyakul, M.D., to give the opening speech for the 17th International Conference on Humanities and Social Sciences (IC-HUSO2022).

Thank you very much.



**Opening Remarks from the President
Khon Kaen University, THAILAND**

Dean, lecturers, distinguished delegates, ladies and gentlemen,

I am most honored and delighted to have the privilege of giving the opening remarks on the 17th International Conference on the Humanities and Social Sciences. I wish, first of all, to accord my warm welcome to all of the distinguished scholars who come from many places around the world. We do very much appreciate your interest in coming and participating in the conference held in Khon Kaen University this year.

Human societies and cultures in every country have never stopped changing. Research on the Humanities and Social Sciences is therefore the foundation to explain the phenomenon of social dynamics and their effects. Education Transformation of the Humanities and Social Sciences and the knowledge gained leads to appropriate solutions according to the truth of situations. As a result, the knowledge gained from research on the Humanities and Social Sciences is crucial and valuable as a precious tool in guiding social direction.

Our ultimate goal this year is for the International Conference on the Humanities and Social Sciences to become an open stage on which scholars can distribute and share their knowledge and enhance cooperative learning in order to develop quality and standard research and theses in their fields.

I would like to take this opportunity to thank **Professor Peter Jackson, from The Australian National University, Australia, our keynote speaker on the topic of “The Global Importance of Thailand’s Spirit Cults: Buddhist Alternative Modernity, Capitalism and Queer Enchantment after Max Weber”** who will give an informative and fruitful speech about Humanities and Social Sciences on this occasion and thank you all IC-HUSO staff who have worked really hard to make this conference possible.

I really hope that all participants will take this opportunity to gain and exchange views and knowledge for the development of future studies. I also hope that this conference will be fruitful, interesting, and beneficial for all of you. Last but not least, I hope that those of you who are visiting Khon Kaen for the first time will have a good time here during your short stay in our city.

At this auspicious moment, I would like to officially declare the opening of the 17th International Conference on the Humanities and Social Sciences.

Thank you very much.

Professor Peter Jackson

The Australian National University, Australia



About Peter Jackson:

Peter A. Jackson is Emeritus Professor of Thai history and cultural studies in the Australian National University's College of Asia and the Pacific. Over the past four decades, Prof. Jackson has written extensively on modern Thai cultural history, with special interests in the social and political history of Buddhism, magical cults and ritual, and gender transformations. He has also undertaken comparative work in globalisation studies and critical theoretical approaches to historical and cultural studies of Asia.

Since becoming ANU Emeritus Professor in 2016, he has held positions as Senior Research Fellow at the Yusof Ishak Institute of Southeast Asian Studies, Singapore, and Research Fellow at the Center for Southeast Asian Studies, Kyoto University, Japan. He has also been Professeur Invité at the EHESS-CNRS-INALCO Centre Asie du Sud-Est (CASE) in Paris and the Maison des Sciences Humaines, Laboratoire d'Anthropologie des Mondes Contemporains, Université Libre de Bruxelles.

Prof. Jackson currently holds an Australian Research Council Discovery Grant on the topic of "Religion, Ritual and Health in HIV-Affected Thai Communities: Buddhism and Healing Traditions as Cultural Resources". Prof. Jackson currently divides his time between Thailand and Australia and his most recent books are "Capitalism Magic Thailand: Modernity with Enchantment" (2022 ISEAS Publishing), "Deities and Divas: Queer Ritual Specialists in Myanmar, Thailand and Beyond" with Benjamin Baumann (2022 NIAS Press) and "Spirit Possession in Buddhist Southeast Asia: Worlds Ever More Enchanted" with Bénédicte Brac de la Perrière (2022 NIAS Press).

