

ELT Competency Development in Multiculturalism

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The island area of Ayutthaya, Thailand, is a World Heritage Site known for its cultural diversity and the importance of cross-cultural coexistence. ELT plays a crucial role in developing communication skills and contributing to sustainable cultural and societal development. The purpose of this study was to analyze and formulate guidelines for English teaching in diverse societies, with a focus on responsive learning that caters to the unique needs and differences of students. The study employed a mixed-methods approach, which involved quantitative needs analysis through a questionnaire and qualitative semi-structured interviews. Twenty-two Thai pre-service EFL teachers participated in the study. The study highlights the importance of developing ELT competencies, including language abilities, technology integration, learner-centric lesson plans, and effective assessment, to address diverse student needs in multicultural settings. It advocates for proactive teaching strategies and inclusive, effective language education practices.

タイのアユタヤ島地域は、その文化的多様性および異文化共存の重要性で知られる世界遺産である。英語教育は、コミュニケーション能力の向上を促し、持続可能な文化的および社会的発展に貢献する上で重要な役割を果たしている。本研究の目的は、多様な社会における英語教育の指針を分析・策定することであり、学生の個々のニーズや違いに応じた応答型学習に焦点化するものである。本研究では、質問紙による量的ニーズ分析と半構造化インタビューによる質的分析を組み合わせた混合研究法を採用した。対象者は、タイの英語教育実習生22名である。本研究は、言語能力、テクノロジーの統合、学習者中心の授業設計、効果的な評価を含む英語教育におけるコンピテンシーの育成が、多文化的環境における多様な学習者のニーズに対応するために重要であることを強調している。また、積極的な教授戦略と包摂的で効果的な言語教育実践の必要性を提唱している。

English in Thailand has a long history as a foreign language. One of the most significant aspects is that English has been integrated into the national education system from early childhood, reflecting its importance for academic success and global competitiveness. It is used as a criterion for assessing abilities in many fields, such as competitive exams for admission or working in various occupations (Office of the Education Council, 2017). However, according to the 2024 Education First (EF) English Proficiency Index (EF EPI, 2024), in which Thai English learners' proficiency levels have been compared to learners' from other countries who do not speak English as their mother tongue, it was found that Thailand was ranked 106th out of 116 countries, reflecting that Thailand's level of English proficiency is at a critical stage. There is an urgent need to improve English proficiency. Teachers play an important role in driving English proficiency. This aligns with Office of the Basic Education Commission's (OBEC) regional initiative, which emphasizes effective English language education through teacher training, resource development, and community engagement to meet national educational standards, ultimately aiming to enhance students' academic and professional prospects (Saleechan, 2024).

We use the term *multiculturalism* to refer to the cultural diversity within the borders of a country, where multiple cultural groups coexist while maintaining their unique identities (Iverson, 2015; Kincheloe & Steinberg, 1997). Diversity is both common and natural. A multicultural society consists of various cultural groups that maintain their distinct identities without being destroyed or dominated by other cultures. As a result, a multicultural society comprises many subcultures. While groups within the same country may share certain cultural aspects, they still retain their unique cultural identities. A multicultural society encourages individuals to recognise the uniqueness of different cultures while promoting understanding and coexistence (Clayton, 2020). For example, in daily life, we might encounter people from different cultural backgrounds, such as a student in a classroom whose parents immigrated from another country. Students from different religions may engage in activities together, or we may attend a friend's religious service that differs from our own.

In education, multiculturalism addresses cultural differences by transforming curricula to include varied perspectives, challenging traditional narratives, and encouraging social justice. However, it also critiques dominant cultures, sparking debates about its impact on national identity, educational standards, and free speech. Despite these controversies, multiculturalism aims to foster a more inclusive society by recognizing and embracing differences (Chow, 2014). While this study is situated in the Thai context, the issues it explores are shared widely across the Asia-Pacific region. In Japan, for instance, educators frequently encounter learners with varied English proficiency levels and increasingly multicultural backgrounds (Tokunaga, 2017). These realities call for teacher competencies that not only address language instruction but also support inclusion and cultural responsiveness. Therefore, the findings and teaching model developed in this study may have practical applications for English language educators working in similar diverse contexts beyond Thailand.

