The 17th International Conference on Humanities and Social Sciences

Proceedings of

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

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Faculty of Humanities and Social Sciences
Khon Kaen University, Thailand

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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	
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2. Solutions To Increase The Intention To Work In The Hospitality Industry Of Generation Z In Vietnam After The Covid-19 Pandemic/ *Phạm Thị Thu Phương, Tran Thi Ngoc Phuong, Bui Thi Hong Viet and Dao Minh Ngoc (ICHUSO-035)* 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 / *Worasan Thawornprasert and Wisanupong Potipiroon (ICHUSO-037)*	2. Using Participant Activities Support Actual Majority (PASAM) Model with EFL Learners for Reading Skills Improvement in Digital Surrounding / *Samran Sikkhagit (ICHUSO-010)* 3. The Effect of SQ4R Teaching Methods with Graphic Organizer towards Vocabulary Learning and English Reading Comprehension Ability for Grade 12 Students / *Saowaluck Phissanui (ICHUSO-012)*	TV Series / *Jeeranan Sotthianan, Watcharapon Sirisuwilai, Sutida Ngonkum, Patra Phamornsinlapatham and Ratchanee Piyathamrongchai (ICHUSO-016)* 3. Critical metaphors of Covid-19 in Thai news headlines / *Sirisira Chokthawikit (ICHUSO-020)*	*Tu, Cao Nguyen Hieu Hang and Mai Tra My (ICHUSO-011)* 2. Some Solutions to Promote Economic Relations Vietnam – Myanmar to 2030 / *Nguyen Hoang Anh Tu (ICHUSO-015)* 3. Factors Affecting the Buying Decision Online Fashion Products of Young Consumers in Hanoi, Vietnam / *Nguyen Hung Cuong, Pham Thi Thu Ha, Dinh Thi Hai Hau, La Thi Thu Ngan, Tran Thi Thanh Huyen, Cao Thi Ngoc Mai and Nguyen Thi Mai Anhl (ICHUSO-014)* 4. EWOM status and effect on marketing activities of the private healthcare industry in Vietnam / *Huynh Van Khai, Vu Dang Ninh, Do Minh Phuong, Vuong Thu Huong and Nguyen Thi Thanh Thu (ICHUSO-039)* 5. AI Marketing: Current status and barriers to applying in the Private Healthcare Sector in Vietnam / *Tran Anh Tuyet, Lương Thuy Trang, Vu Khanh Nguyen, Nguyen Van Vinh and Huynh Van Khai (ICHUSO-044)*	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 / *P.N.Rathnayake (ICHUSO-031)*	
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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
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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

Contents

Fostering the Video-Enhanced Language Teaching Model
for Teaching English in the 21st Century

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Abstract

Online videos have recently gained substantial ground of learning and perceiving knowledge from young netizens as their powerful source of integrated sound, photos, animation, and edutainmental content. Video-Enhanced Language Teaching is a technological and pedagogical model of professional development and implementing videos as part of teaching through training, specifically designed for elderly EFL teachers. The process of the VELT model maximise teachers' potential in applying technology into the real English classroom activities with pellucid steps starting with training to teaching. This academic paper initially proposed how video-enhanced language teaching can be useful for teachers' teaching, particularly elderly EFL teachers in Thai contexts, by grounding in the approaches of technology-enhanced language learning (TELL) and video-based instruction (VBI), together with their limitation, advantages and disadvantages, and it also initiates 14 steps for the VELT model. Finally, I underpinned several issues to success in using videos for teaching that is for teachers' benefits.

Keywords: Video-enhanced language teaching, video-based instruction, professional development, teacher training, teaching with technology

1. Introduction

1.1 Technology-Enhanced Language Learning

Technology has been highly developed since the past few decades with the exponential growth (Walker & White, 2013) and used by substantial users, particularly the young generation in this digital era or millennials. In Thailand, from the statistic records was 28.3 percent of the Thai population using computers, 56.8% were using mobile phones, and there was 89.6 percent using the Internet (National Statistic Office, 2018). Among these numbers, the new-born users (6-14 years) tend to be computer-literate when compared with other age groups. They have been called "digital natives", since they were born, surrounded and grown up with technological tools. It is unsurprising that the least number of users who were using the computer and the Internet fall into the old-aged group whose ages were 50 years and above (National Statistic Office, 2018). This can be inferred that the younger enjoy using technological tools more than the elderly.

