

Enhancing English Language Proficiency for Social Studies Education in Thailand: Strategies, Challenges, and Impact

Keywords

English Language, Social Studies Education, University Student

Biographical Note

I am Lecturer on Social Studies Education in Srinakharinwirot University, Thailand. My research interest focuses on geography of children, geography education and social studies education, especially in Thailand and the southeast asian countries.

References

Abstract (500 words)

Abstract (300 words)

This research aims to investigate the strategies, challenges, and impact of enhancing English language proficiency for social studies education in Thailand. The study seeks to understand the current practices and methods used by educators to teach English language skills within the social studies curriculum, as well as the perceptions and challenges faced by teachers in integrating English language teaching. Additionally, the research explores the impact of English language proficiency on students' understanding of social studies content and their ability to engage with global issues. The study also examines the role of technology in enhancing English language teaching and learning in social studies education, along with the professional development needs of social studies teachers in Thailand. Using a mixed-methods approach, including surveys, interviews, and performance analysis, the research aims to provide insights into effective strategies for teaching English language skills in social studies education, recommendations for professional development programs, and guidelines for integrating technology to improve students' language skills. The findings of this research are expected to contribute to the advancement of English language teaching in social studies education and promote cross-cultural understanding and global citizenship among students in Thailand.

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