The island area of Ayutthaya, located in Ayutthaya, or Phra Nakhon Si Ayutthaya province, is a city of historical significance that offers the opportunity to explore the country's exclusive art, culture, history, archaeology, and fine arts. It has been officially recognized as a World Heritage Site. In addition, the convenience and convenient accessibility of the area also attract both domestic and foreign tourists. The island area of Ayutthaya and its surroundings is famous for both important cultural and historical heritage, as well as culturally diverse communities such as the Klong Takhian sub-district community. The island area of Ayutthaya is a community of Buddhists, Christians and Muslims living together in harmony (Ayutthaya Studies Institute, 2020; Thitadhammo et al., 2019).

Studies have shown that many English teachers still lack the necessary competencies to manage teaching and learning in a multicultural society. This is especially true in the field of understanding cultural differences and managing diverse classes and using appropriate teaching strategies for learners from different backgrounds. In addition, the current teacher production curriculum does not prepare student teachers to meet the challenges of teaching English in a multicultural context (Choompunuch et al., 2024; Fungchomchoei & Kardkarnklai, 2016). Therefore, the development of the competency of English teachers in a multicultural society is a very important issue, which should start from the teacher production level and continue to the professional development of full-time teachers in order to achieve sustainable and continuous development. However, English teachers often face challenges in managing teaching and learning that address the cultural diversity of their learners (Chouari, 2016; Naz et al., 2023).

This research aims to study and analyze the current conditions, problems, and needs for improving the competencies of English teachers in a multicultural society by gathering information from a sample of English teachers in schools that reflects the realities of their work. Additionally, the research aims to experiment with the developed competency development approach using a sample of student teachers to promote English teaching competencies at the teacher production level. The development of teaching competencies in a multicultural context should begin during teacher training to ensure that pre-service teachers are prepared to work in diverse environments. The result of this research contributes to evaluating and refining approaches to developing the competencies of English teachers in a multicultural society. These findings will be beneficial both for teacher preparation programs and the professional development of full-time teachers, ultimately improving the quality of English teaching and learning in Thailand's multicultural context.

Theoretical and Pedagogical Framework

Multiculturalism and Language Education

Multicultural education builds the attitudes and behaviors of individuals or groups to foster human development through pedagogical methods that appreciate diversity and variation in a humanistic context (Haswani et al., 2023). Understanding and addressing the varied cultural backgrounds, beliefs, and communication styles of students can be difficult for teachers working in multicultural environments. Teachers must be adaptable and culturally sensitive in their pedagogy because these variations can affect participation patterns, classroom behavior, and learning expectations. To create inclusive and equitable learning environments, navigating such diversity successfully requires both awareness and specialized training (Altinsoy et al., 2018). Guo and Sidhu (2024) explored the development of language teacher identity in multilingual and multicultural English teachers, highlighting the importance of valuing multilingualism and multiculturalism in teaching practices. The research underscores the significance of embracing diverse backgrounds in language education and professional development. It also discusses challenges faced by non-native English-speaking teachers and advocates for valuing multilingual and multicultural identities in language teaching for effective practices.

In conclusion, accepting and adopting multiculturalism in education is essential for teaching English in a multicultural society. By appreciating multilingual and multicultural identities, teachers can promote more inclusive and effective methods of language teaching that reflect the diversity of the contemporary globalization landscape.

This inclusive, multicultural approach not only strengthens the identity of the teacher, but also promotes a richer learning environment for students from diverse cultural backgrounds.

ELT Competencies for Teaching in Multicultural Contexts

Several studies have identified key competencies necessary for effective teaching in multicultural contexts. Barrow (2023) asserted that proficient language instructors foster intercultural communicative competence, which includes cultural self-awareness, in-depth cultural knowledge, and adaptable communicative behavior. Romijn et al. (2021) emphasized the significance of positive intercultural attitudes, culturally responsive pedagogy, adaptive skills, and critical self-reflection. Teachers must model and encourage both intercultural and communicative competence in the classroom, according to a recent systematic review. Byram and Wagner (2018) proposed a model of intercultural communicative competence for language teachers, which includes attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. These competencies enable teachers to navigate cultural differences and help students develop their own intercultural skills.