In educational circumstances, there has been a substantial number of research papers revealing that using technology in teaching teenage students is more successful than traditional teaching (chalk and talk). Taj, Ali, Sipra & Ahmad (2017) investigated the learning achievement of the two groups of students on how a social application could help enhance the first-year students' vocabulary learning with six weeks treatment periods of teaching with computer PCs and mobile phones through WhatsApp compared with the other group of students who were taught with the traditional method. The finding showed students who studied with the application gained higher scores than the students who did not on the post-test. In addition, Rahmanm (2015) examined the reflection of teachers and students who used technology and found that students themselves are more responsive, spontaneous and co-operative in the technological advanced classroom than the traditional classroom. Likewise, the teachers who used technology in the English language classrooms were more successful than those who did not use technology. Furthermore, Chomphuchart (2017) studied Thai university students' attitudes on the use of the Internet in learning English and found that students normally accessed the Internet at home, and they were good at basic Internet applications. However, there were also factors affecting their Internet use: field of study, computer skills, and geographical area. Now, we can see that technology really assists and supports language learning.

1.2 Limitations of Teaching English Language with Technology

There are some causalities that limit implementing technology, like videos, to teach in English language classes, and they are categorised into four related problems. The first limitation concerns *student-related problems*. According to Noytim (2006), students lack the ability in Internet use, computer and Internet skills, and interest and enthusiasm. The second limitation is about *device-related problems*. These problems usually occurred when there is no Internet connection, which blocks students to the online world, and when devices, programmes or software are difficult to use (Raiskinmaki, 2017). The third limitation is also from Raiskinmaki (2017) by

stating that users lack computer and mobile literacy, which is categorised in *literacy-related problems*. This limitation can be removed by providing training. The last but not least limitation goes to *teacher-related problems*. These problems are involved in demographics, such as age, education background, current work setting (Scholz, 2014), and lack of computer and mobile literacy, which needs training (Raiskinmaki, 2017)

To improve the current situation, the VELT model for elderly Thai EFL teachers was developed to train and teach them and to bridge the technology with language to create proficient digital English language teachers in terms of computer literacy, approach and procedures for teaching with online videos. Forms of computer-mediated communication (CMC) play an important role as it is used to create technological stuff for classroom management. The forms are such as e-mail, social networking sites, interactive boards, social applications, massively multi-player of games (MMPOG), videos and online videos, etc. (Yu, 2011). Kranthi (2017) also said, "Technology-Enhanced Language Teaching (TELL) is very supportive of CMC to bridge the gaps between written and oral expression for the linguistically limited students."

2. Video-Based Instruction

2.1 Background and Significance

A video is a productive and influential virtual learning medium as it can present tons of data on a paper into motion pictures and it captures a student's learning interest that fosters students to comprehend more effective (Fern, Givan & Siskind, 2011). Compared with the traditional class, learning with videos is students-centred, simultaneous, and accessible (Todd, Eric & Dan, 2011). The significance of VBI is not only limited to support the 21st-century learning or enhance students' learning achievement, but it is also effective for low proficient learners in terms of motivation, confidence, and capability (Huang, 2015). Moreover, from the statistics revealed by Omnicore, approximately 1.9 billion of teenagers and adults are the largest groups who access online videos (in this case is YouTube). The video is, therefore, a powerful tool for teaching and learning.

