Distance

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Distance learning of ELT for Chinese students in ICUTK: digital literacy practices

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Abstract: English Language Teaching (ELT) is part of a teaching and learning activity focused on English development. The ELT's distance learning enactment is used for English communication. These activities may be linked to digital literacy practices, particularly for Chinese students as non-native speakers, in stimulating English as regular communication in spoken and written centered on communication. From distance learning, some Chinese ICUTK students have contributed a lot to using English to teach and practice contact at any time. Running digital literacy practices as an ELT approach and strategy will help improve English skills in the era of Industrial Revolution 4.0, especially by enacting distance learning from China Mainland to Thailand. The purpose of this research is to know how well students can learn ELT. It describes how essential social media platforms are in delivering ELT lessons for distance learning countries between Thailand and the People's Republic of China and how Chinese students practice digital literacy through media apps synchronously and asynchronously. This study uses a qualitative approach focused on classroom learning. Simultaneously, researchers learn how useful ELT activity for Chinese students through asynchronous and synchronous methods such as WeChat apps and Ding Talks apps. These online platforms demonstrate how effective distance learning for Chinese students in the ELT is and how useful a forum is to help teach and learn in English.

1. Introduction

The language of Mainland China can vary from any country in the world. Chinese people use a common language to broaden alliances worldwide to communicate among Chinese people as familiar with Mandarin. The Chinese language can produce various sounds and shapes, e.g., simplified Chinese language used by Mainland Chinese people friendly with (Putonghua) language. People are convenient to connect with the Chinese word and phrase with ordinary Chinese ascents. Even as a day-to-day contact, Chinese people use symbols and sound language as they know Hanzi writing. They are using simplified Chinese handwriting.

English is part of the primary communication methods of a global society. It is based on the current history of the language used by Britain at that time. In English, the past of colonial and post-colonial contexts can have a meaning based on an ideological one; important contact may be maintained as an

addition to official languages [15]. Philosophy of Language has driven some people to use it thus far until now. Several people worldwide use English for daily communication as well as teaching abroad and doing business. English is the mother of language which everyone worldwide needs to use in any condition for communication.

The ELT's language skills, particularly for Chinese students who remain abroad, are primarily intended for international students [2]. They keep the function of English as EFL. English as a Foreign Language (EFL) has likely been used in certain non-native speaking countries. It may be English as a Second Language (ESL) or English as International Language (EIL). It concerns the global community related to communication knowledge and operation among global citizens. English Languages' teaching is intended to compel Chinese students who study English abroad to practice English as an enactment in everyday communication. In a country that has only one language, English as a foreign language can only be used to endorse English as a second language for the time being.

The ELT's advancement can be moving away from the favor of English-language forms that provide communication users with sufficient linguistic tools. It may be detected as an English policy in China, likely as a background for English language education [15]. English for learning has also been taught in some schools to provide information to build global citizens by understanding advanced technology. We face the last generation as generation Z (based on Industrial Revolution 4.0 to advanced technology), trying to combine into the most in-depth expertise and spread around the globe. As Generation Z, it will follow up on updated news as a global society.

The ELT position should be vital if it is to keep up with people in a fair situation in the face of modernization. Chinese students and teachers frequently say this is a considerable challenge. They meet to acquire English because "China does not have a strong English language setting" as an extension in Chinese words (*Zhong Guo de Ying Yu Huan Jing Bu Tai Hao*). It indicates that there are inadequate ways to use English in real-life contexts and lack accessibility to genuine English language materials.

Chinese students who study at ICUTK, Thailand, usually need to improve their English very well, particularly in English conversations. They tend to use their language type, e.g., *Hanzi* (Chinese handwriting). It is the type of language that uses original writing, including history and the sense of the shape. *Hanzi* is easy to hear from the sound and pronunciation related to the tone of the word and the vocals using *Pinyin* (spelling and intonation to differ meaning). It is challenging to understand by someone who does not have Chinese (the country has the Mandarin or Chinese language for the everyday spoken language) the original writing.