Previous Studies on ELT in Multicultural Contexts

English teachers should include a cultural aspect in their lessons that reflects what is happening in the world. Teachers are encouraged to interact with culture in a non-essentialist and dynamic manner, viewing it as an emerging, negotiated resource in communication (Baker, 2011, in Saemee & Ra, 2021). To foster intercultural awareness in language classrooms, educators should examine local cultures, language learning resources, media, the arts, cultural informants, and intercultural communication. Because language and culture are connected, ELT classes should teach students about diverse cultures, so they are ready to talk to people from varied backgrounds. Teachers should also carefully look over and alter resources so that they are beneficial in both their own area and around the world (Saemee & Ra, 2021).

Critical Multiculturalism in ELT

While multicultural education traditionally promotes respect for diversity, many scholars argue that such liberal approaches—often limited to celebrating cultural differences—fail to address the deeper systemic inequalities within educational systems.

This critique gave rise to the concept of critical multiculturalism, which emphasizes not only cultural inclusion but also the interrogation of power, privilege, and structural injustice (Kim & Choi, 2020; May, 2003).

In the context of ELT, critical multiculturalism encourages educators to go beyond “food and festival” multiculturalism and instead adopt pedagogies that critically examine how language, identity, and institutional structures interact to privilege certain cultural narratives while silencing others (Castro, 2014). For instance, Castro’s notion of critical multicultural citizenship integrates multicultural education with civic engagement and critical pedagogy, promoting reflective and transformative practices in the classroom.

Kim and Choi (2020) found that even when pre-service teachers had international exposure, their understanding often remained superficial without explicit training in critical reflection. Their study highlights the need for ELT programs to equip teachers not only with intercultural knowledge but also with critical awareness of their own cultural positioning and institutional biases.

Incorporating a critical multicultural framework in ELT supports the development of socially just classrooms where linguistic and cultural identities are not only respected but also analyzed in relation to power and equity. This approach deepens both teacher and learner engagement in global citizenship and intercultural understanding.

Methodology

Research Design

This study employed a mixed-methods research framework to develop and evaluate ELT competencies in multicultural contexts. It was guided by a research and development approach consisting of four key phases: (a) needs analysis, (b) design and development of a competency-based training approach, (c) implementation, and (d) evaluation and refinement.

The quantitative component focused on assessing current conditions and needs through structured questionnaires, as well as conducting pre- and post-intervention competency assessments. The qualitative component included semi-structured interviews and focus group discussions to gather in-depth insights into the experiences and perspectives of pre-service teachers. This research framework ensured that the development of the competency model was both evidence-based and contextually relevant.

Participants

Two groups of participants were involved in this study; group 1–120 in-service English teachers from partner schools of Rajabhat Phra Nakhon Si Ayutthaya University, selected through voluntary sampling; group 2–22 pre-service English teachers in their third or fourth year of study at Rajabhat Phra Nakhon Si Ayutthaya University, also selected through voluntary sampling.

All the participants gave informed consent, and the project was cleared with the Ethics in Human Research Committee, Nakhon Ratchasima Rajabhat University: Certificate number HE-130-2024.

Research Instruments

The following instruments were used for data collection:

- Questionnaire–To study the current situation, problems, and needs for improving the competency of English teachers by applying to a sample of English teachers in schools: (a) general questionnaire of respondents 12 questions; (b) 60 closed-ended opinion questionnaires; and (c) additional comments or suggestions
- Semi-structured interviews–To gain insight into current conditions. Problems and Needs, this applies to English teachers and school administrators: (a) general information: 6 Questions; (b) interview issues 12 questions; and (c) additional suggestions
- 20 English teacher competency Assessment Forms: To assess competency before and after development. It applies to English teachers and student teachers.
- Assessment of satisfaction with the approach to competency development of English teachers 20 questions: To assess satisfaction with the competency development approach and apply it to teacher students after the trial of the approach.

Data Collection

- Needs analysis: administered questionnaires to 120 in-service English teachers; conducted semi-structured interviews with 22 pre-service English teachers.
- Design and development: Based on the needs analysis results, designed a competency development approach; developed training materials and assessment tools.

- Implementation and testing: implemented the developed approach with 22 pre-service English teachers; conducted pre- and post-competency assessments; observed teaching practices during practicum.
- Evaluation and refinement: (a) administered satisfaction surveys to participants; (b) analyzed reflective journals and observation data; and (c) conducted focus group discussions with participants and experts to gather feedback for refinement.