2.2 Characteristics

The characteristics of VBI are cognitive load, active learning, students' engagement, and annotation and authoring-oriented tools. To illustrate, any learning experience of *cognitive load* has three components: intrinsic load – the degrees of connectivity within the user, germane load – the level of cognitive activity necessary to meet the objective, extraneous load – cognitive effort that does not affect the students' learning goal (Brame, 2016). Secondly, there are some strategies for *active learning*, such as asking students with guiding and interactive questions, using interactive functions or features so that student can participate in the activity, and making some parts of a video as homework (Brame, 2016). The third characteristic is *students engagement*. In order to maximise students' attention, videos should less than 6 minutes and engage students with conversation and interaction, and speak relatively quickly and with enthusiasm (Brame, 2016). Finally, it is an annotation-oriented tool because teachers can add notes, comment, explanation, and presentational mark-up attached to a document, image, or video. It is also an authoring tool

because teachers can synchronise lecture note, extract summary information from lecture videos and provide it to students automatically, enable content-based search, and discuss or share common interests on a learning topic (Yousef, Chatti & Schroeder, 2014).

2.3 Advantages and Disadvantages

Bajrami and Ismaili (2016) investigated the role of videos in English classes and found that video-based instruction worked very well in terms of stimulating students' autonomy and proactivity – students directly acquire a great amount of information, increasing more motivation than other forms of authentic materials – students can entertain watching and practicing listening MV simultaneously, and fostering an enjoyable learning environment – students are encouraged and merged with the class management. However, there is still a disadvantage of using VBI (Al Nashash & Gunn, 2013) which is encountering technical difficulties – it is possible that sometimes students cannot access the content of videos and it wastes time fixing it.

2.4 Gaps Between Using Videos for Learning and Teaching English

Using videos for learning English is not new; there have been a number of researchers conducting research on the effects of promoting videos as an instructional media in various aspects, such as learning achievement (Chen, 2012; Cepon, 2013; Kabooha and Elyas, 2015), attitude and perception (Chen, 2012; Wilson, 2015; Kabooha & Elyas, 2015; Bajrami & Ismaili, 2016), and approaches for implementing videos in the classroom (Langlais, 2016; Bastos & Ramos, 2009), and the results showed in the positive directions. To sum up, most of the main objectives of these studies are to investigate the effects of using videos for learning, study the students' attitude, motivation and perception, and examine the effectiveness of their approaches. On the other hands, there have been a few studies discussed teachers who play a vital role in EFL teaching classes, and ones who bring technology to the class management. Instead, they put more focus on students and their learning achievement rather than teachers who produced the media. To elaborate, some research was conducted on the teachers' attitude and perception (Brandstrom, 2011; DeWitt, Alias, Siraj, Yaakub, Ayob & Ishak, 2013), and some were conducted on approaches which researchers created to bridge technology to their teaching procedures (Quigley, 2011; Hadijah, 2016). And surprisingly, there was no research found on the level of achievement that teachers achieved by using those technological tools. In other words, not much research talks about teachers, videos used for teaching, processes or approaches for teaching English with videos, needs of teachers for training before teaching, etc. which is considered as my one of the big gaps to encourage me to create the VELT model.

2.5 Gaps in Using Video Software by Elderly Teachers

When considering the professional development in the aspect of providing training in applying technology, such as video, it is to me not surprising that there was not much research conducting on teaching English with videos software by in-service teachers, but almost all of them have done with pre-service teachers (Papadiamantopoulou, Papadiamantopoulou, Armakolas & Gomatos, 2016; Tondeur, Braak, Sang, Voogt, Fisser & Ottenbreit-Leftwich, 2015). This might be because pre-service teachers

mostly are new generations. They perceive things easier than old teachers. Most unsurprisingly, few research papers conducting on implementing teaching English with video software with elderly teachers (Williams, n.d.; Papadiamantopoulou, et al., 2016). This comes to my consideration, and it is challenging to turn elderly teachers to technology-literate elderly teachers. When discussing in-service teachers, there is another interesting and important rationale underpinning teacher's learning which is teachers' enthusiasm on using computer and technology for classroom practice. Teachers are presumably keen on technology, particularly for new-generation teachers, but there is another of age group teachers who are not literate in computer and technology, that is the group of elder teachers (Stenzel Jr, 1982: 56). Moreover, Ramanm, et al. (2015) had done research about teachers' attitude towards computer use in the classroom practice in Malaysia and found that computer experience is a factor towards computer use in classroom, and therefore, there should be professional development and computer integration into curriculum instruction. Hence, the Video-Enhanced Language Teaching model or the VELT model was developed to enhance and maximise the capability of the elderly Thai EFL teachers in using videos for teaching with the training process and teaching implementation.