The Global Importance of Thailand's Spirit Cults: Buddhist Alternative Modernity, Capitalism and Queer Enchantment after Max Weber

Peter A. Jackson
Australian National University

New cults of wealth, ritually empowered amulets and professional spirit mediumship have emerged together in Thailand's dynamic religious culture in recent decades. These increasingly popular varieties of ritual now form a symbolic complex. Separate cults of Indian deities, Chinese gods and Thai Buddhist and royal figures have merged in commercial spaces and media sites to sacralise the capitalist market and the production of wealth. In Thailand these magical cults are often criticised as *phuttha phanit*, "commodified Buddhist". They are also dismissed as superstitious (*ngom-ngai*) forms of *mutelu* and labelled as *saiyasat* rituals that should be distinguished from "true Buddhism". However, Thailand's spirit cults are socially and theoretically important both within the country and also internationally.

Emerging within popular culture, the cults of wealth, amulets and spirit mediumship are supported by all levels of Thai society, including those in positions of economic and political power. Thailand's spirit cults are also becoming increasingly important for the country's large communities of gender and sexually diverse people. Large numbers of gay and transgender (*kathoey*) ritual specialists are at the centre of the recent proliferation of spirit mediumship. As specialists in spirit rituals and fortune telling, queer people challenge their historical marginalisation and stigmatisation by becoming honoured members of the country's religious communities.

Thailand's spirit cults are also important internationally because they reveal the distinctiveness of the alternative modernities in Buddhist Southeast Asia and the conditions under which capitalist modernity produces new varieties of enchantment. Sociologists of religion such as Max Weber have argued that modernisation leads to a progressive rationalisation of society. However, Thailand's new cults show that magic is not a leftover residue of premodernity. Rather, in Buddhist Southeast Asia magic emerges within the centre of neoliberal capitalism, visual media and the digital cultures of the Internet. In Thailand processes of modernisation are actively producing magical worldviews and stimulating the rise of spirit cults.

In this presentation, Peter Jackson will summarise main ideas and arguments from three of his recent books: *Capitalism Magic Thailand: Modernity with Enchantment* (Singapore 2022); *Deities and Divas: Queer Ritual Specialists in Myanmar, Thailand and Beyond* (with Benjamin Baumann, Copenhagen 2022); and *Spirit Possession in Buddhist Southeast Asia: Worlds Ever More Enchanted* (with Bénédicte Brac de la Perrière, Copenhagen 2022). The analyses in these three books reveal the central place of spirit rituals in Thailand's Buddhist culture, their important contemporary roles in enhancing prosperity and protection and the ways that they provide spaces of honour and prestige for the country's gay, transgender and gender/sex diverse communities.

Conference schedule
17th International Conference on Humanities & Social Sciences 2022
Faculty of Humanities and Social Sciences, KKU
7th November 2022

Monday 7th November 2022					Room
08.00-08.30		Welcome /Registration			at the 1st floor, HS.05 Building
08.30-09.00		Opening ceremony, Assoc. Prof. Charnchai Panthongviriyakul, M.D., President of Khon Kaen University (Online) Opening Remark, Assoc. Prof. Orathai Piayura, Ph.D., Dean Faculty of Humanities and Social Sciences (online)			at meeting room 3, the 2nd floor, HS.05 Building Meeting ID: 993 0458 6944 Passcode: ICHUSO2022
09.00-10.00		Graduate Research Award Asst. Prof. Wirat Wongpinunwatana, Ph.D. Vice Dean for Academic and International Affairs			
10.00-11.00		Keynote speech: “The Global Importance of Thailand’s Spirit Cults: Buddhist Alternative Modernity, Capitalism and Queer Enchantment after Max Weber” Professor Peter Jackson The Australian National University, Australia			
11.00-11.15		Refreshment Break [Box Set]			
11.15-12.00		Q & A			
12.00-13.00		Lunch [Box Set]			
13.00-14.30		Paper Presentation Section			at the 5th floor, HS.01 Rattana Pittaya Building
R.1: The Impact of Covid-19	R.2 : Language Teaching and Learning (a)	R.3 : Digital & Information Literacy	R.4: Economic & Management	R5: Literacy, Discourse, and Linguistics	
1.RESEARCH ON THE ROLE OF TRANSPORT AND RECOVERY AFTER COVID - 19 IN VIETNAM TODAY / <i>Vu Thi Kieu Ly (ICHUSO-007)</i>	1. Cultural Content Analysis of The A1 Level Spanish Courses at Khon Kaen University / <i>Darikarn Kotchana and Fuangket Tongwanchai (ICHUSO-005)</i>	1. Fake News Infodemic and Information Literacy / <i>Chatrawee Intraboonsom and Jariya Sairattanain (ICHUSO-006)</i> 2. The Representation of Thailand in South Korean	1. Factors Affecting Personal Financial Management Behavior: A Literature Review / <i>Nguyen Thi Hoai Phuong , Pham Tram Anh, Dam Phuong Ngoc, Nguyen Ngoc Anh</i>	1. Chinese Identity in Thai TV Series “Luetmangkorn” / <i>Rungphet Varaphongsatit and Wirat Wongpinunwatana (ICHUSO-018)</i> 2. Womanhood in	