Data Analysis

Quantitative Data Analysis

Data from the current state, problems, and needs questionnaire were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. The results are presented in tables 1 accompanied by explanatory text.

Pre- and post-intervention competency assessments were analyzed using inferential statistics, specifically the paired-sample t-test, to compare competency scores before and after the implementation.

Satisfaction survey results related to the competency development approach were analyzed using descriptive statistics (mean and standard deviation) and interpreted based on satisfaction level criteria.

Qualitative Data Analysis

Data from in-depth interviews were analyzed using content analysis (a technique for categorizing and interpreting patterns in qualitative data). Responses were coded, grouped into categories, and key themes were identified.

Evaluation of the Competency Development Approach

The appropriateness and effectiveness of the proposed development approach were evaluated using descriptive statistics (mean and standard deviation).

Suggestions for improving the approach were analyzed using content analysis to identify recurring themes and frequencies. Results were summarized and presented in a feedback table.

Results

Quantitative Results: Pre- and Post-Competency Assessment

The results were conducted with 22 pre-service English teachers and demonstrated statistically significant improvements across all four competency domains, as shown in Table 1.

Table 1
Results of Evaluate and Improve

ELT Competency Development in Multiculturalism	Pre		Post		<i>t</i> -test	<i>p</i> -value
	Mean	<i>SD</i>	Mean	<i>SD</i>		
Language abilities	3.61	0.77	4.38	0.66	15.912	< 0.001
Integrating technology in teaching	3.82	0.76	4.52	0.62	13.817	< 0.001
Crafting learner-centric lesson plans	3.69	0.7	4.46	0.62	15.042	< 0.001
Effective assessment and competency measurement	3.65	0.69	4.38	0.67	21.313	< 0.001
Total average	3.69	0.73	4.44	0.64	-	-

The results revealed that participants' post-intervention results were higher than their pre-intervention results across all domains of ELT competency. The overall mean score increased from 3.69 to 4.44, indicating the overall effectiveness of the implemented development approach.

When examined by the individual competency domain, effective assessment and competency measurement showed the highest *t*-value ($t = 21.313$), suggesting that the intervention significantly enhanced teachers' understanding and skills in assessment. This may be attributed to the hands-on practice and the use of a clear conceptual framework for evaluating learners in multicultural settings.

Language abilities ($t = 15.912$) and crafting learner-centered lesson plans ($t = 15.042$) also showed statistically significant improvements, reflecting progress in both linguistic competence and the ability to plan instruction tailored to learners from diverse backgrounds.

Integrating technology in teaching, although having the lowest *t*-value among the domains ($t = 13.817$), still demonstrated statistically significant improvement. This may be due to participants' pre-existing familiarity with basic educational technology, which facilitated development without presenting as steep a learning curve as other domains.

In addition, the *p*-value of < 0.001 in all aspects confirms that changes have occurred. It is not the result of chance, but the result of the approach that was used in development.

Qualitative Findings

The findings of the study revealed a multidimensional landscape of English teachers' competencies in multicultural contexts, encompassing both strengths and areas of challenge. From the qualitative data, three key themes emerged:

- Adaptive communication in multicultural classrooms: Teachers demonstrated an awareness of the need to adjust their language and methods to diverse student groups. Although they expressed moderate to high confidence, some noted discomfort with intercultural sensitivity in their speech.
- Technology integration: Opportunities and gaps: While confident in using digital tools, many reported infrastructural limitations, especially in rural areas. Issues such as slow internet and lack of digital devices hindered lesson execution.
- Inclusive lesson planning and learner engagement: Teachers valued learner-centered design but noted difficulty adapting plans in real time. There was strong interest in designing tasks that promoted critical thinking and cross-cultural dialogue.

Challenges and Negative Cases

Several challenges were consistently reported, highlighting areas for further development:

- Digital divide: Unequal access to technology limited opportunities for interactive and inclusive learning
- Pronunciation proficiency: Teachers sought more support in developing accurate and confident English pronunciation
- Cultural superficiality: Some participants equated multicultural education with surface-level cultural celebrations rather than deep engagement with diversity and equity

These insights underscore the importance of embedding critical multiculturalism and reflective practice in teacher education programs.