There are more than thousands of different language characters within Mandarin, complex, and so many radical characters within a word based on the characteristic of speaking, the way of writing, and the sound of the language. The English language has been exported and imported worldwide to the point that it is widely accepted as a foreign language [2]. People face English from all over the world, and even across the globe, English is part of life, has a specific range of uses, not just science, but also as education [28]. The planet is still full of history and culture. Almost 70 % of the world's population uses English for communication.

English Language Teaching (ELT) takes a multilingual or bilingual arena in language and culture [17]. English is evident in public places and appears on several signs and notices. The ELT is a kind of realistic transfer of knowledge to the growth of English skills for students. In this situation, ELT tends to be dynamic and complex even in the past, but it is still going today [29]. The phenomenon is that ELT teachers are encouraged to set up teaching preparation for Chinese students living abroad to study as an example of how English can be caught easily. Most Chinese students remain in Thailand for learning; the language is different, but the way they speak is almost the same, like using tone in their writing.

Giving English grammar, structure, and pronunciation is a wise way to teach them. Still, it may be challenging to make it a simple way to participate in English communication to prepare for English. Nowadays, English in the world will extend a new variety in the English language [29]. English varieties will come to people to understand. It will also come to the realm of English, where the non-

native speaker expresses. Chinese students will make new English ascents, and it is not easy to translate into English. This variety of inner circles of English has traditionally played at least a dominant role in the EFL classroom, often as the ELT occurs [2].

The ELT strategy may include a decision to use English as a foreign language, which may be spoken as a default [15]. The EFL is expected to come along when the ELT is finished. ELT to a non-native speaker and follow-up on incorporating English and studies knowledge into a discipline [19]. This research is particularly useful for analyzing how Chinese students in ICUTK, Thailand, to catch their English communication synchronously and asynchronously as their communication model between teacher and students. To see their intention in using English as daily communication and motivate students to keep speaking and using English as the primary language in Thailand after the Chinese language. These are research questions as follows:

1. What kinds of Digital literacy practices platform of Distance learning to enact ELT for Chinese Students in ICUTK, Thailand?
2. What do ELT Chinese students communicate with the teacher via the digital platform?
3. How do Chinese students understand English via the digital platform as implementing digital literacy practices in distance learning?

Distance learning

Distance learning can be familiar during The Covid-19 Outbreak. It motivates every people to keep learning to stay away from direct contact with others. Distance learning is coming from the idea of Open University to provide students anywhere to keep studying. But during a global pandemic, distance learning becomes essential to share some knowledge worldwide and borderless. Distance learning is concerned with technology, especially the internet connection. Simulation-based education (S.E.) refers to simulation devices, techniques, and serious games to improve teaching and learning processes [5]. The use of media in online university courses has facilitated the learning process by presenting knowledge in various ways [23].

Online learning is the fastest-growing field of education globally [13], online learning concerns with social interaction. The online social business promotes student learning by making community interactions more appealing and has become a significant computer-based collaboration [32]. Researchers have created a Massive Open Online Course (MOOC) sister to meet Chinese learners' local needs [7]. Mature students are more worried about technology than younger students because they do not use technology [31]. Multimedia learning refers to situations in which students learn from various sources, such as words, pictures, and videos [24]. Many universities deliver distance learning courses and programs to meet students' diverse educational needs and keep up to date with the development of technology [14].

2.1. Producing new English sound

Globalization forces some people every time to build some creativity and to refresh their achievements. Modernization will generate demand for the use of English for people involved in the ELT. The likelihood of global changes can increase the widespread use of English [15]. English created the alphabet and the sound to establish the pronunciation. It is because the grammatical sentences are assembled to include terms. Based on Jarosz [20], pronunciation is a multilingual method that can be taught with good sound or learned by students who reiterate that they know the difference. Chinese students should master the pronunciation of English specifically to differentiate between music and vocal consonance.

