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1) Academic Article: Academic articles typically present the core of assembled and analyzed academic content consisting of an introduction and a body that includes major, minor, and subordinate topics usually within a maximum of 20 pages.

2) Research article: Research articles typically arise from research studies conducted either individually or in collaboration with co-researchers. They usually contain a rationale of the study, objectives, hypothesis, scope, significance of the study, related research studies or other relevant literature, methodologies, data collection, data analysis, research conclusions, discussions, and recommendations; all of which is limited to a maximum of 25 pages.

3) Literature review: Literature reviews are based on an extensive review of relevant academic literature consisting of an author's constructive criticisms and opinions. Its format includes a title, an abstract, a preface, content, and references; all of which is limited to a maximum of 15 pages.

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Online Magazine Article

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explainedmirabilite-1741151>

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Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4

Edited Book Chapter

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Conference Session

Davidson, R. J. (2019, August 8–11). Well-being is a skill [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019Program_190708.pdf

Dissertation from a Database

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

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Editorial Note

It is with profound honor and immense pride that we present the inaugural issue of the second year of the **Liberal Arts and Social Studies International Journal (LAASSIJ)—Volume 2, Number 1**. Building upon the resounding success and foundational excellence of our first year, this issue marks a significant milestone in our journal's journey. As a premier gold open-access journal, proudly indexed in the **Thai-Journal Citation Index (TCI)**, **LAASSIJ** continues to solidify its reputation as a globally recognized platform for disseminating high-quality, innovative research from educators, scholars, and researchers worldwide.

Our mission has always been to advance the frontiers of knowledge across the liberal arts, humanities, and social sciences while fostering robust interdisciplinary collaboration. This second year commences with an exceptionally diverse and forward-thinking collection of research articles that perfectly encapsulate this deliberate academic scope. We extend our deepest gratitude to the six distinguished authors whose outstanding research supports and elevates this issue:

Asst. Prof. Dr. Ntapat Worapongpat serves as an Assistant Professor at the Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship, Tourism and Education, Eastern Institute of Technology Suvarnabhumi (EITS) in Bangkok, Thailand. Holding three Ph.D. degrees in Educational Administration, Administration and Development, and Business Administration, his research bridges interdisciplinary humanities and business education. In this volume, his study demonstrates the effectiveness of a specialized training and workshop seminar model designed to enhance graduate students' life skills and leadership, particularly in the realm of writing research articles for publication.

Mr. Jitthapat Niyomthanawat, also an esteemed lecturer at EITS in Bangkok, shares a robust academic background with research interests spanning Buddhist Administration and Social Development. His contribution to this issue offers critical insights into sustainable development within Buddhist faith-based tourism at Wat Pa Wang Nam Yen, Maha Sarakham Province. He masterfully proposes actionable guidelines for strengthening collaboration across temples, communities, and government agencies to ensure sustainable religious tourism.

Asst. Prof. Dr. Samrit Kangpheng is affiliated with the Intellectual Teacher Development Unit at Mahachulalongkornrajavidyalaya University, Khon Kaen Campus, and EITS. With a focus on advancing educational leadership and community-based innovation, his featured research evaluates the effectiveness of a training program designed to teach graduate students in Thai private universities how to rigorously assess research article quality for national and international publication.

Miss Suleepron Srisakda is a promising final-year undergraduate student majoring in English for Communication at the Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya (RUTS). Drawing on her independent multimedia learning experiences and practical internship at a Tourist Police Station, her innovative research investigates the effect of color-coded subtitles on vocabulary retention among first-year university students, advocating for their broader use in EFL classrooms.

Asst. Prof. Chamnong Kaewneam, D. Ed. is an English lecturer at the Faculty of Liberal Arts, RUTS. Having pursued her doctoral degree at the University of Melbourne, her research frequently explores the intersection of AI technologies and English learning. Her pioneering study in this issue utilizes advanced AI models—specifically ChatGPT, Claude, and Gemini to synthesize and identify future research directions in the field of English communication.

Miss Chophaka Theeradamrongsak is a final-year Tourism major at the Faculty of Liberal Arts, RUTS. Equipped with practical passenger service experience from internships at major international airports, her timely research quantitatively investigates the push and pull motivations of foreign tourists visiting Songkhla Province. Her findings provide vital strategic guidelines for destination managers as the province prepares to host the 2025 SEA Games.

The breadth and depth of these contributions reflect our journal's commitment to bridging the humanities with applied sciences, business education, and digital innovation. This continued elevation of LAASSIJ would not be possible without the unwavering dedication of our global network.

We also express our profound appreciation to our meticulous reviewers and editorial board members, whose rigorous evaluations ensure that every published manuscript meets the absolute highest standards of academic excellence.

As we embark on this exciting second year, we are confident that the collective efforts of our contributors will continue to propel the liberal arts and social sciences to the forefront of multidisciplinary research for sustainable global development.

Conflicts of Interest: The authors declare no conflict of interest.

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Assoc. Prof. Patcharin Kangkha, Ph.D.

Editor-in-Chief

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A Study of the Training Program on Techniques for Writing Research Articles for Publication in National and International Journals for Graduate Students

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Abstract

This research aims to 1) study the effectiveness of a training and workshop seminar model designed to enhance life skills, learning skills, professional skills, and leadership in the fields of social sciences, education, and business; 2) develop an effective training model that improves the skills of participants; and 3) assess participants' satisfaction with the seminar. This study employs a mixed-methods approach, integrating both qualitative and quantitative research methods. The research instruments include questionnaires and interviews. The sample group consists of 150 participants, selected using the Taro Yamane formula at an error level of 0.05 through accidental sampling. Data collected from the questionnaires were analyzed using descriptive statistics, including percentages, means, and standard deviations, while comparing the results using the t-test and the F-test. The qualitative data were analyzed through content analysis, drawing insights from interviews and document reviews. The results of the research found that 1) the training model significantly improved participants' life skills, learning, and leadership abilities, particularly in writing research articles for publication; 2) the developed seminar model was effective in meeting participants' needs for improving academic writing and professional development; and 3) participants expressed high levels of satisfaction, citing the interactive and hands-on approach as key to their learning. These findings suggest that similar training models can be adopted by educational institutions and organizations to improve skill development across various disciplines.

Keywords: Life skills, Learning skills, Professional development, Seminar model, Satisfaction. Education, Technical Training, Skills, Graduate Studies

1. INTRODUCTION

The origin and significance of the issue is that the personnel in private higher education institutions play a key role in promoting learning and developing the potential of students amid rapid societal and technological changes (Ali, Khan, & Ashraf, 2024). Life skills, learning skills, professional skills, and leadership have become crucial elements that enhance the ability to adapt and advance in professional fields (Ali, Khan, & Ashraf, 2024).