Participant Satisfaction

Participant feedback indicated high levels of satisfaction with the competency development approach, as summarized in Table 2. The data were interpreted using a Likert scale, as follows:

Mean score	Interpretation
4.51–5.00	very high
3.51–4.50	high
2.51–3.50	moderate
1.51–2.50	low
0.00–1.50	very low

Table 2
Results of Satisfaction Assessment

Assessment List	Mean	SD	Interpretation
Language abilities	4.17	0.76	high
Integrating technology in teaching	4.17	0.72	high
Crafting learner-centric lesson plan	4.09	0.80	high
Effective assessment and competency measurement	4.07	0.79	high
Overall	4.12	0.78	high
Total average	4.12	0.77	high

The results of the assessment of satisfaction with the approach to developing the competency of English teachers in a multicultural society were generally high (mean = 4.12, $SD = 0.77$). The next most important areas were language abilities (mean 4.17, SD 0.76), application and overall satisfaction (mean = 4.12, $SD = 0.78$), crafting learner-centric lesson plan (mean = 4.09, $SD = 0.80$), and effective assessment and competency measurement (mean = 4.07, $SD = 0.79$).

The high satisfaction ratings affirm the perceived relevance and practicality of the training model, particularly in preparing pre-service teachers for real-world multicultural classrooms. For example, in the domain of language abilities, many participants reported increased confidence in pronunciation and in applying phonological knowledge in their teaching. In terms of integrating technology in teaching, participants rated highly their ability to use technology to address diverse learners' needs. Regarding crafting learner-centric lesson plans, pre-service teachers expressed confidence in adapting lesson plans to foster autonomous learning. One example included adjusting classroom tasks to allow students to choose culturally relevant topics for presentations. In the area of assessment and measurement, trainees also valued the integration of digital tools to support data-driven evaluation. This enabled them to track student progress more efficiently and tailor feedback in ways that were more culturally responsive.

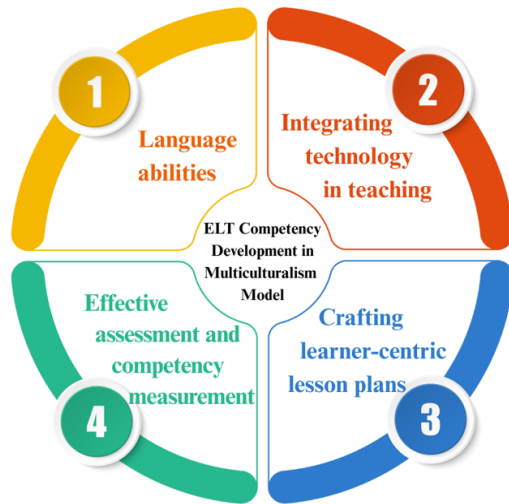
Proposed Model: ELT Competency Development in Multiculturalism

Based on the needs analysis and qualitative insights from pre-service teachers, the research team developed a competency model designed to address the challenges of ELT in multicultural contexts. The model consists of four core components.

- Language abilities: Focusing on cross-cultural communication, pronunciation, and academic English proficiency
- Integrating technology in teaching: Utilizing digital tools to create engaging, inclusive, and accessible learning experiences
- Crafting learner-centric lesson plans: Emphasizing differentiated instruction, open-ended questioning, and cultural responsiveness
- Effective assessment and competency measurement: Designing rubrics and feedback tools for transparent, formative, and culturally aware assessment

This model served as the foundation for four training modules and corresponding lesson plans, which were implemented with pre-service teachers during the intervention phase. Figure 1 presents an overview of the model.

Figure 1
Model ELT Competency Development in Multiculturalism



To translate the model into classroom practice, the researchers subsequently developed four lesson plans, each aligned with one of the four core components. These lesson plans aimed to operationalize the model's theoretical constructs: Language Abilities, Integrating Technology in Teaching, Crafting Learner-Centric Lesson Plans, and Effective Assessment and Competency Measurement, into actionable strategies. An example of one such lesson plan is included in Appendix.

These lesson plans were piloted with 22 pre-service English teachers during the practicum phase to evaluate their practical application and instructional effectiveness. Figure 2 illustrates the classroom trials conducted based on these lesson plans.