<p>2. Solutions To Increase The Intention To Work In The Hospitality Industry Of Generation Z In Vietnam After The Covid-19 Pandemic/ <i>Phạm Thị Thu Phương, Trần Thị Ngọc Phương, Bùi Thị Hồng Việt and Đào Minh Ngọc (ICHUSO-035)</i></p> <p>3. The Trickle-Down Effect of Mayors' and City Managers' Change Leadership on Employees' Change-Supportive Behavior during COVID-19: The Role of Localism as a Moderator in Relationships / <i>Worasan Thawornprasert and Wisanupong Potipiroon (ICHUSO-037)</i></p>	<p>2. Using Participant Activities Support Actual Majority (PASAM) Model with EFL Learners for Reading Skills Improvement in Digital Surrounding / <i>Samran Sikkhagit (ICHUSO-010)</i></p> <p>3. The Effect of SQ4R Teaching Methods with Graphic Organizer towards Vocabulary Learning and English Reading Comprehension Ability for Grade 12 Students / <i>Saowaluck Phissanui (ICHUSO-012)</i></p>	<p>TV Series / <i>Jeeranan Sotthianan, Watcharapon Sirisuwilai, Sutida Ngonkum, Patra Phamornslnlapatham and Ratchanee Piyathamrongchai (ICHUSO-016)</i></p> <p>3. Critical metaphors of Covid-19 in Thai news headlines / <i>Sirisira Chokthawikit (ICHUSO-020)</i></p>	<p><i>Tu, Cao Nguyen Hieu Hang and Mai Tra My (ICHUSO-011)</i></p> <p>2. Some Solutions to Promote Economic Relations Vietnam – Myanmar to 2030 / <i>Nguyen Hoang Anh Tu (ICHUSO-015)</i></p> <p>3. Factors Affecting the Buying Decision Online Fashion Products of Young Consumers in Hanoi, Vietnam / <i>Nguyen Hung Cuong, Phạm Thị Thu Hà, Đinh Thị Hải Hậu, La Thị Thu Ngân, Trần Thị Thanh Huyền, Cao Thị Ngọc Mai and Nguyễn Thị Mai Anhl (ICHUSO-014)</i></p> <p>4. EWOM status and effect on marketing activities of the private healthcare industry in Vietnam / <i>Huỳnh Văn Khai, Vũ Đăng Ninh, Đỗ Minh Phương, Vương Thu Hương and Nguyễn Thị Thanh Thu (ICHUSO-039)</i></p> <p>5. AI Marketing: Current status and barriers to applying in the Private Healthcare Sector in Vietnam / <i>Trần Anh Tuyet, Lương Thủy Trang, Vũ Khanh Nguyễn, Nguyễn Văn Vinh and Huỳnh Văn Khai (ICHUSO-044)</i></p>	<p>Traditional Asian and African Cultures: A Comparison of the Female Characters in The Village in the Jungle by Leonard Woolfe and Things Fall Apart by Chinua Achebe / <i>P.N.Rathnayake (ICHUSO-031)</i></p>	<p style="text-align: center;">Room</p>
HS01-5C1	HS01-5C2	HS01-5C3	HS01-5A2	HS01-5A3	

