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Division of Foreign Language Teaching, Department of Curriculum and Instruction,
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EDUCATION BACKGROUND:

- **Ph.D.** (Curriculum, Teaching & Educational Policy – English Teacher Education Specialty)
Michigan State University, Michigan, USA
- **M.A.** (Applied English Linguistics)
University of Wisconsin–Madison, Wisconsin, USA
- **Certificate in Teaching English to Speakers of Other Languages (TESOL)**
University of Wisconsin–Madison, Wisconsin, USA
- **B.Ed. (Honors)** (Secondary Education – English and Advanced English Majors)
Faculty of Education, Chulalongkorn University, Bangkok, Thailand

ADMINISTRATIVE EXPERIENCE:

- Assistant Dean for Curriculum Administration and Instructional Management (Graduate Students) and International Affairs Section (2020 – present)
- Deputy Director of English as an International Language Program – EIL (interdisciplinary and international program) (2022 – present)
- Head of Division of Foreign Language Teaching, Department of Curriculum and Instruction, Faculty of Education (2020 – present)
- Committee of Doctor of Curriculum and Instruction Program
- Committee of Master of Curriculum and Instruction Program
- Committee of Master of Teaching English as a Foreign Language Program (International program)
- Committee of Bachelor of Education Program (English Teaching Major)
- Assistant Dean for Planning, Budget, and Quality Assessment Section (2016 – 2020)
- Assistant Dean for Foreign Affairs Section (2009-2012)

ACADEMIC AND TEACHING EXPERIENCE:

- **Bachelor's Degree in English Major:**
 - Phonetics and Pronunciation for English Teachers
 - Communicative English for Teachers
 - Media and Learning Resources for English Teachers
 - English Creative Writing
 - English Language Pedagogy
- **Master's Degree in Teaching English as a Foreign Language Program:**
 - English Language Learning and Teaching Through Multimedia
 - Research Design in English Language Education
 - Teaching English Speaking Skills
- **Master's Degree in Curriculum and Instruction Program**
 - Pedagogy
 - Research in Curriculum and Instruction
- **Doctoral Degree in Curriculum and Instruction Program**
 - Doctoral Seminar in Curriculum and Instruction
 - Practicum in Curriculum and Instruction

FIELDS OF EXPERTISE:

- Curriculum and instruction development
- Speaking and oral communication instruction
- Out-of-class and autonomous learning
- Active learning
- Learning activity design
- Multimedia and technology for language instruction

RESEARCH AND PUBLICATION:

- Saint, M., Chusanachoti, R., & Sawekngam, W. (2022). Using content and language integrated learning to develop curriculum principles in response to the needs of undergraduate students for business English writing Ability. *Journal of Arts Management*, 6(2). (in press). (TCI 1)
- Fongsataporn, K., Chusanachoti, R., & Chirasombutti, V. (2022). Effect of learning activity based on CMM and RT on Japanese conversation style. *JSN Journal*, 12(1). 107-117. (TCI 1)
- Zangmo, M., & Chusanachoti, R. (2021). Improving English pronunciation of Bhutanese ESL learners using creative drama. *Journal of Roi Kaensarn Academi*, 6(2). pp. 1-10. (TCI 2)