Figure 2
The Researchers Conducted Trials Based on the Four Lesson Plans Developed in Alignment With the Model in Classroom



These trials aimed to evaluate the effectiveness of each component: Language Abilities, Integrating Technology in Teaching, Crafting Learner-Centric Lesson Plans, and Effective Assessment and Competency Measurement in real classroom settings. The results from these trials provided insights into the practical application of the model and its impact on enhancing ELT competencies in multicultural educational contexts.

Conclusion

In Ayutthaya, English teachers face unique challenges due to the diverse cultural backgrounds of their students (Tongaroon, 2012). These challenges include adapting lessons to various language proficiency levels and navigating cultural differences that can affect classroom dynamics (Guo & Sidhu, 2024). In this multicultural context, educators may employ various communication strategies, utilizing visual aids, hands-on activities, and group discussions to accommodate different learning styles. Additionally, working with students from diverse linguistic backgrounds necessitates the refinement of educators' communication skills. The challenge lies in adapting teaching methods to ensure comprehension for all students, while fostering creativity and innovation in lesson planning (Iqbal, 2023).

One colleague asked students to volunteer to explain a topic in their first language in order to overcome comprehension problems brought on by language barriers. This greatly enhanced comprehension of the subject matter. The guidelines for addressing these challenges incorporate strategies for integrating technology and adapting lesson content to diverse learners, in line with the recommendations by Haswani et al. (2023) on the necessity of culturally relevant teaching practices. The use of technology was a key component, aligning with Demir and Yurdakul's (2015) emphasis on learner-centered approaches.

To evaluate and improve the approach to developing the competencies of English teachers in this multicultural society, the overall level of satisfaction was found to be high. Findings suggest that a cyclical process of implementation, assessment, and refinement is crucial for sustainable competency development in multicultural ELT contexts. This strategy facilitated more inclusive teaching practices, allowing teachers to better engage with students from different cultural backgrounds. Results demonstrated improvements in teachers' ability to design culturally responsive lessons and use diverse assessment methods, confirming the importance of practical, technology-integrated teaching tools (Gay, 2018).

Pimarnman et al. (2018) studied the development of an instructional model based on multicultural education for elementary students in the Thai context. They stated that before teachers adopt a multicultural learning model, they must first study the learning management manual in detail, covering all levels to achieve understanding and effectiveness in activities. Teachers should serve as good role models, supporting, encouraging, advising, and addressing individual students' problems to help them fully develop multicultural characteristics. Furthermore, organizing extracurricular activities provides students with opportunities to exchange learning, especially through cultural activities, fostering interaction and promoting understanding and (existence in the future (Saemee & Ra, 2021; Thamrongthanyawong et al., 2016). Although this research was conducted in the Thai context, the proposed competency development model and teaching approaches are applicable beyond national borders. In particular, Japanese educators—many of whom face the challenge of supporting students with mixed proficiency levels in increasingly diverse classrooms—may benefit from adapting this model to their local needs (Tokunaga, 2017). This reinforces the importance of regional collaboration in developing responsive and inclusive ELT practices across the Asia-Pacific.

In conclusion, English teachers in Ayutthaya face significant challenges in addressing the diverse cultural and linguistic backgrounds of their students. Overcoming these challenges requires creative lesson planning, effective communication strategies, and the integration of technology to ensure comprehension and engagement for all learners. Research emphasizes the importance of culturally relevant teaching practices, learner-centered approaches, and the cyclical process of implementation, evaluation, and refinement to enhance teacher competencies in multicultural settings. Additionally, fostering multicultural understanding involves teachers acting as role models and organizing cultural exchange activities to promote peaceful coexistence and inclusivity among students. These efforts collectively improve teaching effectiveness and support the development of multicultural characteristics in learners.

Limitations and Future Research Directions

Despite its contributions, this study has several limitations that warrant consideration. First, the small-scale sample of 22 pre-service teachers limits the statistical power and generalizability of the findings. While the intervention demonstrated significant improvements in ELT competencies, future studies should examine whether similar outcomes are observable in larger and more diverse populations, including in-service teachers and those in different educational systems.

Second, the current study focused on short-term effects immediately following the intervention. Longitudinal research is needed to investigate the durability of competency gains over time and to explore whether participants sustain the pedagogical strategies introduced during training.

Third, the study was context-specific, situated in Thai multicultural educational settings. As such, transferability to other sociocultural contexts remains uncertain. Comparative studies across regions—particularly in countries with varied levels of digital infrastructure and multicultural integration—could yield more nuanced insights into the adaptability and scalability of the proposed competency development model.

