

### Assignment 4: Panel Discussion (Research Interest Formation)

**Weight: 10% of the total grade**

**Format:** Academic Panel Talk (Not Presentation)

**Date: 25 February 2026**

### Purpose of the Panel Discussion

**The panel discussion is designed to:**

1. Refine research focus through academic dialogue
2. Demonstrate conceptual clarity of the proposed group research
3. Evaluate the alignment between research problems, objectives, methodology, and title
4. Develop academic speaking skills in a professional setting
5. Encourage spontaneous, structured academic communication without reading from a script

This activity simulates an academic research panel in which participants articulate and defend their research direction.

### Panel Structure and Procedure

Each section contains five panels, organized according to shared research themes.

#### Panel Themes

Section 1	Section 2
1. Inclusive Education & Supporting Diverse Learners	1. Teacher Professionalism, Workload & Support Systems
2. Classroom Management & the Learning Environment	2. Pedagogical Innovation & Technology (MALL & Gamification)
3. Student Engagement, Motivation & Well-being	3. Student Motivation, Well-being & “The Happy School”
4. Innovation & Differentiated Instruction	4. Learning, Literacy and Support
5. Gamification and Game-based Learning	5. Educational Challenges

## Panel Themes: Section 1

### Panel 1: Inclusive Education & Supporting Diverse Learners

**Theme:** Addressing special needs, attention deficit hyperactivity disorder (ADHD), learning gaps, and educational equity (SDG 4).

**Commonalities:** These students are focused on students who might be "left behind" in a traditional setup.

**Suggested Methodology:** Case Studies, Action Research (Intervention-based), or Qualitative Interviews with Special Education experts.

ID	Author	Focus Area
001	T. Khotcharat	1. Literacy in Inclusive Classrooms
013	T. Panthum	2. ADHD support via Pastel Animation
015	I. Yusoh	3. Visual Anchoring for Literacy Gaps
019	P. Sappayakettarin	4. Bridging Educational Inequality
022	P. Dechaphon	5. Equity for Students with Special Needs
027	P. Faengfak	6. "No One Left Behind" (Equity/SDG 4)

### Panel 2: Classroom Management & The Learning Environment

**Theme:** Managing distractions, teacher workload, resource constraints, and student behavior.

**Commonalities:** Focus on the *logistics* and *environment* of the classroom during teaching practicums.

**Suggested Methodology:** Classroom Observations, Reflective Journals (Practicum logs), or Survey Research.

ID	Author	Focus Area
002	P. Panumas	1. Diversity in All-Boy EFL contexts
003	S. Buangam	2. Quality Education & System Structures
006	B. Yuennan	3. Managing Mobile Phone Distractions
023	N. Yolchai	4. Management in Resource-Constrained Schools
009	S. Phuchang	5. Impact of Teacher Workload on Learning
030	M. Jumparuang	6. General Classroom Management for Quality
039	A. Khasan	7. General Teaching Challenges (Materials/Behaviour)

### Panel 3: Student Engagement, Motivation & Well-being

**Theme:** Psychological factors in EFL, including anxiety, confidence, and active participation.

**Commonalities:** These students are looking at the *internal* state of the learner.

**Suggested Methodology:** Quasi-Experimental (Pre-test/Post-test) using motivation scales or Likert-scale Surveys.

ID	Author	Focus Area
007	A. Chonoo	1. Engagement in All-Girl Secondary Schools
010	J. Kongthong	2. Lack of Motivation & Language Anxiety
011	K. Charoendet	3. Instructional Strategies for Motivation
021	S. Wangsatang	4. Enhancing Engagement in Primary Education
038	P. Kaewphikul	5. Student Confidence and Well-being

#### Panel 4-5: Innovation, Gamification & Differentiated Instruction

**Theme:** Using technology, games, and varied teaching methods to improve outcomes.

**Commonalities:** Focus on *active* pedagogical tools and handling mixed-ability groups.

**Suggested Methodology:** Experimental Design (comparing traditional vs. game-based) or Design-Based Research (DBR).

#### Panel 4: Mixed-ability Class

ID	Author	Focus Area
004	K. Choonil	1. Student Differences & Observation Experiences
020	P. Anantaphan	2. Differentiated Instruction in Mixed-ability Classes
025	B. Saiwaew	3. Flexible Materials for Classroom Diversity
037	N. Samo-on	4. Active Learning for Diverse Learners
038	P. Kaewphikul	5. Student Confidence and Well-being