Awareness of pronunciation should be thickened by the different methods teachers and students may use to learn English. Chinese students use Hanzi Character Chinese sound with different simple five-tones, and ELT teachers work for those who teach English. It looks like the proverb mentions," *Learning as you can prepare for kids, more flexible to do than you order.*" According to Jarosz [20], the pronunciation consists of certain consonant elements; the voice relevant to phonetics can be studied based on studying how to use it and likely interpreting the difference. Instructions on English

pronunciation may be needed in the speech process and sound generation to avoid misunderstanding by the students in use. To have the sound of English, Chinese students can learn some transcription of phonetics and note English pronunciation as part of the ELT's learning needs.

The difference between the alphabet and the English sound is a mechanism that modifies English communication well. Chinese people have their character in speaking and writing, and they use Han^2Zi^4 (汉字). They seldom or even never use the alphabet language. They can understand people talking from sound, such as (我 爱 你) pronounced as ($Wo^3 Ai^4 Ni^3$), which has the meaning *"I love you."* Wo^3 means the third tone, Ai^4 means the fourth tone, and Ni^3 means the third tone. Every number of hues will have different meanings based on the radical sound to pronounce.

It is possible to practice the excellent way of learning English pronunciation, remember the tone's similarity, take the word first, and possibly appear the word in the English word each time[22]. Besides, Jarosz [20] explains that learning English pronunciation can teach English in excellent communication. EFL students need to review linguistics-based textbooks. The phonology system in English pronunciation is a part of what is required to make a contract, to know the patterns of sound, syntactic of the word as an extension to understand the meaning of the word or phrase, and English grammar in rule [22].

Chinese students will automatically create new sounds relevant to the norm of speaking in Chinese intonation. Music can affect the increase when speaking and can establish an alphabet based on an odd speaking English. A culture of knowledge will boost the production of the English language. Logical thought with well-done skills can benefit students worldwide without boundaries and inspire a foreign participant to participate in the cross-cultural discussion, including communication [15]. Students' perspectives on learning English should be as constructive as the inspiration to be realistic in everyday contact. Learning pronunciation may be an opportunity for Chinese students to understand English while speaking English.

2.2. Teaching ELT for Chinese Students

Education is part of the production of awareness of attitudes and actions, and communication, improving the rule of economic capital, and transforming into a global society is facing a new economy [6]. Studying how to produce a word for speaking in a language is the human being's nature to establish contact among others, as the reality that people in the world need connection, among others, to talk to people to create understanding among themselves [22]. Chinese people worldwide, including Indonesia and Thailand, typically stay in Thailand to study and work, and some remain in Indonesia for work. They do not want to put English on their own, but they get used to learning and using the local language to survive. They may be interested in mastering the local language automatically, since not many Chinese people living abroad, such as the Diaspora or students from China Mainland or another Chinese country, can speak English well. It needs a way to teach well from the beginning at the same time.

The ELT instructor is the smart planning methods most of the time required to teach them in English. The instructor can be a facilitator for the distribution of expertise, and the student manager can be the manager for the achievement and exchange of information [6]. Probably ELT teachers will face a constraint on the use of a coursebook, and this may be the problem today [29]. The starting point for teaching Chinese students who do not understand English is to try to make them communicate interactively. Grammar is the last thing you must do. Teaching structure is best for additional information, not in advance, to enhance the efficiency of English production transition to Chinese students, and not at the beginning of ELT teaching. Teachers should play a role in expanding the issue to students as a reflection of today's learning and teaching method and can do so regularly [29]. It is also possible for Chinese students and teachers to see, hear, and, to a lesser degree, speak English in several circumstances outside the classroom.

ELT teachers are likely to question students about the performance of teaching and learning. As an ELT instructor, the best way to teach Chinese students, starting from listening in a simple sense, reviewing and repeating vocabulary to improve a new phrase's capacity, building different expressions

and intonation, would be an excellent way to teach them. According to Kumaravadivelu [22], children should copy the teacher's description of communication. Learning universal grammar is a unique way to create a perfect sentence, but it needs to regulate the associated penalty based on the principle. The verb should obey the usage of the language in a noun or a pronoun. Teachers of the ELT typically need to be aware of their English skills to have some resources for ELT classroom activities focused on language and the arts [11].