3. Video-Enhanced Language Teaching for Elderly Thai EFL Teachers

VELT stands for Video-Enhanced Language Teaching. It is a model of integrated the use of online videos for teaching with the pedagogical model for elderly EFL teachers which was developed by the researcher based on video-based instruction approach (VBI), technology-enhanced language learning approach (TELL), and blended and flipped learning approaches. The VELT model is comprised of two parts: Training part and teaching part, as in Figure 1:
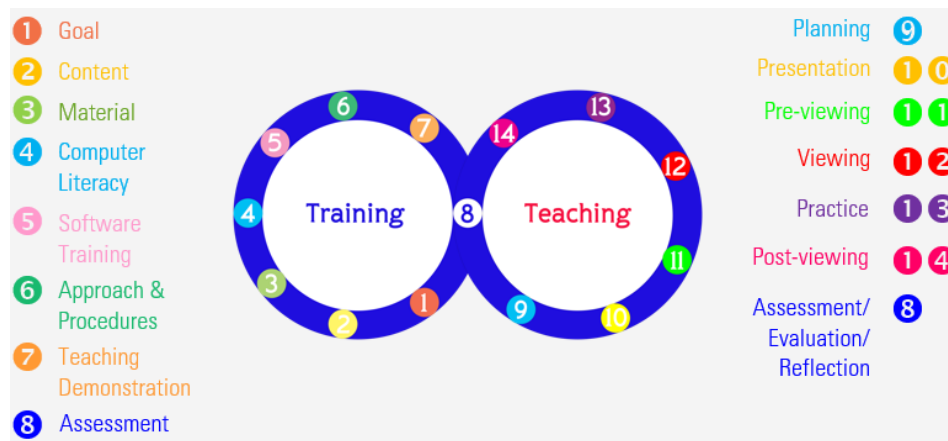

Figure 1: The VELT Model

3.1 Training Part

To elaborate more about the model, it is specially designed for teachers of English, particularly for elderly EFL teachers, to become literate technological English language teachers. There are eight steps of the training part.

Step 1: Set the Goal of Teaching

Firstly, the *goal* is the first step of the VELT model and also the most important step. Teachers should plan what students are supposed to gain after learning a particular topic. This will help lead to other steps of the VELT model. In a training session, teachers will have a chance to practise writing goals of a lesson.

Step 2: Preparing Content

The second step is *content*. This step opens freely for teachers to choose any sample content that they would like to make better, more interesting, and more productive to their students, so teachers should consider what skill or knowledge they are going to choose. The content should not too broad (which cannot fit in a six-minute video) or should not be too narrow (which make the lesson boring).

Step 3: Choosing Materials

The *Material* is the third step to be considered on what video software is going to be used. Is it course-management software, such as MOOC, Moodle, etc., or is it a kind of social networking software, such as YouTube, Ted Education, Viva Video, etc.? In fact, some basic video websites or applications will be taught during the training in the fifth step.

Step 4: Providing Computer Literacy Training

Before training the software, regarding the focus on elderly Thai EFL teachers, the fourth step, *computer literacy*, is then necessary for them to be literate in some basic to advanced skills of computer literacy so that when the problem occurred, they can solve the problem by themselves. What's more, they will learn some basic aspects of computer function that teachers usually operate, visualiser, projector, etc.