Meeting ID: 989 9942 7631 Passcode: ICHUSO2022	Meeting ID: 943 5473 5346 Passcode: ICHUSO2022	Meeting ID: 991 5677 3752 Passcode: ICHUSO2022	Meeting ID: 919 9684 2902 Passcode: ICHUSO2022	Meeting ID: 931 6242 0745 Passcode: ICHUSO2022	Zoom Meeting ID
14.30-14.45 Refreshment Break [Box Set]					
14.45-16.45 Paper Presentation Section					at the 5th floor, HS.01 Rattana Pittaya Building
R.6: Philosophy	R.7 : Language Teaching and Learning (b)	R.8: Society of Mekong Region	R.9: Human Resources and Tourism	R.10 : Urban Interface and Wellbeing (WEDS)	
<p>1. The Philosophy of Education in Theravada Buddhism / <i>Banpot Khathaisong (ICHUSO-001)</i></p> <p>2. The Concept of Mental Therapy in the View of Philosophy / <i>Notnargorn Thongputtamon, Phramaha Dr.Komkai Singtong and Phramaha Dr. Phaithun Niwat (ICHUSO-042)</i></p>	<p>1. Fostering the Video-Enhanced Language Teaching Model for Teaching English in the 21st Century / <i>Chalermsep Karanjakwut (ICHUSO-032)</i></p> <p>2. The Pedagogical Implication of World Englishes in the Teaching of Writing Skill / <i>Arnantawut Tiang-uan (ICHUSO-033)</i></p> <p>3. Criteria Performance Analysis to Program Management for Exchange students from the People Republic of China at Faculty of Humanities and Social Sciences, Khon Kaen University / <i>Paiboon Manorom and Pairin Muangsanam (ICHUSO-034)</i></p> <p>4. The Implication of Formative Assessment in Content Language Integrated Learning in Thai Education / <i>Kamonwan Charunsri (ICHUSO-038)</i></p>	<p>1. Vietnam raises the level of international integration today following the legacy of President Ho Chi Minh / <i>Le Trung Kien (ICHUSO-003)</i></p> <p>2. “Is Nong Kai Ready for Chinese Tourists Through Lao-China Railway in Cultural Tourism?” A Survey Study of Text Signs in Cultural Tourist Attractions in Nong Kai Province / <i>Watcharapon Sirisuwilai, Wittika Thangchan, Prateep Chouykerd, Wuttichai Sawangsang, Jeeranan Sotthianan, Nisa Ruangwongwittaya and Prima Tantiparnitteerakul (ICHUSO-040)</i></p> <p>3. Education on decentralization through evolution in Cambodia / <i>Sokheang MEN, Sukanya Aimimtham and Viyouth Chamruspanth (ICHUSO-041)</i></p> <p>4. Community Perception and Attitude toward Payment for Ecosystem</p>	<p>1. The Utilization Of The Cultural Values Of The Cao Lan Ethnic People In Tuyen Quang For Community-Based Tourism Development / <i>Nga Nguyen Thi Phuong, Ngoc Truong Mai, Que Tran Thi Nguyet and Linh Do Dieu (ICHUSO-004)</i></p> <p>2. Human Resource Training in Logistics and Supply Chain Management in The Post-Covid-19 and Industrial Revolution 4.0 / <i>The Tuan Tran and Nguyen Thi Dung (ICHUSO-008)</i></p> <p>3. Experience in Enhancing Lecturer Quality in Japan and Suggestions for Vietnam / <i>Tran Thi Thuy, Bui Van Vien, Tran Ngoc Kim and Le Thi Ngoc Bich (ICHUSO-013)</i></p> <p>4. The role of the Private Sector in the Economy: Current Situation and Solutions for Development / <i>Pham Ha Chau Que and Nguyen Thi Dung (ICHUSO-009)</i></p> <p>5. Developing the Potential</p>	<p>1. The context of urban development and the Right to the City of the Isaan urban poor/<i>Patchanee Muangsri and Thanapauge Chamaratana (ICHUSO-024)</i></p> <p>2. Land Use Change Around High-Speed Rail Stations - Review of Concepts and Feasibility of Case Studies in Lao PDR/<i>Somsamleth Thavikham and Thanapauge Chamaratana (ICHUSO-026)</i></p> <p>3. Factors influencing the capacity to adapt to climate change: a case study of flooding and drought/<i>Kritsada Phatchaney, Buapun Promphakping and Pornpen Somabut (ICHUSO-027)</i></p> <p>4. Heidegger’s Philosophy of Technology: An Analysis of Dam Technology/<i>Denpong Saenkum and Puttharak Prabnok (ICHUSO-028)</i></p> <p>5. Correlation Analysis of</p>	