The development of life skills is a critical factor that enables individuals to effectively manage everyday challenges (Worapongpat, Arunyananon, & Rianwilairat, 2025). These skills include decision-making, problem-solving, emotional management, communication, social interaction, and critical thinking, all of which are fundamental to successful living and working (Chayboonkrong & Worapongpat, 2024).

Additionally, learning skills are essential for enabling individuals to continuously acquire knowledge and apply it appropriately in various contexts. These skills include goal setting, planning, note-taking, research, and analytical thinking (Chukwuedo, 2019). Professional skills help personnel perform their work efficiently and advance in their careers (Worapongpat, 2025). These include technical skills, communication, teamwork, time management, and adaptability (Dongling & Worapongpat, 2023). However, currently, personnel in private higher education institutions still face challenges in developing these skills (Worapongpat, Phakamach, Choothong, & Tuachob, 2020), particularly in writing quality research articles that meet the standards of national and international academic journals (Dongjie & Worapongpat, 2024). This is a key factor in enhancing the quality of research work and increasing the credibility of researchers and faculty in educational institutions (Deepimai & Worapongpat, 2024).

To address this issue, Thongsuk College, in collaboration with the interdisciplinary network of social sciences and humanities, has organized a workshop program (Ning, Worapongpat, Wongkumchai, Zidi, Jiewei, & Mingyu, 2023). The program focuses on the development of life skills, learning skills, professional skills, and leadership for personnel in private higher education institutions (Xunan & Worapongpat, 2023) to ensure that they can effectively develop and transmit knowledge to students and enhance the quality of research and academic article publication (Paposa & Kumar, 2019).

This research aims to study the outcomes and effectiveness of the training program, analyzing its impact on the development of the participants' skills. It also seeks to explore approaches to enhance the potential of personnel in private higher education institutions, enabling them to adapt and grow amid the ongoing societal and economic changes.

Objectives

- 1 To study the training and workshop seminar model for enhancing life skills, learning skills, professional skills, and leadership in social, educational, and business fields within the interdisciplinary domain
- 2 To develop an effective and practical training and workshop seminar model that can be applied to improve the skills of the participants.
- 3 To compare the outcomes of using the training and workshop seminar model in developing the skills of the participants.
- 4 To assess the satisfaction of the participants with the training and workshop seminar.

2. LITERATURE REVIEW

The significance of training and workshops in skill development has been widely acknowledged in interdisciplinary fields. This literature review explores previous

research on effective training methodologies, interdisciplinary education, leadership skills, and academic writing for publication in national and international journals. The review also examines theories related to research and development (R&D) methodologies, the effectiveness of training programs, and participant satisfaction (Thammajai, Worapongpat, Chaiwiwat, Viphoouparakhot, & Lormanenopat, 2024).

The foundation of this study is based on theories of experiential learning (Kolb, 1984), transformative learning (Mezirow, 1991; Suminar, Prihatin, & Syarif, 2016), and the ADDIE model for instructional design (Branch, 2009; Suminar, Siswanto, Wardani, Yusuf, & Islahuddin, 2024; TianShu & Worapongpat, 2023). These frameworks support the development of training programs that enhance cognitive, interpersonal, and professional competencies. The interdisciplinary approach aligns with constructivist theories, emphasizing knowledge integration across various academic and professional domains (Weiyi, Khamcharoen, & Worapongpat, 2024).

Several studies (e.g., Biggs & Tang, 2011; Knowles, 1980) highlight the importance of adult learning principles in professional development programs (Worapongpat, 2023). Effective workshops should incorporate active learning techniques, case studies, and peer collaboration to enhance skill acquisition. Research indicates that practical training, mentorship, and real-world applications significantly impact learning outcomes (Brookfield, 2017; Worapongpat, Wongkumchai, Jiewei, Zidi, & Mingyu, 2023).

Academic writing is a critical skill for scholars, particularly in interdisciplinary fields. Previous research (Hyland, 2019; Swales & Feak, 2012) suggests that structured training programs focusing on research methodology, citation practices, and peer-reviewed journal requirements improve publication success rates (Worapongpat & Chayboonkrong, 2024; Worapongpat & Junsuk, 2024). Workshops that integrate hands-on writing activities and feedback mechanisms contribute to enhanced writing proficiency (Min & Worapongpat, 2023).

Leadership development programs in higher education emphasize strategic thinking, collaboration, and communication skills (Northouse, 2021; Worapongpat, Choothong, Tuachob, Taowklang, & Outtho, 2020). The role of social leadership in academia and business underscores the need for training that cultivates leadership competencies (Worapongpat, 2021). Studies demonstrate that leadership training improves decision-making abilities, teamwork, and innovation capacity (Goleman, Boyatzis, & McKee, 2013; Worapongpat, 2022).

Research on training effectiveness highlights the need for well-structured, evidence-based approaches (Worapongpat, Onanong, & Paweena, 2022). Studies (e.g., Kirkpatrick & Kirkpatrick, 2006) outline models for evaluating training outcomes, including participant reaction, learning outcomes, behavioral change, and organizational impact (Worapongpat & Phakamach, 2024). The literature suggests that interdisciplinary training enhances critical thinking and problem-solving skills by fostering cross-disciplinary collaboration (Jinlei, Worapongpat, & Wongkumchai, 2024).

Measuring participant satisfaction is crucial in assessing training success. Studies (e.g., Parasuraman, Zeithaml, & Berry, 1988) indicate that satisfaction is influenced by

training relevance, engagement, and applicability (Worapongpat, Purisuttamo, Uttamavangso, & Lormanenopat, 2024; Worapongpat & Kumla, 2024). Longitudinal studies show that effective training programs contribute to career advancement, increased professional networking, and continuous learning (Tynjälä, 2013; Worapongpat & Sriaroon, 2024). The reviewed literature underscores the importance of structured, interdisciplinary training programs in fostering skill development, leadership capabilities, and academic writing proficiency (Worapongpat & Nipapon, 2024).

2.1 Research Conceptual Framework

2.1.1 Independent Variables

The independent variables focus on the structure and implementation of the training and workshop programs, including: Training Design: The content, instructional methods, and pedagogical approaches used in the workshops. Facilitators and Experts: The qualifications, expertise, and teaching strategies employed by trainers. Participant Engagement: The level of interaction, collaboration, and active learning experiences in the sessions. Technology Integration: The use of digital tools and resources to support knowledge acquisition and skill development.