Introducing some vocabulary will make them rich in communication. Chinese students are typically always confused to understand, except as we are an instructor, they should be patient to repeat and re-examine. According to Jarosz [20], based teachers and linguistic experts will concentrate on teaching grammar and vocabulary in use. Forced to make perfect, perfect needs time for new learners, the teacher can offer a smart way, particularly by forcing them to remember learning. Any possibility will happen if the instructor guides the ELT with the right form. Listening strategies should decide, and communication should also use to practice communication skills to achieve a way of recalling and improving their ability to recognize every word.

The coursebook would be useful in teaching the ELT because it is part of the method and strategy for the delivery of language teaching [26]. While textbooks may have a significant role in helping the EFL instructor and helping teachers clarify and incorporate some images from the book to inspire students to learn, it is a kind of ELT approach that encourages students to take an interest in them [26]. In the background of China, ELT focuses on conventional and communicative teaching methods [30]. Learning encouragement (L.M.) typically leads individuals to take action to help them reach a goal or meet their needs or goals in the learning processes [16].

2.3 Learning Process

Information Communications Technology (ICT) plays a crucial role in improving Chinese students' learning performance and preparing for active engagement in the Western learning and teaching community [25]. Information Communications Technology (ICT) has the potential to enhance the quality of people's lives [27]. The learning process allows Chinese students to study individually in the sense of ELT preparation. Extension of teaching practices in individual institutions, such as schools, colleges, and higher education, may contribute to the appreciation of text learning while preserving a historical context that will promote students ' interest in learning English [19].

In the Covid-19 pandemic background in 2020, ELT teachers are suggested to shift the way they teach to an online learning platform for students. In preparation, blended learning is still required in the ELT process. Reality is supposed to evolve in advance into hybrid learning. In the hybrid learning process, the potential face-to-face interaction of the student (f2f) is advantageous. Students will also operate online. Face-to-face conferences and seminars continue to replicate differences in access to those whose time and mobility are more limited [1]. Distance education has partly evolved through technologies that have characterized distance education delivery in different generations [3].

Modernization develops emerging technology that can interact with students' learning styles and move from a traditional classroom to a modern one. Useful stuff will come from a facility-based online class [6]. Hybrid Learning has the highest potential to offer English-language learning to Chinese students or others during the pandemic period. The ELT teacher's task is to prepare, based on the structure of class time, to build creativity in teaching and creativeness in parameter [4]. Hybrid learning is the main umbrella framework for distance learning and combining face-to-face (f2f) or conventional classrooms. Blended learning is familiar with computer-assisted knowledge [6]. Teaching online will possibly be a positive idea, in any case, to assess and evaluate that the ELT continues to do so. Chinese students typically use social media apps sponsored and used in their country, China Mainland. The problems most frequently reported by student teachers were time management, consistent guidance, answers to students' different needs, grammar teaching, and student learning assessment [30].

2.4. Digital Literacy Practices

Literacy is an activity for writing and reading, a tremendous pandemic-era action using digital or digitization in the door and space. Digital literacy skills are one of the critical skills of our current students. Students are expected to communicate their ideas through digital media [8]. Digital literacy practices are standard because of the trend and advanced technology that motivates some people to renew their literacy practices. Digital literacy activities are a new form of modernization that can be central in the learning process to shift the approach from conventional to virtual [10]. Chinese students are welcome to use technology in many respects, and the smartphone is still in their possession. If Chinese students apply the f2f class or the offline class to a hybrid-learning format, the possibility of learning achievement and operation in distance learning can be created [6].

Traditional classrooms are still the crucial thing to communicate in teaching the ELT; understanding the student's situation is part of the old method of success. Even success in the 4.0 revolution industry is often pushing people forward to the virtual world. Young people are developing digital skills that lead to digital learning's essential cognitive processes in informal learning environments [18]. During hybrid learning, technology can motivate students' skills and improve learning design and classroom management to achieve performance-based achievement. Instruction on culture is part of the advancement of hybrid teaching [4].