		Services in Lao PDR: A Case Study of Nam Kading Protected Area/ <i>Bounkham Vorachit, Tran Tho Dat and Dinh Duc Truong (ICHUSO-047)</i> 5. Lao PDR - Vietnam Investment Promotion Perspectives: A Case Study of Vientiane Capital/ <i>Sihoune Siththilusay (ICHUSO-048)</i>	of Personnel by using Human Resource Information Systems to increase Work Efficiency / <i>Nipapan Jensantikul (ICHUSO-030)</i>	Individual Characteristics, Digital Self-efficacy, and Digital Citizenship among Pre-service Teachers in Northeast Thailand/ <i>Nattapon Meekaew and Petcharat Chongnimitsataporn (ICHUSO-045)</i>	
HS01-5C1	HS01-5C2	HS01-5C3	HS01-5A2	HS01-5A3	Room
Meeting ID: 989 9942 7631 Passcode: ICHUSO2022	Meeting ID: 943 5473 5346 Passcode: ICHUSO2022	Meeting ID: 991 5677 3752 Passcode: ICHUSO2022	Meeting ID: 919 9684 2902 Passcode: ICHUSO2022	Meeting ID: 931 6242 0745 Passcode: ICHUSO2022	Zoom Meeting ID
17.00	Closing Remarks and Social Activity				

Notice: The proceedings will be online at Conference website: <http://hs.kku.ac.th/ichuso> on November 30th, 2022

Asst. Prof. Wanichcha Narongchai, Ph.D.
Editor IC-HUSO 2022

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The Pedagogical Implication of World Englishes in the Teaching of Writing Skill

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Abstract

The central focuses of teaching pedagogies and approaches of writing have obviously oriented in texts, processes, and readers. However, regarding the English language spreading rapidly throughout the world, the occurrence of varieties of Englishes has found and influenced the English language instruction, including writing. The purpose of this academic paper is to propose a way to integrate some fundamental aspects of world Englishes into the teaching of writing skill. A notional model is developed integratively from the review of related articles in the various fields of world Englishes, international communication, and writing approaches. The implication will be beneficial for teachers to have it implemented in their real classes.

Keywords: teaching implication, teaching of writing skill, world Englishes, writing skill

1. Introduction

The English language has no longer referred to the countries where English is only used for the native speakers (the inner circle), like the United Kingdom, the United States of America, Australia, and New Zealand. However, it is also referred to other countries where English is used as a second language (outer circle), such as the Philippines, India, Singapore, or as a foreign language (expanding circle), such as China, Japan, and Thailand. These circles are called the three concentric circles of the language proposed by Kachru (2006). The term, world Englishes, which has been taken place for decades, is used to be called the diversity of English language in terms of phonology including pronunciation and accent variation, vocabulary, grammar, and pragmatics (Melchers & Shaw, 2011).

Notwithstanding, the teaching approaches to writing are still concentrating on the three aspects (Hyland, 2002). The first approach is the product approach which texts are mainly focused on the outcome by imitating from a model text or organisation of ideas (Steele, 2004). The second is the process approach which texts are resources for comparison, focusing on purposes and themes, and collaborating with other peers (Klimova, 2014). The third is the reader-oriented approach, which texts are chiefly written to meet a reader's interest instead of writing what a writer desires to write (Hyland, 2002). Meanwhile, Hyon (1996) proposed a more hybrid approach called the genre approach which texts are written formally and communicatively, and writers are primarily concerned about a social context. Even though it has recently found that there is a new term of the writing approach, called the integrated approach, which it is an attempt to mix the three approaches of writing, i.e. the product approach, the process approach, and the genre approach, to improve English writing competence (Tangpermpoon, 2008; Arslan, 2013; Alnooh, 2015), their topics for writing as well as criteria for grading are still formal with the typical bands of criteria, such as content, organisation, vocabulary, language use, mechanics, etc.