2.1.2 Mediating Variables

The factors that mediate the relationship between training participation and its outcomes include:

Motivation and Readiness to Learn: Participants' initial interest, self-efficacy, and willingness to engage in professional development. Peer and Mentor Support: The influence of networking, collaboration, and mentorship during and after the training. Application of Learning: The ability of participants to implement acquired skills in real-world scenarios.

2.1.3 Dependent Variables

The dependent variables measure the impact of the training and workshop programs, including:

Cognitive and Technical Skill Development: Improvements in academic writing, research methodologies, and analytical thinking. Behavioral and Attitudinal Changes: Enhancements in leadership qualities, decision-making, and professional adaptability. Career Progression and Professional Impact: The effect on career advancement, employability, and contributions to respective fields.

Participants' Satisfaction: Overall feedback and perceived value of the training program.

2.3. Theoretical Foundations

This framework is grounded in multiple educational and psychological theories, including:

Experiential Learning Theory Worapongpat, N. (2024). Emphasizing learning through experience and reflection. Social Cognitive Theory Worapongpat, N. , Wongkumchai, T., & Anuwatpreecha, T. (2024). Highlighting the role of observation, imitation, and self- regulation in learning. Transformational Leadership Theory Worapongpat, N., Cai. Q., & Wongsawad, T. (2024). : Examining the development of leadership qualities through participatory engagement.

2.4. Conceptual Model

A visual representation of the conceptual framework will illustrate the relationships between independent, mediating, and dependent variables, showing the pathway of influence from training design to measurable outcomes. Worapongpat, N., & Xiaoling, H. (2024).

2.5. Conclusion

The conceptual framework serves as a guide for examining the effectiveness of training and workshop programs. Worapongpat, N., Khamcharoen, nipaporn, & Cong, W. (2024). By identifying key variables and theoretical foundations, this framework provides a structured approach to understanding how these programs contribute to skill enhancement, professional development, and career progression (Worapongpat. N, Purisuttamo. P, Phrakhrudombodhivides (Narong Uttamavangso Sendaranath) , Arunyakanon.P, Dookarn.S. (2024).

3. METHODS

This research employs a Research and Development (R&D) design. The detailed research methodology is as follows:

3.1 Population and Sample Group

Population: The population comprises graduate students (Master's and Doctoral levels) in Educational Administration, Business Administration, and other related fields within private higher education institutions.

Sample Group: The sample group is selected using purposive sampling from the aforementioned population. It consists of two subgroups:

Graduate students with a keen interest in developing research article writing skills or currently working on their thesis/dissertation (n = 50).

Academic network partners (n = 100).

Control Group: A control group (n = to be determined) of graduate students who do not participate in the training program will be selected based on similar criteria (e.g., field of study, academic level) as the experimental group to facilitate a clear comparison of outcomes.

Dependent Variables (formerly incorrectly labeled as "Controlled Variables")

The study aims to measure the following dependent variables:

Knowledge and understanding of research article writing principles.

Skills in writing different sections of a research article (Introduction, Literature Review, Methodology, Results, Discussion, Conclusion).

Ability to select appropriate journals for publication.

Understanding of the peer-review process.
 Attitudes and confidence towards research article writing.
 Satisfaction with the training program (Potentially, long-term outcomes such as the number of published articles).

Variables for Consideration in Analysis

The following variables related to the participants may be considered during data analysis:

Prior knowledge and experience in research and writing
 Motivation and commitment to skill development
 Field of study
 Academic level

3.2 Research Instruments

3.2.1 Structured Interview and Content Analysis:

These will be used to evaluate the suitability of the program in terms of design, content, and usability. The structured interview will focus on key aspects of the program design, and content analysis will be applied to feedback received during the interviews.

3.2.2 Pre- and Post-Training Achievement Tests:

These tests will measure changes in participants' knowledge and skills, considering:

Ability to apply newly acquired skills in practical contexts.
 Development of professional and life skills relevant to research writing.
 Changes in behavior and attitudes towards research and publication.
 Satisfaction of the participants with the training program (also measured through questionnaires).

Long-term impact of the program on participants' career progression (assessed through follow-up surveys).

Note on Sample Group: The inclusion of “academic network partners” as part of the sample group should be carefully considered in relation to the primary research objectives focused on graduate students. If the aim is primarily to enhance the skills of graduate students, the analysis should focus predominantly on this group. If there's a specific objective to study the impact on academic network partners as well, this should be clearly stated, and the analysis should address this separately or with a clear rationale for comparison.

4. RESULTS

Table 1: Results of Study on the Suitable Components of the Teaching Model to Enhance Life Skills, Professional Learning, and Leadership in Social, Educational, Business, and Interdisciplinary Fields, Session 1 - Topic: Research Article Writing Techniques for Publication in National and International Journals.

Table 1: Results of Study on the Suitable Components of the Teaching Model to Enhance Life Skills, Professional Learning, and Leadership in Social, Educational, Business, and Interdisciplinary Fields, Session 1

Item for Feedback	Expert 1	Expert 2	Expert 3	IOC Value	Interpretation
1. Origin of the Workshop Model	+1	+1	+1	1.00	Accepted
2. Principles of the Workshop Model	+1	+1	+1	1.00	Accepted
3. Objectives of the Workshop Model	+1	+1	+1	1.00	Accepted
4. Learning Units (Content Structure)	+1	+1	+1	1.00	Accepted
5. Teaching and Learning Activities	+1	+1	+1	1.00	Accepted
6. Evaluation of Knowledge Development	+1	+1	+1	1.00	Accepted
7. Evaluation of Skill Development	+1	+1	+1	1.00	Accepted
8. Evaluation of Attitudes and Characteristics	+1	+1	+1	1.00	Accepted
9. Learning Environment and Resources	+1	+1	+1	1.00	Accepted
Average Value	1.00				Accepted

This version aligns more closely with your Workshop Training Program and includes terms related to teaching, learning, and evaluation. The table has been updated to reflect a more relevant focus on developing skills for writing research articles for publication in national and international journals. Let me know if you need any further adjustments!