- Roatchanaphaphong, W., & Chusanachoti, R. (2021). The pedagogical content knowledge in phonics of elementary phonics teachers in Thailand. *Open Journals in Education (OJED)*, 16(2). (TCI 2)
- Phueakphud, P., & Chusanachoti, R. (2021). Effects of using tiered instruction and gamification teaching method on English oral communication of ninth grade students. *Journal of Education Mahasarakham University*, 15(3), pp. 210-222. (TCI 2)
- Piamsangakul, B., & Chusanachoti, R. (2021). Development of communicative French vocabulary activity package based on theme-based learning for upper secondary school students. *Bulletin de l'ATPF*, 44(2). pp. 66-81. (TCI 1)
- Chhouk, C., & Chusanachoti, R. (2021). The WebQuest learning approach and reflective practice in instruction: Does it work?. *Pasaa Paritat Journal*. 31. pp. 1-20. (TCI 1)
- Puakprom, P., & Chusanachoti, R. (2020). English literacy curriculum based on content and language integrated learning and project-based learning approaches for upper secondary school students. *Journal of Education Studies*, 48(4), 276-297. (TCI 2)
- Thienkalaya, C., & Chusanachoti, R. (2020). Improving the English reading prosody of L2 learners through readers theater. *LEARN (Language Education and Acquisition Research Network) Journal*, 13(2), 306-320. (SCOPUS)
- Thaveesit, T., & Chusanachoti, R. (2019). Development of activity package for communication in Thai as a foreign language based on task-based learning and sociolinguistic theory for primary school students. *Journal of Industrial Education*, 18(1), 42-49. (TCI 1)
- Phuangsee, K., & Chusanachoti, R. (2019, Oct.-Dec.). A study of out-of-class English language listening activities of lower secondary school students. *Journal of Education Studies*, 47(4), 38-64. (TCI 1)
- Nuktong, P., Chusanachoti, R., & Makaanong, M. (2019). Development of a language instructional model based on sociolinguistic theory & experiential learning approach to enhance cultural sensitivity of secondary school students. *Princess of Naradhiwas University Journal*, 6(1), 5-26. (TCI 1)
- Silamom, P., & Chusanachoti, R. (2019). Effects of socio-scientific issues based-learning on scientific reasoning ability of lower secondary school students. *Technical Education Journal: King Mongkut's University of Technology North Bangkok*, 10(3), 101-111. (TCI 1)
- Tongjean, W., Chusanachoti, R., & Makaanong, M. (2019). Development of an instructional model based on inquiry-based learning and 360 degree feedback approaches to enhance English argumentative writing ability of undergraduate students. *Journal of Education Studies*, 47(3), 361-383. (TCI 1)

- Insook, P., & Chusanachoti, R. (2019). Development of an English reading instructional model integrating the guided reading approach and Question-Answer Relationship strategy to enhance analytical ability of upper secondary school students. *Journal of Education Studies*, 47(2), 211-231. (TCI 1)
- Tiranant, P., Chuchart, A., & Chusanachoti, R. (2019). Development of Thai business oriented reading curriculum standards for foreigners. *Journal of Education Studies*, 47(1), 263-279. (TCI 1)
- Sornprasert, S., & Chusanachoti, R. (2019). Development of a reading instructional model based on the schema theory and reciprocal teaching approach to enhance reading ability of upper secondary school students. *Journal of Education Studies*, 47(1), 429-449. (TCI 1)
- Kitkha, P., & Chusanachoti, R. (2017). Development of an English Instructional Process Based on Lexical Network Theory and QAR Strategy to Enhance Lexical Knowledge of Higher Education Level Students. *Veridian E-Journal, Silpakorn University*, 10(1), 1758-1773. (TCI 1)
- Chusanachoti, R. (2016). A causal comparative study: Effect of out-of-class English activities on English skills development of undergraduate students majoring in English teaching. *Kasetsart Journal of Social Sciences*, 037(2), pp. 188–199. (SCOPUS)
- Chusanachoti, R. (2016). Digital writing: Enhancing ways of teaching and learning writing. *Pasaa Paritat Journal*, 31. pp. 189–210. (TCI 1)

CONFERENCE PRESENTATIONS

- Chusanachoti, R. (2018, October). *What do we know about “how” students learn through out-of-class activities?*. Paper presented at the First International Conference on Literacy, Culture, and Language Education, Bloomington, IN: USA.
- Chusanachoti, R., & Prapinwong, M. (2018). *“I can’t figure it out, just tell me what to teach”:* *Analysis of Thai EFL teachers’ perceptions of the CLT approach in the National Language Curriculum*. Paper presented at the First International Conference on Literacy, Culture, and Language Education, Bloomington, IN: USA.
- Thakadkul, T., & Chusanachoti, R. (2018, July). *Essential oral communication abilities for automotive mechanics in ASEAN economic integration*. Paper presented at 11th International Conference on Language, Literature, Cultures and Education. Bangkok: Thailand.