Step 5: Training Relevant Software

After teachers are familiar with computer usage, they will move to the fifth step which is *software training*, this step will take a lot of time learning and practising using each software, as well as provide the awareness of using software and media plagiarism. As soon as they pass this step, they will be skilful teachers in language and technology. In other words, the first five steps, teachers will be trained in technological knowledge of using computer and software so that they can use computer and software professionally.

The next steps 6 to 8 concern pedagogical knowledge. Not only will teachers be trained in technology literacy, but they should also be able to implement what they have been taught to their real classes. Therefore, they should know when to use their media and how to apply the approach and procedures in the teaching part to their students.

Step 6: Grounding in the Approach and Procedures

The sixth step on *approach and procedures* is set. In this step, they also learn to construct a lesson by integrating video media to teaching steps or activities. The approaches which can be applicable to the VELT model are blended learning approach and flipped learning approach.

Step 7: Teaching Demonstration

To ensure that teachers understand the approach and procedures, the seventh step, *teaching demonstration*, is set to maximise their potential before going back to their real class. This teaching demonstration will follow the VELT model in the teaching part.

Step 8: Assessing Learners

The eighth step of the VELT model in the training part is the *assessment*. This session will discuss what general criteria teachers should be realised to assess students' learning achievement, attitude, and satisfaction?

3.2 Teaching Part

As mentioned in the sixth step of the VELT model in the training part, the procedures or steps of teaching are important, since they have to apply the procedures in the teaching part of the VELT model into their lesson plan and must be able to run through all the steps smoothly.

Step 9: Planning

Starting with *planning*, teachers will have been trained this step in the first three steps of the training part, which are goal, content (in forms of both handout and video) and material. Teachers inform students frankly about what the goal of the lesson is, what knowledge they are going to perceive, and distribute prepared materials to students.

Step 10: Presentation

The second step in the teaching part is the *presentation*. Teachers have an important role in this step to provide the key concept of the lesson to students. The principle underlying this step is to make students familiar with the topic which is being taught. Teacher teaching time here, then, benefits them, but it should not be less than 10 minutes.

Step 11: Pre-Viewing

The next step is *pre-viewing*. The activities of this step should emphasise the understanding of the video and the idea of developing the lesson. Regarding this step, a video has not played yet, but making understanding on the video content is more important because it will make students understand more about the video if the video content is difficult to understand. In other words, this step is providing the wrap-up content to students.

Step 12: Viewing

Then, students can now watch the video in the *viewing* step. During this step, the activities should be focused on key features and eliminate the passive attitude that students may have while watching the video. If the video used is too long, teachers can pause watching on the key features on and off so that students can recognise and catch up the content.

Step 13: Practice

After watching the video, now it is time for *practice*. Students practise through course-management software, such as MOOC, Moodle, e-learning management system, etc. or social networking software, such as YouTube, Ted Education, etc. that teachers have prepared by asking about the video content comprehension in various formats of test items, such as multiple choices, completion, gap-filling, matching, rearrangement, etc. or even discussion towards the video.

Step 14: Post-Viewing

Finally, it is the *post-viewing* step. The post-viewing activities should stimulate the use of new knowledge with open-ended questions or reflection towards the lesson and video.

When teachers finish Step 9-14 in the teaching part of the VELT model, it means that teachers finish one lesson plan. For the next lesson plans, teachers can start step 9 again like a loop until the last lesson plan to see the improvement of learners, as well as the effect of the VELT model.

4. Conclusion

This article looks particularly at how videos, as one of computer-mediated communication tools, can enhance language teaching with the VELT model and puts more emphasis on elderly EFL teachers because the model provides the computer-literacy training session for them. In fact, not only can this model apply for elderly teachers, but it is also appropriate for all English teachers who would like to integrate technology with English language teaching. Most importantly, the promotion helps open the worldview perspectives towards fostering learning in the 21st century and in terms of active learning, student-created content, collaborative learning, competency-based education, blended learning and flipped learning classroom, and this will make changes for students' learning achievement and attitudes, teachers' teaching styles and attitudes, and learning environment to be more interactive, productive, and progressive.

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