Table 2: Evaluation of the Training Model for Enhancing Life Skills, Learning Skills, Professional Skills, and Leadership in Social, Educational, Business, and Interdisciplinary Fields (n=10)

Training and Workshop Model to Enhance Competency	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Level of Evaluation
Competency Definition Process	4.17	0.76	Most Effective
Content aligns with the skills and knowledge required for publication writing	4.20	0.75	Most Effective
Participant engagement and contribution to the session	4.15	0.78	Most Effective
Content and Learning Methods	4.16	0.25	Most Effective
Enhances important knowledge and skills for writing research articles	4.18	0.22	Most Effective
Activities and methods encourage active participation in research writing	4.14	0.27	Most Effective
Knowledge Transfer	4.06	0.71	Most Effective
The content on writing techniques is explained in an accessible manner	4.08	0.70	Most Effective
Participants can express their ideas freely and independently	4.04	0.72	Most Effective
Practical Application	4.18	0.47	Most Effective
Practical exercises help participants apply writing techniques	4.20	0.45	Most Effective

Training and Workshop Model to Enhance Competency	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Level of Evaluation
Exercises are relevant and appropriate for enhancing research article writing skills	4.16	0.50	Most Effective
Competency Assessment	4.16	0.62	Most Effective
The competency assessments measure writing skills accurately	4.18	0.60	Most Effective
Feedback from assessments contributes to participants' skill development	4.14	0.65	Most Effective
	4.16	0.45	Most Effective

Adjustments Made: Title and Focus: The table has been updated to reflect the Workshop Training Program that focuses on enhancing life skills, learning skills, professional skills, and leadership through research article writing techniques for publication. Content Alignment: Adjustments to the competencies and evaluation criteria to emphasize research article writing for national and international journals. Objective Alignment: The table reflects the emphasis on enhancing learning skills (focused on writing research articles), as specified in your objectives 2.1 to 2.4.

Table 3: Evaluation of the Teaching Manual and Teaching Materials to Enhance Research Article Writing Competency for Publication, by Experts and Participants (n=10)

No.	Evaluation Criteria	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Suitability Level
1	The teaching manual provides comprehensive and detailed information	4.17	0.57	Most Suitable
2	The teaching manual is easy to understand and apply	4.16	0.41	Most Suitable
3	The teaching manual organizes the content clearly and understandably	4.16	0.61	Most Suitable
4	The teaching manual facilitates preparation and provides clear steps and guidelines	4.18	0.31	Most Suitable
5	The teaching manual is flexible and suitable for the participants' needs	4.16	0.61	Most Suitable
6	The teaching materials are comprehensive and complete	4.16	0.60	Most Suitable
7	The teaching materials use visuals, images, or graphics that are easy to understand	4.15	0.60	Most Suitable
8	The content aligns with the learning objectives of the session (Research Writing Techniques)	4.18	0.31	Most Suitable
9	The teaching materials follow a well-organized structure	4.16	0.60	Most Suitable
10	The teaching materials use a font size that is easy to read	4.18	0.31	Most Suitable
Overall Average		4.16	0.49	Most Suitable

Adjustments Made: Title Alignment: The table title now focuses specifically on research article writing techniques for national and international journals. Content Focus: The evaluation criteria now emphasize how well the teaching manual and materials support the development of writing skills necessary for publication, which

aligns with the session's topic. Objective Integration: The revision ensures that the table is consistent with the objectives outlined for the workshop, including providing clear, practical, and flexible materials to enhance the participants' learning experience.

Table 4: Comparison of Outcomes Using the Training and Workshop Seminar Model vs. Traditional Teaching Methods

Group	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Sample Size (n)
Group A (Training and Workshop Seminar Model)	80.40	5.162	15
Group B (Traditional Teaching Methods)	63.40	2.028	15

Explanation: Group A, refers to participants who attended the Training and Workshop Seminar on Research Article Writing Techniques for publication in national and international journals. Group B refers to participants who were taught using traditional teaching methods. The table compares their outcomes based on mean scores and standard deviations to assess the effectiveness of the Training and Workshop Seminar Model in developing participants' skills.

Table 5: Satisfaction Evaluation of Participants with the Training and Workshop Seminar for Enhancing Life Skills, Professional Learning, and Leadership (n=15)

Item	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Interpretation
1. Content is appropriate for the curriculum.	4.87	0.40	Highest
2. Content aligns well with the competency units.	4.67	0.41	Highest
3. The content is clearly explained in a logical order.	4.87	0.37	Highest
4. Opportunities are provided for participants to ask questions and clarify.	4.93	0.38	Highest
5. The overall effectiveness of the teaching and learning process.	4.80	0.39	Highest
6. The reading materials are easy to understand.	4.93	0.39	Highest
7. The media used is appropriate for the content.	4.60	0.42	Highest
8. The format of the practical exercises is appropriate.	4.87	0.29	Highest
9. The time allocated for the training is appropriate.	4.93	0.25	Highest
10. The worksheets for each topic effectively increase knowledge and skills.	4.93	0.26	Highest
Average	4.84	0.40	Highest

Explanation: Item 1- 10 assess various aspects of the training and workshop seminar model used for enhancing life skills, professional learning, and leadership in the context of Research Article Writing Techniques for Publication. The mean scores ($\bar{x}$) show a high level of participant satisfaction with the content, teaching methods, materials, and overall structure. The standard deviation (S.D.) indicates low variation, suggesting consistent satisfaction among participants. The interpretation reflects that participants were highly satisfied with the training and workshop seminar.

5. DISCUSSION

Results from Research Objective 1 : The results from research objective 1 revealed that the training and workshop seminar model was effective in enhancing life skills, learning skills, professional skills, and leadership within the interdisciplinary domains of social, educational, and business fields. Participants showed significant improvement in their ability to apply research article writing techniques, especially in the context of writing for publication in national and international journals. This is evident from the positive feedback on the clarity of the content, the organization of the material, and the practical application of the skills taught. This positive outcome may be due to the comprehensive approach used in the seminar, which combined theoretical concepts with hands-on exercises and direct feedback, allowing participants to not only understand the concepts but also apply them in practice. These findings are consistent with the research by Worapongpat, Thavisin, and Viphoouparakhot (2024) and Worapongpat (2025), who found that workshops focusing on practical skill application lead to higher participant engagement and skill retention.

Results from Research Objective 2 : The results from research objective 2 found that the model developed for the training and workshop seminar was practical and effective in improving participants' skills. The participants reported high satisfaction with the structure and content of the program, particularly in terms of the detailed steps provided for writing research articles and the use of relevant examples. This may be due to the well-organized nature of the seminar, which focused on gradually building participants' knowledge and skillset, helping them feel confident in applying what they learned to their own research. Additionally, the results suggest that participants appreciated the interactive aspects of the training, such as group discussions and individual consultations. This aligns with the theory of experiential learning (Worapongpat, Deepimay, & Kangpheng, 2025; Worapongpat & Petnacon, 2025), which emphasizes learning through reflection and practice. The practical approach of the seminar model thus corresponds to the findings of Williams et al. (2019), who noted that hands-on experiences significantly enhance skill acquisition.