From the above rationale, it seems that there has been none of the research concerning about the English used in their contexts, the appropriate criteria for grading students' writing papers to their nature, as non-native students, or even the teaching pedagogy of writing skills. Instead, they try to implement the "should-be-taught" English writing in their classes, grade with the ideally traditional criteria of writing, and follow the old-fashioned writing approaches. The article proposes another pedagogical notion of teaching writing that integrates some fundamental concepts of world Englishes, as well as intercultural communication, and the teaching of writing skill that teachers can implement to teach their writing classes.

2. World Englishes and the Teaching of Writing Skill

As an EFL teacher, two of the most critical problems found in the EFL classroom are teaching writing and motivation in writing as the writing skill is the hardest and most challenging skill of four (Salma, 2015; Choudhury, 2013; Negari, 2011; Nik, Hamzah & Rafidee, 2010). For

teaching writing, most teachers are nowadays teaching with the traditional or classical techniques as summarised by Tickoo (2003 as cited in Choudhury, 2013) consisting of 1) a teacher set a writing task; 2) students write a composition and submit to the teacher; 3) the teacher corrects grammar and spelling often using a red pen; 4) The students look at the teacher's corrections, and 5) the students rewrite or make changes to be like what the teacher has corrected. These cause the harmful washback to students in terms of perspectives, elaboration and teacher-centredness, and limits students' creativity, motivation and interaction. Concerning this, it comes to the main problem why most EFL students, particular for Thai students, do not like writing skill. The reason may not be because it is the most challenging skill, but we have long taught our students in the same way as the native speaker (NS) students have. The writing techniques developed by NS researchers, professors or teachers have been brought to be implemented to EFL students. In fact, this big failure is from a kind of imitation.

World Englishes, therefore, come and play a vital role for the expanding-circle writers in be considered of how the writing skill will be taught and implemented to students, or even how students learn the writing skill by linking the use of world Englishes and writing pedagogy together. To achieve the ultimate goal of teaching and learning writing skill as world Englishes, I searched for and looked into some related articles, then they were summarised and critiqued the findings to answer what model we should take into account while teaching and learning writing skill:

Matsuda and Matsuda (2010) proposed five guidelines for implementing the use of world Englishes into teaching writing skill. Firstly, teachers should teach the dominant language forms and function in order to provide the standardised written forms and functions of English. Secondly, teachers should teach the non-dominant language forms and functions. These would help students understand that language users naturally deviate from the perceived norm. Thirdly, teachers should teach the boundary between what works and what does not. For this principle, the word boundary can be defined as a fuzzy and negotiable one and clarified that what works is language variation and what does not is errors. Next is to teach the principles and strategies of discourse negotiation. Some factors influence the readers' judgements, such as the appropriateness of usage, marked forms that deviate from the conventional usage, and the perceived intentionality of the variation. Finally, teachers should teach the risks involved in using deviational features. It is essential for teachers not to teach either the dominant discourses or alternative discourses overly, but to engage in a language contact situation as summarised in Figure 1.



Figure 1: Five principles of teaching writing skill with the use of World Englishes

In 2015, there was the research conducted in Thailand by Webb who suggested the five approaches to emphasise how to teach English writing for the EFL or expanding-circle students, i.e. process approach, peer-to-peer, no group work, one-on-one conference, and error correction. The results of this research surprised my thought in terms that it is quite different from many papers we have read. For example, students prefer to work alone or peer-to-peer rather than group work. Besides, grammar instruction and content are needed to be taught by a teacher, and teaching grammar is not for memorising the rules but pushing students to the process of trying to communicate an idea (p.193) as in figure 2:

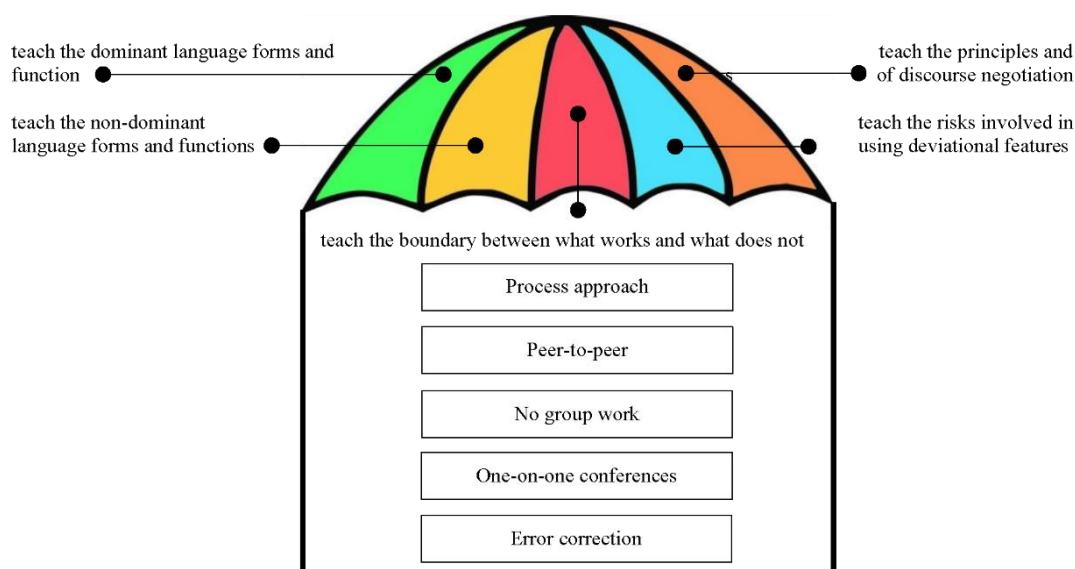


Figure 2: Five principles of teaching writing skill with teaching and learning strategies

Although right now we have principles of teaching writing skill and preferred learning strategies, as shown in Figure 2, there is another step that is very important in terms of teaching writing skill called feedback. Two Thai researchers, Singhasak and Methitham (2016), conducted their research on Non-native English Varieties: Thainess in English Narratives and found that processes of contextualization are essential in writing. Besides, there are six characteristics of Thainess that passed on through the process, i.e. transfer, translation, shift, hybridisation, lexical borrowing, and reduplication. All these characteristics are crucial for teachers to acknowledge when it comes to giving feedback to students' papers. (Figure 3) by the way, there is one more point that is interesting for further discussion and research. Singhasak and Methitham (2016) claimed that English that is speaking in Thailand is also another variation of English, called Thai English, as there are two main issues for consideration, i.e. lexical structures and grammar structures. From the research, they found the uniqueness of Thai English writing strategies on word usage and grammar that show characteristics of Thainess. Likewise, Karanjakwut (2018) has recently investigated the linguistic and localised features of Thai in English writing on Facebook and found that translation, transfer, code-switching, code-mixing, shift, and reduplication are main influence of Thai people in writing English. However, I am positive that Thai English is still not a variation of the English

language because there are no apparent phonological features. The process of trying to communicate an idea (p.193) is shown in figure 3:

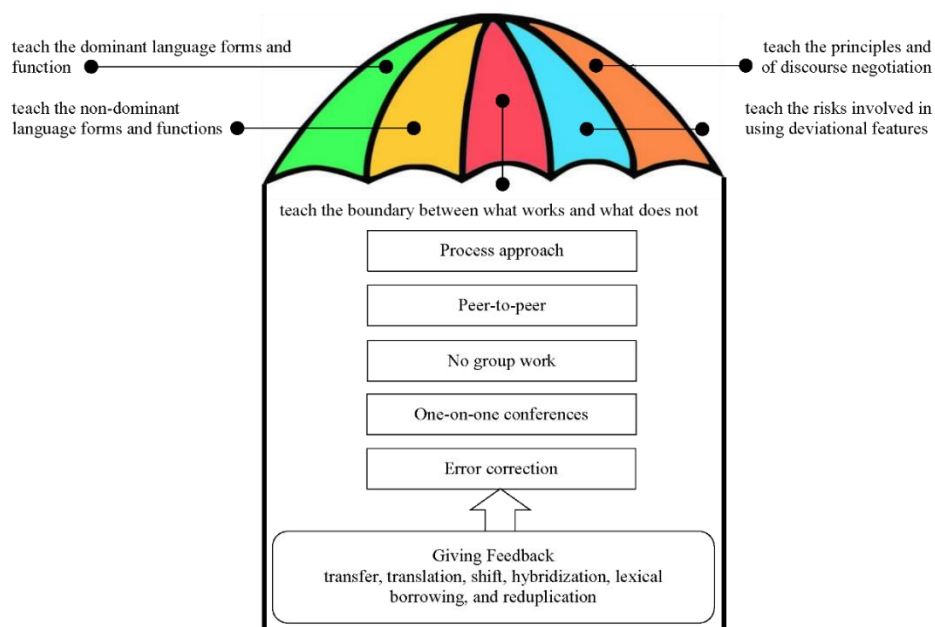


Figure 3: Five principles of teaching writing skill with teaching and learning strategies and giving feedback

To complete the mix of world Englishes and the teaching of writing skill needs the knowledge of Intercultural Communication and the exact world Englishes. Wetzl (2013) conducted experimental research and concluded that teachers should prepare students for intercultural communication by incorporating World Englishes into a mainstream composition. For intercultural communication, some activities can be inserted during writing classes, such as Human Value Continuum, Jigsaw Learning, Personal, Cultural, Universal, and Minute Paper (Karanjakwut, 2018) to provide students’ experiences in interculturally communicative writing. For implementing world Englishes to writing classes, the localised feature of Thai in English writing which is so-called “Thainess” can be considered, and there are six characteristics of Thai English found, i.e. transfer, translation, hybridisation, shift, lexical borrowing, reduplication (Chutisilp, 1984). In Figure 4, it is the implementation of integrating intercultural communication and world Englishes into the teaching of writing.

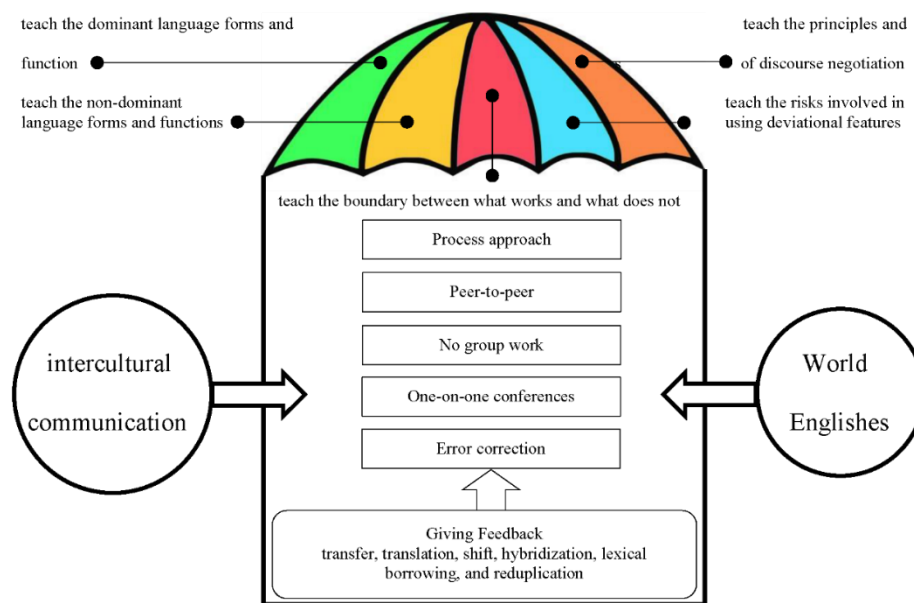


Figure 4: Five principles of teaching writing skill with teaching and learning strategies and giving feedback, as well as intercultural communication and world Englishes

3. Conclusion

The implication of the concept of world Englishes into the teaching of writing classes is necessary, but there are still a few researchers conducting this kind of research topics. Therefore, for further research, it is recommended to apply some of the techniques or strategies and investigate how students have progressed in their writing skill and world Englishes.

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