ELT Teaching is also central to the literacy movement. Learning a new thing is part of a plan to build and broaden knowledge of English. Sharing the emphasis on understanding helps develop a substantial moral value for students' imagination, attitudes, and behavior [15]. Advanced technology will help build a virtual hybrid course system and online training that allows students to access some online textbooks and learn real culture [6]. Books, social media, and other technologies are useful for the ELT process. Digital literacy may be conceived in three fields, including digital competence, digital use, and digital transformation [8].

3. Method of Research

Educational science, virtual worlds, social network applications, and ethnography are essential features of contemporary concern [9]. This research will conduct narrative-based study and classroom research on the virtual or social media site, making it easier for readers to examine ELT's teaching status, particularly for Chinese students studying in ICUTK, Thailand. Qualitative methods are useful for writing class papers and research articles and help staged output, white papers, grant applications, corporate consulting, social media, and web content [33]. Researchers work out a few social media details from everyday chat screenshots. Only virtual learning can be effectively applied in all teaching-learning environments during the Covid-19 outbreak. Screenshots may be used to illustrate digital literacy practices, pictures, and others. Qualitative research is a study of the collection of analytical resources, interactions, interviews, life stories, introspections of individual acts, texts, historical, interactive, descriptive, visualized records, problematic events, and meaningful personal life [12].

3.1. Participants

This research is concerned with Chinese students in ICUTK, Thailand, who study English for work in semester 1. Most first-year students from High school in the People's Republic of China. 51 Chinese students learn in ICUTK, Thailand. Both men and women mix into one research in two classes.

3.2. Data Collection

The researchers take data from the students' apps, such as WeChat apps and Ding Talks. Researchers also interact with them by giving the lesson of English for work. Data collection is a screenshot of chatting from social media as enacting the asynchronous of ELT practices. Chinese students can learn digital literacy practices from a distance learning from social media apps for teaching ELT. The research condition is via both country and distance by using social media apps as data supporting, which can be used for the analysis.

4. Result & Discussion

Some Chinese students can enact digital literacy practices in English language teaching using social media such as WeChat apps and Ding Talks apps. While Thai people are familiar with LINE apps, Chinese students are comfortable using WeChat and Ding Talks apps to communicate with their community. It compares with Indonesian students who always use WhatsApp for daily communication but on the other side in China. Some people analyze the function of using WhatsApp and even digital literacy practices to use familiar WhatsApp, but they are not familiar with those apps for Chinese students. While they are using WhatsApp and LINE apps, they will get difficulty in starting communication in China. Based on the action of implementation for language learning and ELT in Distance Learning.