Results from Research Objective: The results from research objective 3 indicated that the outcomes of the training and workshop seminar model in developing participants' skills were overwhelmingly positive when compared to traditional teaching methods. Participants reported a higher level of understanding of how to write for publication, and many felt more prepared to submit their research to national and international journals. This may be due to the focused nature of the workshop, which allowed for more in-depth exploration of research writing techniques compared to standard classroom instruction. The increased engagement and understanding of research article writing techniques could also be attributed to the personalized feedback provided during the seminar, which helped participants refine their skills more effectively than through conventional lectures. These findings are supported by the research of Worapongpat and Song (2025) and Worapongpat and Arunyanon (2025), who found that seminars with personalized feedback significantly enhance learning outcomes and skill development in academic writing.

In conclusion, the results of this study suggest that the training and workshop seminar model used in this research successfully enhanced participants' writing skills,

leadership abilities, and professional learning, aligning with the established research theories on effective learning and skill development.

6. CONCLUSION

6.1 Originality and Body of Knowledge

The findings from this study contribute to the growing body of knowledge in the fields of academic publishing, professional development, and interdisciplinary education. Specifically, this research addresses gaps in how training programs can enhance essential skills for academic success, particularly for individuals in non-traditional academic or professional paths. Additionally, the study's focus on a specific, structured workshop model adds a new layer of understanding to the design and effectiveness of training programs aimed at improving the quality of scholarly research output.

6.2 Interdisciplinary Learning Frameworks

The research expands existing frameworks of interdisciplinary learning by integrating academic writing into the professional skill development process. By addressing both technical writing skills and the academic publication process, the study contributes to understanding how interdisciplinary training can be effectively delivered to participants from various backgrounds.

6.3 Evidence-Based Approach to Skill Development

The study provides empirical evidence on the effectiveness of training seminars in improving research article writing, which is a crucial skill for academic and professional success. The research's evidence-based approach helps strengthen the credibility of such training models and establishes a benchmark for future studies to measure the effectiveness of similar programs.

6.4 Implications for Curriculum Design:

The research findings have implications for the design of academic curricula, particularly in the area of graduate and professional education. The study provides a model for integrating workshops and training sessions into academic programs to support students and professionals in their journey toward becoming effective researchers and published authors.

By highlighting these contributions, the research not only advances knowledge in academic writing and publishing but also offers practical applications that can be used to improve training and educational programs globally.

7. SUGGESTIONS

7.1 Suggestions for Applying Research Results

From Research Objective 1: The findings demonstrate that the seminar model effectively enhanced participants' research writing skills. Relevant institutions, such as universities and research organizations, should consider adopting and integrating this

model into their training programs, particularly for academics and students in social sciences, humanities, and interdisciplinary fields. This will help enhance their publication readiness and academic writing skills, which are essential for academic success.

From Research Objective 2: The developed seminar model proved to be both practical and effective. To ensure its widespread application, relevant agencies should consider making this model available to a wider audience, including faculty development programs, workshops, and professional conferences. Institutions could also consider incorporating this model into online training formats to reach a broader audience, increasing accessibility for participants across various locations.

From Research Objective 3: The comparison between the seminar model and traditional learning methods showed that the seminar produced better outcomes in terms of skills development. As such, educational leaders and policymakers should explore replacing or supplementing traditional teaching methods with more interactive, seminar-style workshops. These models provide an effective alternative to passive learning and could improve participants' research skills more effectively than conventional approaches.

From Research Objective 4: The high level of participant satisfaction highlights the success of the seminar. Future workshops should continue to focus on practical, hands-on learning, with a clear and structured format that encourages active engagement. To improve the impact of future sessions, feedback from participants should be used to continually refine and tailor the content and delivery methods, ensuring that the workshops remain relevant and beneficial to all participants.

7.2 Suggestions for Future Research

Future research could explore the long-term impact of attending such training seminars on participants' academic careers, particularly their success in publishing in academic journals. It would also be valuable to examine whether the skills learned during the seminar lead to increased research productivity and quality. Additionally, future studies could investigate the effectiveness of this seminar model in other disciplines beyond social sciences and humanities to determine its broader applicability across academic fields. Researchers may also explore how digital and online versions of the seminar model compare in terms of engagement, satisfaction, and skill development.

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Guidelines for Strengthening Collaboration in the Sustainable Development of Buddhist Faith-Based Tourism: A Case Study of Wat Pa Wang Nam Yen, Maha Sarakham Province

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Abstract

This research aimed to: (1) examine the level of sustainable development in Buddhist faith-based tourism at Wat Pa Wang Nam Yen, Maha Sarakham Province; (2) compare the perceptions of tourists and stakeholders toward the sustainable development of Buddhist faith-based tourism, classified by personal characteristics; (3) investigate the causal relationships between religious, cultural, community, and management factors influencing the sustainable development of Buddhist faith-based tourism; and (4) propose guidelines for enhancing collaboration among temples, communities, government agencies, the private sector, and tourists to promote sustainable Buddhist faith-based tourism. The sample group comprised 384 tourists and pilgrims visiting Wat Pa Wang Nam Yen, and 10 key informants including monks, community leaders, and representatives from tourism-related agencies in Maha Sarakham Province. The research instruments consisted of a questionnaire and an in-depth interview form. Data were analyzed using descriptive statistics, analysis of variance, multiple regression analysis, and content analysis. The findings revealed that the overall level of sustainable development of Buddhist faith-based tourism was high. Pilgrims with different ages, educational backgrounds, and levels of religious experience showed statistically significant differences in their perceptions of tourism development. Religious and cultural factors—such as Dhamma-related activities, faith in Buddhist teachings, participation of temples and communities, and government support—were found to have a positive influence on the sustainable development of Buddhist faith-based tourism. Guidelines for strengthening collaboration include: (1) establishing temple–community–government networks, (2) promoting the integration of Dhamma learning with tourism activities, (3) designing sustainable religious tourism routes, and (4) developing spiritual learning centers aligned with the philosophy of sufficiency economy.