Finally, future research may consider integrating learning analytics or AI-driven observation tools to more precisely measure teacher performance and student outcomes in real-time, enhancing both the rigor and applicability of ELT competency research.

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Phatsakon Wiwanthamongkhon: Data curation, software, project administration, methodology, and formal analysis

Thamonthon Yordming: Corresponding author, writing—original draft, investigation, resources

Ethical Approval

This study was approved by the Research and Development Institute at Nakhon Ratchasima Rajabhat University, Thailand, Human Research Ethics Committee. The reference number is HE-RDI-NRRU.130/2567.

Bio Data

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Appendix

Example of Lesson Plan: Integrating technology in teaching

Topic: Using technology to improve English language skills and building a multicultural understanding

Content

- Using online learning materials: Introducing websites, applications, and online tools that help with learning English, such as YouTube, Kahoot, and Canva.
- Developing listening and speaking skills through online media using videos from YouTube or social media to practice listening and speaking on cultural topics.
- Doing online exercises such as Kahoot to allow learners to practice their reading and writing skills.
- Creating posters with digital tools: Students practice designing posters that showcase their own culture or that of another country using Canva or Padlet.

Behavioral Objectives

- Use online tools to improve your English skills effectively.
- Analyze online video content related to different cultures.
- Participate in online events and answer questions using language and cultural knowledge.
- Create digital media to showcase your own culture or culture of interest.

Teaching Methods and Teaching Activities

- Teaching methods: Blended learning uses a combination of online media and digital exercises to enable learners to learn independently and together in the classroom and interactive teaching encourages learners to participate in the use of technology and skills training through digital media.

Teaching and Learning Activities

Teaching Methods:

- Video listening & Q&A: Students watch videos about different cultures on YouTube, then answer the questions prepared by the teacher in Kahoot <https://create.kahoot.it/details/7a230e0e-1fc5-4f6b-9456b5de4adbc9e2> to practice listening and comprehension.
- Poster creation on Canva students choose a culture they are interested in and design a poster that communicates that culture using Canva or Padlet.
- Online presentations: Students present posters and cultural information created in class, and friends can provide suggestions through Padlet or Google Classroom.

Procedure for Organizing Teaching and Learning Activities

Warm Up (10 minutes)

- The lecturer opens the discussion with analytical questions about cultural diversity, such as: “How do students think digital media affects cultural diversity?” and “What are the advantages and limitations of using technology to learn culture?”
- Teacher opens a short video clip from YouTube. https://www.youtube.com/watch?v=sg_YlqqprB4

- Clarify the learning objectives and the process of organizing activities to use various digital tools.

Presentation Practice Production (90 minutes)

Presentation

Video listening and answering activities (30 minutes):

- The teacher played a video about diversity in intercultural communication from YouTube: <https://www.youtube.com/watch?v=g4QOn07fbGQ>
- Students take a comprehension test through Kahoot.
- Discuss key issues from the video together.

Practice

Creating a poster with Canva (40 mins):

- Demonstrate the basics of Canva.
- Introduce poster design techniques to present cultural information.
- Students who are interested in designing cultural posters.
- Instructors give advice during work.

Production

Online presentation (20 minutes):

- Students upload their work on Padlet.
- Present poster design ideas.
- Classmates give feedback through Padlet.

Wrap up (10 minutes)

- Discuss and summarize important issues together: Linking the use of technology with cultural learning.
- Exchange views and findings: Application of technology in cultural learning and suggestions on the development of the use of digital tools.
- Reflecting on language proficiency in a multicultural society: Reflecting on the use of technology to improve language skills and discussion on cultural learning through digital media.



- Inform the topic and issues for the next study: Assigning to complete the development of the poster.

Teaching Materials

- YouTube video about English culture and communication
- Kahoot quiz to review content
- Canva for poster design and Padlet for sharing information
- Google Classroom to store and track student learning outcomes

Measurement

- Observation of online media usage behavior: Teachers observe students' ability to use technology, such as searching for videos and doing activities in Kahoot.
- Poster evaluation: Assess the accuracy of information, creativity in presentations, and the appropriate use of Canva media.
- Online presentation ratings rated based on confidence in the presentation.
- Ability to explain information and answer questions from friend.