4.1. Using WeChat platform

To run the teaching-learning with Chinese students, especially in ELT, some students need to set up WeChat and start learning. WeChat apps are convenient for students, mostly Chinese because they cannot use other apps except WeChat and Ding talks in China Mainland. Teaching ELT for Chinese students needs to have regular and habitual meetings, especially in the conversation method. Some Chinese students who study in ICUTK, based on a survey with action research and experimental field in the classroom before the Covid-19, almost 80% cannot be ready with English well. Therefore, teaching conversations smoothly will make them confused about how to catch the knowledge from the teachers. From distance learning, Chinese students can try to interact well and produce well-done communication effectively.
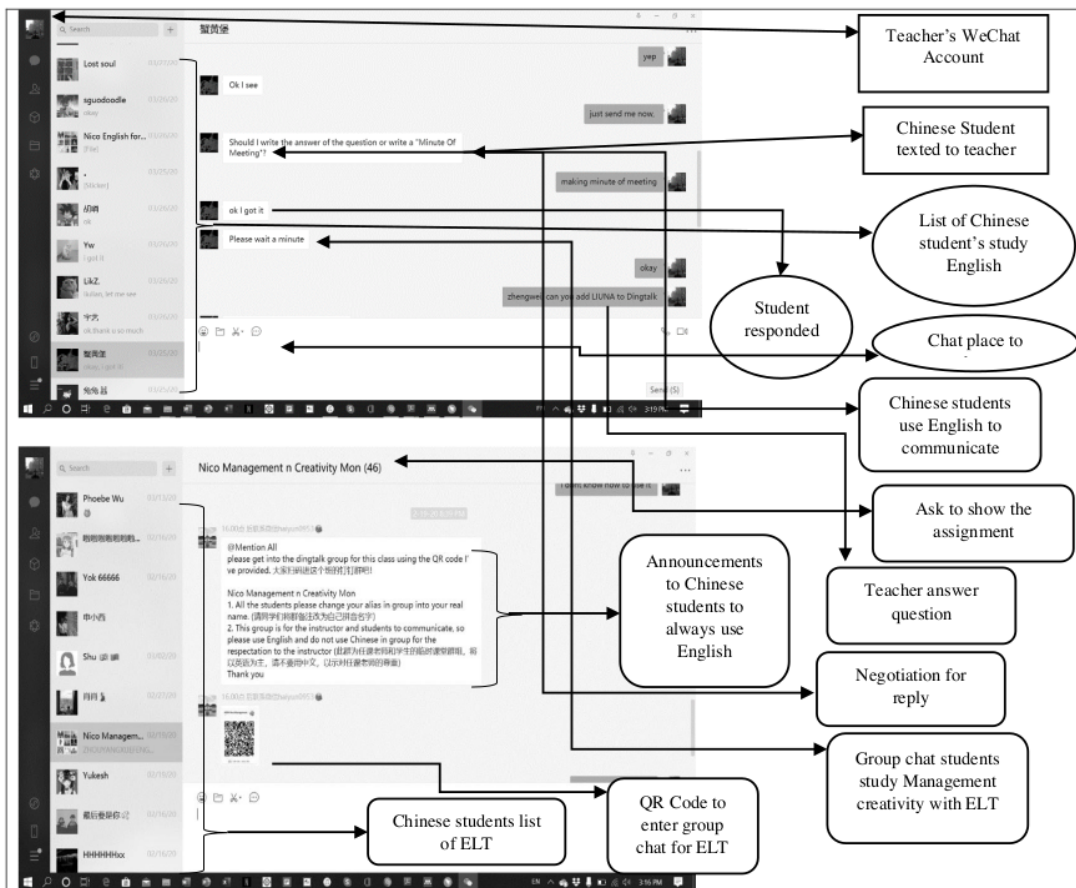
Figure1: Students try to communicate with teacher and student used English to communicate with the Teachers, Announcement of ELT for Chinese students

From WeChat, we can have some communication from primary such as students learn how to communicate with the teacher and start the lesson. Blended or Hybrid Learning can be optimized if students are ready with Mobile Phones, computers, and Internet Connection. Starting teaching Chinese students in ICUTK should begin with ELT's introduction, English communication from the beginner level, and communication in daily life. It is because of developing students' potential in communicating English. *Figure 1* is the data analysis of how researchers analyze Chinese students in learning. Teachers give all students the greeting to start the class with distance learning; the target is students can read English writing into the chat room. Students will answer the teacher and create communication with both sides. WeChat is useful to communicate one way with the teacher. Students can be accessible to share their communication easily by reading and writing.

To see how students communicate with the teacher, *Figure 1* can be assembled to differ and to get the function communication in writing, teaching students how to behave with the teacher and answer conversation very well. Chinese students practice asking some sentences to the teacher, and the teacher answers clearly. Some students have interaction to hold intense communication with the teacher anywhere, even in China, Mainland, or Thailand. This figure can show some information related to students' activity in Distance learning, especially to build the character building in ELT as digital literacy practices.