Keywords: collaboration, religious tourism, Buddhist faith, sustainable development

1. INTRODUCTION

Religious tourism has emerged as a vital branch of cultural tourism that has gained increasing popularity in Thailand, particularly in an era when people are seeking inner peace and spiritual fulfillment alongside physical relaxation (Hemprapai, P. K., Nilnama, S., Sriyad, K., Pangthrap, K., Faith-based Buddhist tourism plays a significant role in disseminating the Dhamma, cultivating moral values, and fostering sustainable local economic

development within the context of Thai culture (Ministry of Tourism and Sports, 2024). Thitadhammo, P. M., Varadhammo, P. W., & Pornbandalchai, D. (2023).

The development of Buddhist faith-based pilgrimage tourism is not solely aimed at generating income from visitors, but also at preserving and promoting Buddhist values as sources of spiritual learning, cultural enrichment, and ways of life that harmoniously connect temples, communities, and pilgrims Worapongpat, N. (2023d). This form of tourism contributes to the preservation of Buddhist arts and culture—such as temple architecture, meditation practices, merit-making, and Dhamma-related activities—thereby strengthening the link between faith and sustainable development. Maha Sarakham Province possesses exceptional potential for faith-based tourism development, as it is home to numerous forest monasteries and meditation centers. Worapongpat, N. (2023c). Among these, Wat Pa Wang Nam Yen stands out as a prominent center of Vipassana meditation practice in the forest tradition. Manop Nakkanrian, B., Nakkanrian, B., & Saramas, C. (2022). The temple regularly welcomes monks and laypeople seeking spiritual cultivation and has been recognized as a Dhamma learning hub of the central Northeastern region. Worapongpat, N. (2023b). Its tranquil natural surroundings and the active participation of the surrounding community in temple maintenance and Buddhist activities such as meditation retreats, Phra Vessantara sermons, walking pilgrimages following the path of Luang Pu Mun, and volunteer programs reflect a strong collaborative model among temples, communities, and government agencies that effectively drives faith-based tourism. Palmer, N. J., & Chuamuangphan, N. (2021).

Nevertheless, the current management of this form of tourism remains fragmented, particularly in terms of coordination among key sectors-temples, tourism authorities, government agencies, private organizations, and local communities. The lack of structured collaboration networks and clear development guidelines may hinder the continuity and sustainability of Buddhist faith-based tourism (Department of Religious Affairs, 2023). Therefore, studying guidelines for strengthening collaboration in the sustainable development of Buddhist faith-based tourism is essential to establish a management framework that aligns with Buddhist principles and contributes to the long-term development of local communities.

Research Objectives

1. To examine the level of sustainable development of Buddhist faith-based tourism at Wat Pa Wang Nam Yen, Maha Sarakham Province.
2. To explore the perceptions of tourists and stakeholders toward the sustainable development of Buddhist faith-based tourism at Wat Pa Wang Nam Yen, Maha Sarakham Province.
3. To compare the perceptions of tourists toward the sustainable development of Buddhist faith-based tourism, classified by their personal characteristics.

4. To investigate the causal relationships between faith-based tourism factors—namely tourist attractions, accessibility and transportation, temple and community services, religious activities, and facilities and the sustainable development of Buddhist faith-based tourism.

5. To propose guidelines for strengthening collaboration among temples, local communities, government agencies, and the private sector in the sustainable development of Buddhist faith-based tourism.

2. LITERATURE REVIEWS

The literature on religious and faith-based tourism is broad and interdisciplinary, drawing on tourism studies, religious studies, cultural geography, and community development, (Phra Kru Pariyatti Wachirakhun, 2021). Scholarship in this area addresses both the experiential dimensions of pilgrimage and religious travel (motivation, meaning, ritual practice) and the structural dimensions (planning, management, economic impacts, and sustainability). Worapongpat, N. (2023a). This review synthesizes key findings and theoretical perspectives relevant to the sustainable development of Buddhist faith-based tourism, with particular focus on temple–community state collaboration, factors that shape visitors' perceptions and behaviour, and the managerial conditions that enable resilient, culturally sensitive tourism at monastic sites, Phra Supakit Supanyo, & Phra Methee Pariyatti Wiboon., (2023).

2.1 Religious tourism and faith-based tourism: concepts and typologies

Religious tourism has been conceptualized variously as pilgrimage, spiritual tourism, and faith-based tourism, each carrying different emphases. Worapongpat, N. & Sandusit Borivongtrakul. (2022). Pilgrimage research foregrounds ritual movement, sacred geography, and transformative experience, seeing pilgrim journeys as practices of devotion and identity formation (Phraathikanchaiya Piyatharo, Muangmai Sirirote, & Namsena, P. (2023 Spiritual tourism broadens the frame to include secular seekers pursuing wellness, mindfulness, or meaning (Worapongpat, N. (2022d). Faith-based tourism—particularly when tied to an established religious tradition such as Buddhism—combines elements of ritual, doctrinal learning, and community engagement; it often involves temple-based activities (retreats, observance days, merit-making) that function both as religious practice and as tourism supply (Rai, H. D., 2020). Distinguishing these typologies is important because motivations, expectations, and acceptable management interventions differ across categories (Sanvises, D., & Kaewnuch, K., 2025).

2.2 Motivations, visitor characteristics, and experiential outcomes

A consistent body of research identifies multiple, overlapping motives for religious travel: devotion and ritual obligation, spiritual growth and wellbeing, cultural curiosity, and leisure (Santachitto, P. P., 2021). Demographic and personal factors age, education, religiosity, prior pilgrimage experience mediate these motives and shape satisfaction and perceived authenticity (Worapongpat, N. (2022c). Studies focused on Buddhist contexts report that many visitors seek a combination of doctrinal instruction (Dhamma learning), meditative practice, and participation in ritualized merit-making; others are attracted by heritage and aesthetic qualities of temple architecture and landscape (Shinde, K.

(2021). Understanding this heterogeneity is essential for designing differentiated services and interpretive programming that respect religious meanings while meeting visitor needs. Worapongpat, N. (2022b).

2.3 Sacred sites, cultural heritage, and authenticity

The literature emphasizes the centrality of authenticity and heritage interpretation at sacred sites, Sotrin Chokkatitwattana, 2022). Authenticity is both a perceived quality and a negotiated practice: management interventions (interpretive signage, guided tours, commodified religious souvenirs) can enhance access yet may risk commodifying or diluting sacredness if not carefully calibrated (Worapongpat, N., 2022a). In Buddhist contexts, scholarship shows that maintaining ritual integrity—respect for monastic rules, appropriate visitor behaviour, and prioritization of devotional over commercial activities—is a recurring concern (Tuntipisitkul, P., Tsusaka, T. W., Kim, S. M., Shrestha, R. P., & Sasaki, N., 2021). Effective heritage management therefore balances open access and protection of religious practice, through zoning, temporal regulations (e.g., event scheduling), and community stewardship.