#### Panel 5: Gamification and Game-based Learning

ID	Author	Focus Area
008	N. Khongprab	1. Educational Games & Flashcards (SDG 4)
012	S. Maiin	2. Game-based Activities for Engagement
016	N. Chaiprapa	3. Improving Reading and Spelling
028	C. Prueksa	4. Digital Literacy & Gamification
029	S. Darathawat	5. Digital Game-Based Learning (DGBL)
040	A. Adae	6. Maker Space Learning Approach

### Panel Themes: Section 2

#### Panel 1: Teacher Professionalism, Workload & Support Systems

**Theme:** Balancing the "business" of teaching with the "art" of teaching.

**Commonalities:** These students are looking at teachers' skills, burnout, and time constraints.

**Research Potential:** This group could conduct a **Focus Group** with practicing teachers to identify "time-wasters" in the Thai school system.

**SDG Connection:** SDG 4.c (Qualified teachers).

ID	Author	Focus Area
041	P. Panklang	1. Mitigating Workload via Flipped/Peer Instruction
045	S. Boonyu	2. Recognition Framework for 21st-Century Teaching
047	P. Onyon	3. Professional Growth vs. Limited Time
049	J. Pattanamane	4. Teacher Qualifications & Writing Instruction
029	S. Darathawat	5. Digital Game-Based Learning (DGBL)
067	K. Chumnumwan	6. Financial Constraints in Small Schools

### Panel 2: Pedagogical Innovation & Technology (MALL & Gamification)

**Theme:** Modern tools for modern classrooms.

**Commonalities:** Using games, mnemonic aids, and mobile phones (MALL) to solve specific learning blocks.

**Research Potential:** This group could design a **Survey** for students to find out which specific game mechanics (leaderboards, badges, levels) actually motivate them to learn English.

**SDG Connection:** SDG 4.4 (Skills for employment/tech literacy).

ID	Author	Focus Area
044	W. Wangkhahat	1. A solution for a student's problem with learning English.
048	M. Sarathai	2. Gamification for Oral vs. Orthographic skills
051	P. Mingkwuntanakul	3. Online Games for Vocabulary & SDG 4
053	V. Pookung	4. How Can Game-Based Learning Strategies Bridge the Participation Gap for Inclusive English Education?
055	T. Supakornpanich	5. Mobile-Assisted Learning (MALL) for Speaking
062	T. Kaewkrod	6. Active Learning & Interactive Materials
065	P. Soma	7. Mnemonic Visual Aids & Multimedia

### Panel 3: Student Motivation, Well-being & "The Happy School"

**Theme:** The psychology of the learner—why they stop trying and how to restart them.

**Commonalities:** Addressing anxiety, boredom, and the "boring" reputation of English.

**Research Potential:** This group is perfect for a **Mixed-Methods study**: A survey to measure motivation levels, followed by **Interviews** with students who "dislike English" to understand the root causes.

**SDG Connection:** SDG 4.7 (Human rights, culture of peace, and well-being).

ID	Author	Focus Area
050	S. Aedam	1. Teaching Methods vs. Learner Motivation
052	W. Rosjun	2. Influences on participation in Grade 7
054	T. Khawmali	3. An analysis of Classroom Management and Student Attention in English Teaching..
059	S. Tohsanug	4. "Why don't students like English?" (Boredom)

ID	Author	Focus Area
069	B. Olivar	5. Building a Happy School for effective learning
071	A. Bunnam	6. Balancing Academic Rigor with Well-being
072	A. Jodrum	7. Low Motivation in High Schoolers

#### Panel 4-5: Literacy Gaps, Equity & Inclusive Pedagogy

**Theme:** Bridging the divide caused by COVID-19, social status, and ability.

**Commonalities:** Remedial English, phonics, and managing mixed-ability "talent" classrooms.

**Research Potential:** This group could conduct Classroom Observations to see how teachers currently differentiate instruction for high- vs. low-ability students.