4.2. Using Ding Talks Platform

The other platform is Ding Talks apps. Students can expand their potential in practicing digital literacy with their friends and teacher. They can practice reading by chatting by using those apps. They can still use Ding Talks apps because this platform can be used for virtual communication or online learning, so students speak in WeChat, and students can have direct interaction with the teacher anywhere.
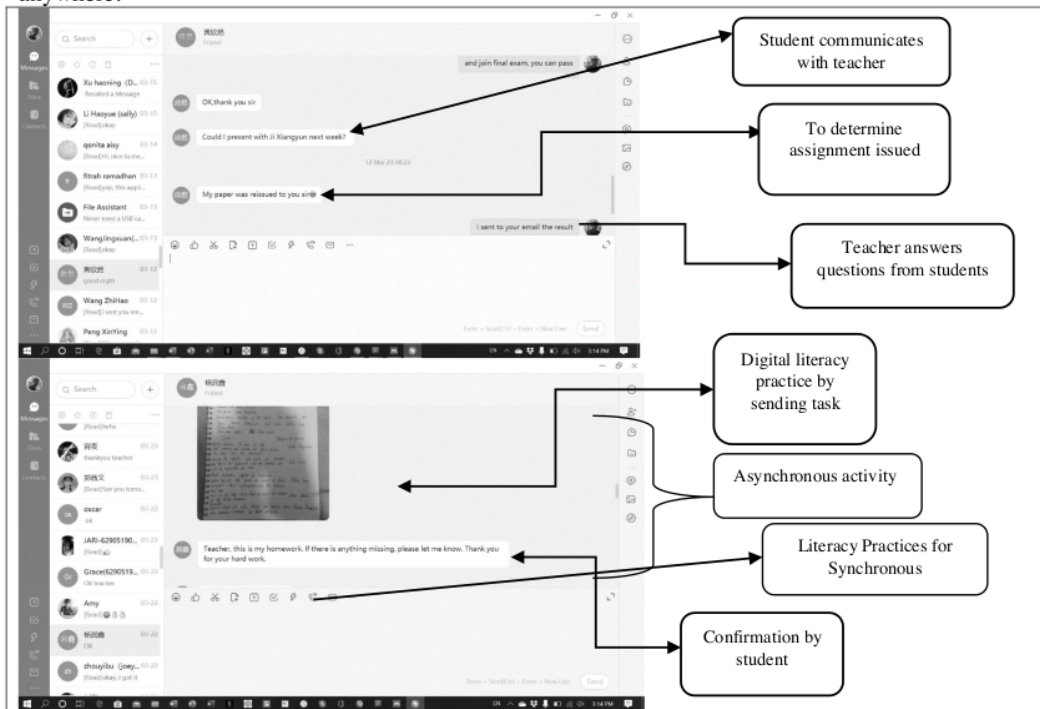

Figure 2: Student reminds the teacher about assignment and ELT in Digital Literacy Practice

Ding Talks has the same feature as We Chat, which can inspire any user to share information via a chat room. The variations are more advanced than those of WeChat. We can see from the use that Ding Talks is almost the same as Google Classroom. It is a function of holding the data in PDF, Words, or some other way; any time we have a meeting, students can see themselves. Chinese students are typically required to use virtual meetings to run virtual communication so that distance learning can be more effective, beneficial, and knowledge-sharing between students and teachers. *Figure 2* describes that Ding Talks can be a WeChat to interact with an instructor. That explanation is concerned with the theory of MOOC that mentions the Massive Open Online Course. From the platform, every teaching-learning from a distance will be convenient. It is borderless that Chinese students still follow the teachers from Thailand even they stranded in their country because of the Covid-19 Outbreak.

5. Conclusion

Distance learning can be successful if the platform; for example, WeChat and DingTalks can run well. Students can learn quickly even they are in the distance. It is borderless for Chinese students to study anywhere in ICUTK, Thailand, and directly from China. The ELT method, including teaching and learning, is essential to promoting Chinese students studying abroad by providing excellent instruction, strong knowledge, and experience in English communication, and some Chinese students

are encouraged to practice it. Digital literacy practices give Chinese students the ambition to discover their comprehension and simple way to learn English. All people in the world should be added to the literacy movement to improve people's awareness of the global situation. Regular English communication is very versatile to make Chinese students get used to it, often by repeating and reviewing it. Experience is the best teacher and learning by doing is creating an ELT for non-native speakers, such as Chinese students. The limitation of this research, the researchers need to analyze the style of language communication via platform apps to take the data. That platform, such as WeChat and Ding Talks, plays a critical role in transferring knowledge after explaining the material. They can save any kind of record from the teacher to review again.

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