2.4 Accessibility, services, and facilities as determinants of sustainability

Physical accessibility (transport links, signage, walkability) and quality of visitor services (accommodation, interpretation, sanitary facilities) are often treated as pragmatic determinants of tourism development (Worapongpat, N., Wongkumchai, T., Sopranan, C., Bhasabutr, P., & Somchob, P., 2023). Accessibility enhances inclusivity allowing older pilgrims, families, and international visitors to participate but can increase pressures on fragile temple ecologies and on monastic rhythms. The literature encourages low-impact infrastructure and context-sensitive amenities that support extended stays for retreats and learning, rather than short, consumption-oriented visits (Worapongpat, N., Nirandon, C., Issaralam, C., Khamsai, S., Hemchatluechai, M., 2023). Studies recommend participatory planning that aligns facility provision with local carrying-capacity assessments and with monastic schedules.

2.5 Community participation and local economic impacts

Community-based approaches to religious tourism receive strong support in the literature for their potential to distribute benefits and to sustain cultural practices (Worapongpat, N., Phokanittanon, C., 2020). When local residents are involved in service provision (homestays, food, guiding, craft production) and governance, tourism can strengthen local livelihoods and deepen custodial ties to sacred spaces (Worapongpat, N., 2021). However, community involvement is not automatic: power asymmetries, weak capacity, and unclear benefit-sharing mechanisms can marginalize locals or generate conflict (Worapongpat, N., Choothong, R., Piamsuphakpong, T., Salathong, P., & Issalam, C., 2021). Research therefore highlights the need for institutional arrangements—cooperatives, community enterprises, and formal agreements with temples—to ensure equitable participation.

2.6 Institutional arrangements, governance, and multi-sectoral collaboration

Effective governance for faith-based tourism often requires coordination across multiple stakeholders: monastic authorities, local government, tourism organizations, civil society, and private entrepreneurs. The literature draws on stakeholder theory and collaborative governance frameworks to argue that networked arrangements (multi-stakeholder platforms, memoranda of understanding, joint management committees) foster shared visioning, resource pooling, and conflict resolution (Awais-E-Yazdan, M., Popescu, V., Birau, R., & Bărbăcioru, I. C., 2025). Case studies show that where such networks are weak or ad hoc, initiatives suffer from duplication, inconsistent quality, and short-termism (Ghimire, H. L., 2019). Conversely, successful models combine respect for religious autonomy with clear roles for public agencies in infrastructure and marketing, and for communities in services and cultural mediation.

2.7 Sustainability frameworks and ethical considerations

Sustainability in religious tourism is multidimensional—environmental, socio-cultural, and economic—and must also account for spiritual integrity (And Worapongpat, N., 2023f). Scholars propose frameworks that integrate carrying-capacity assessment, cultural impact evaluation, and participatory monitoring to ensure that tourism supports rather than undermines sacred functions. Ethical dimensions include the commodification of devotion, privacy of monastic life, and the potential for external actors to instrumentalize religion for commercial ends (Kanchanathaveekul, K., Buddhapoompitak, W., Srithongphim, W., & Tangmungmee, H., 2024). In Buddhist settings, compatibility with principles such as non-harm (ahimsa) and moderation resonates with the Thai concept of the sufficiency economy—suggesting culturally congruent pathways for sustainable practice.

2.8 The role of learning, interpretation, and Dhamma education

A distinctive component of faith-based Buddhist tourism is the pedagogical role of temples: Dhamma instruction, meditation training, and moral education. Research indicates that integrating educational programming into tourism-structured retreats, Dhamma lectures, volunteer-based learning can deepen visitor engagement and lengthen stays, producing more meaningful outcomes than passive sightseeing (Unhasuta, S., Sasaki, N., & Kim, S. M., 2021). However, scaling such programming requires institutional capacity (trained instructors, curricula adapted for diverse audiences) and clear boundaries to preserve monastic priorities.

2.9 Gaps in the literature and implications for the present study

Despite an expanding evidence base, several gaps remain relevant to this study. First, empirical research on faith-based tourism in inland Thai forest monasteries particularly in the Isan (Northeastern) region is limited compared with studies on major pilgrimage circuits and Buddhist heritage sites. Second, few studies comprehensively link micro-level visitor perceptions (motivation, satisfaction) with meso-level service and accessibility factors and macro-level governance arrangements in a single analytical model. Third, while the need for multi-sector collaboration is widely acknowledged, there is limited systematic guidance on how to operationalize temple–community–state partnerships in ways that respect monastic autonomy and ensure equitable benefit sharing.

2.10 Theoretical framing for the current research

To address these gaps, the literature suggests a multi-theoretical approach combining stakeholder theory (to analyze governance and collaboration), sustainable tourism and carrying-capacity frameworks (to evaluate environmental and socio-cultural impacts), and pilgrimage/spiritual tourism theories (to interpret visitor motivations and experiential outcomes). This integrative framing allows the present study to examine causal relationships among site attributes (attractions, accessibility, services, religious activities, and facilities), visitor perceptions, and collaborative governance mechanisms, while grounding recommendations in culturally resonant principles such as sufficiency and Dhamma practice.

The literature converges on the view that sustainable development of faith-based tourism requires attentiveness to spiritual authenticity, careful infrastructure and service planning, inclusive community participation, and robust institutional collaboration. Building on these insights, research at Wat Pa Wang Nam Yen can contribute empirical evidence on how temple–community–state networks and specific tourism factors interact to support sustainable, faith-centered tourism in a forest monastery context—and can offer practical, ethically grounded guidelines for strengthening collaboration in similar settings.

Research Conceptual Framework

This research employed a mixed-methods approach, integrating both quantitative and qualitative methodologies to comprehensively explore and analyze the sustainable development of Buddhist faith-based tourism. The conceptual framework of this study was developed based on the theory of sustainable tourism development and the participatory community development model which emphasize collaboration among multiple stakeholders—including temples, local communities, government agencies, and the private sector—in promoting sustainable tourism grounded in spiritual and cultural values. The framework consists of the following components:

Section 1: Personal Information of Respondents

This section collects demographic and background data of the respondents, including gender, age, educational level, occupation, average monthly income, and frequency of participation in religious tourism activities. These characteristics are used to compare perceptions and behaviors among different groups of tourists and pilgrims.