#### Panel 4: Learning, Literacy and Support

ID	Author	Focus Area
056	T. Inmontain	1. Literacy Gaps & Cognitive Load Theory
061	T. Phakprom	2. Scaffolding Gaps & Academic Resilience
063	P. Sakaeo	3. Supporting Different Learning Abilities
064	W. Srisukkeaw	4. Scaffolding Writing for Grade 4
074	V. Chotpakdee	5. Gaps in "Talent-Based" Classrooms

#### Panel 5: Educational Challenges

ID	Author	Focus Area
042	N. Ruangthong	1. Challenges in Opportunity Expansion Schools
046	S. Taengthong	2. Foundational Gaps & COVID-19 Disruptions
058	N. Rakrawee	3. Human Rights & Respect in Education
066	T. Pornumpai	4. What challenges do students face in developing English language skills ?
073	N. Samlee	5. Educational Challenges in Thailand

#### Preparation Process (Completed Prior to Panel Day)

During the preparation session, each group:

1. Briefly introduced their individual academic article
2. Identified a shared research theme
3. Agreed on one common research area
4. Proposed possible methodology(ies)
5. Developed research objectives and research questions
6. Suggested a tentative research title

### Panel Discussion Format (On the Day)

This is a **panel talk**, not a formal presentation.

- Each group will have a **group buddy** who acts as the moderator.
- The moderator will guide the discussion by asking:
  1. What is the group's research interest?
  2. What are the research objectives and research questions?
  3. What research methodology is proposed and why?
  4. What is the proposed research title?
- All group members must contribute.
- Students are **not allowed to read from a script or slides**.
- Responses must be delivered clearly, academically, and spontaneously.

The emphasis is on **conceptual understanding, coherence, and academic dialogue**, rather than memorized speech.

### Rubric for Panel Discussion (10%)

**Performance Expectation:** This panel discussion evaluates 1) Research readiness, 2) Conceptual alignment, 3) Critical thinking, and 4) Professional academic communication

Criteria	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1
1. Clarity of Research Focus	Research interest is clearly defined, focused, and logically derived from previous academic work.	Research interest is clear but may lack precision or depth.	Research interest is present but broad or insufficiently focused.	Research interest is unclear or inconsistent.
2. Quality of Research Objectives and Research Questions	Objectives and questions are clearly formulated, logically aligned with the problem, and researchable.	Objectives and questions are generally clear but may require refinement.	Objectives and questions are partially developed or weakly aligned.	Objectives and questions are unclear, inconsistent, or not researchable.

<b>Criteria</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Satisfactory 2</b>	<b>Needs Improvement 1</b>
3. Understanding of Research Tools and Alignment	Demonstrates clear understanding of proposed research tools (e.g., survey, questionnaire, interview); tools are logically aligned with objectives and questions.	Shows general understanding of research tools with minor gaps in explanation or alignment.	Mentions research tools but explanation is limited or alignment is unclear.	Limited understanding of research tools; no clear connection to objectives or questions.
4. Academic Communication Skills	Speaks confidently without reading; uses appropriate academic language; responds clearly and logically to moderator questions.	Generally clear and organized with minor hesitation.	Frequent hesitation; limited academic tone; partial reliance on notes.	Reads from script; unclear or unstructured responses.
5. Group Coherence and Participation	All members contribute meaningfully; discussion appears well coordinated.	Most members contribute; minor imbalance in participation.	Uneven participation; limited coordination.	Minimal collaboration; one or two members dominate.
6. Use of Visual Aids	Visual aids are clear, concise, and support audience understanding without being read directly.	Visual aids are relevant but may contain minor clarity or design issues.	Visual aids are present but overly dense, unclear, or partially relied upon for reading.	Visual aids are missing, unclear, or read directly without explanation.

Students are encouraged to demonstrate confidence, clarity, and collaboration. The panel is an opportunity to articulate research ideas academically and prepare for the upcoming survey research project.