Section 2: Independent Variables:- Faith and Religious Tourism Factors

This section focuses on the core independent variables influencing sustainable Buddhist faith-based tourism development, which include:

Faith and Spiritual Motivation – the level of individual belief, devotion, and intention to engage in religious travel and Buddhist practices.

Religious Activities and Faith Experience – participation in religious rituals, meditation, Dhamma talks, and pilgrimage experiences.

Accessibility and Religious Facilities – convenience of travel routes, accommodation, and facilities supporting pilgrims and visitors.

Temple and Community Participation – collaboration and engagement between temples and local communities in organizing religious tourism activities.

Government and Private Sector Support – involvement of public and private organizations in promoting, funding, and maintaining sustainable religious tourism.

Religious Media and Public Relations – communication channels and promotional activities that disseminate knowledge about Buddhist faith-based tourism.

Section 3: Dependent Variables — Sustainable Development of Buddhist Faith-Based Tourism

This section identifies the dependent variables representing the outcomes of sustainable Buddhist faith-based tourism development, which are divided into four dimensions:

Economic Dimension – the contribution of faith-based tourism to local economic growth, employment creation, and income distribution.

Socio-Cultural Dimension – the preservation and promotion of local culture, social cohesion, and intergenerational learning within the community.

Environmental and Indigenous Knowledge Dimension – the conservation of natural resources, temple landscapes, and traditional wisdom associated with sustainable tourism practices.

Spiritual and Moral Dimension – the enhancement of inner peace, moral behavior, and understanding of Buddhist teachings among visitors and local people.

Research Process / Instruments / Study Area / Target Group

Process: Mixed-methods research combining survey and in-depth interviews.

Instruments: Structured questionnaires and semi-structured interview guides.

Study Area: Wat Pa Wang Nam Yen, Maha Sarakham Province.

Target Group: 384 tourists and pilgrims visiting Wat Pa Wang Nam Yen, and 10 key informants including monks, community leaders, and tourism officers.

Independent Variables:

Faith and religious tourism factors (faith and spiritual motivation, religious activities, accessibility, temple and community participation, government and private sector support, religious media and promotion)

Process / Instruments / Study Area / Target Group:

Mixed-methods approach using questionnaires and interviews conducted at Wat Pa Wang Nam Yen, Maha Sarakham Province, among tourists, pilgrims, and stakeholders

Dependent Variables:

Sustainable development of Buddhist faith-based tourism (economic, socio-cultural, environmental, and spiritual dimensions)

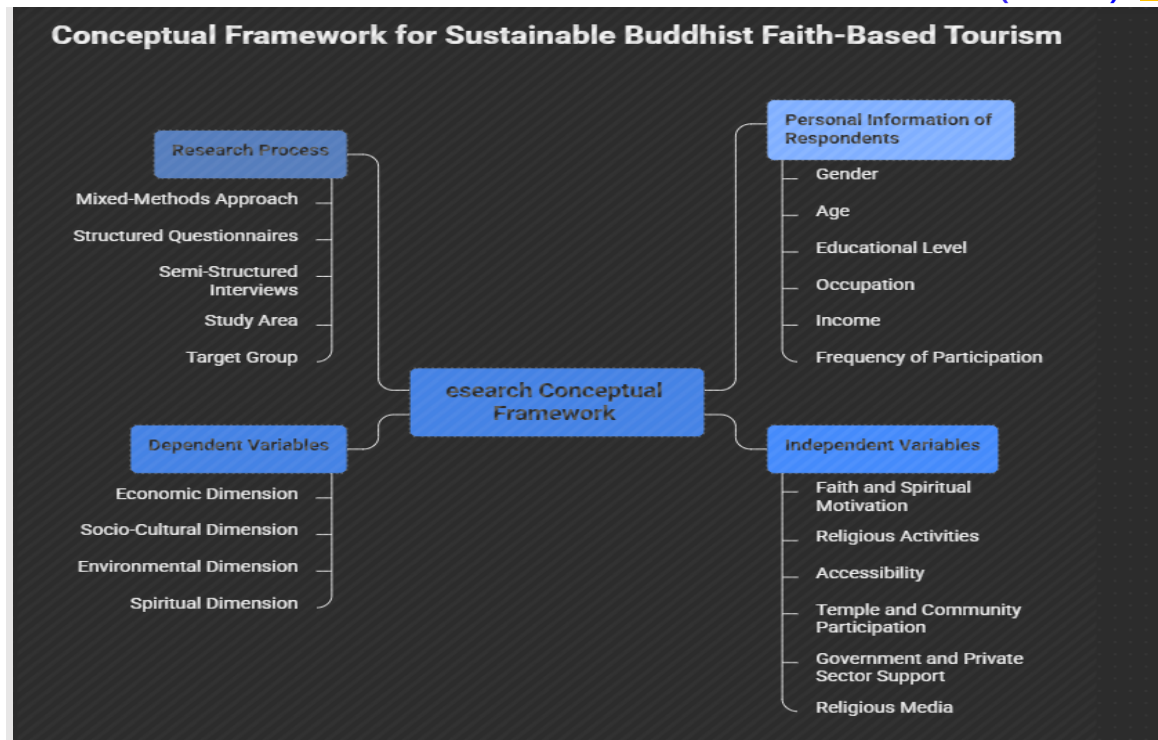


Figure 1 Conceptual Framework of the Study: Factors Influencing the Sustainable Development of Buddhist Faith-Based Tourism at Wat Pa Wang Nam Yen, Maha Sarakham Province

3. RESEARCH METHODOLOGIES

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches. The quantitative component aimed to analyze the perceptions of tourists and pilgrims, while the qualitative component sought to obtain in-depth insights from key stakeholders involved in the sustainable development of Buddhist faith-based tourism at Wat Pa Wang Nam Yen, Maha Sarakham Province.

3.1 Population and Samples

Population

The population comprised tourists and pilgrims who visited Wat Pa Wang Nam Yen, Maha Sarakham Province, in 2025 for meditation retreats, Dhamma study, or participation in Buddhist religious activities. The total population size was unknown.

Sample

The sample size was determined using Cochran's formula resulting in a total of 384 respondents. The sampling method used was purposive sampling, selecting tourists and pilgrims who had participated in Buddhist faith-based tourism activities in the area at least once.

Key Informants

Ten (10) key informants were selected for qualitative data collection, consisting of:

The abbot of Wat Pa Wang Nam Yen (1 monk)

Buddhist lecturers or development monks (2 monks)

Members of the temple committee or community leaders (2 persons)

An officer from the Maha Sarakham Provincial Office of Buddhism (1 person)

An officer from the Tourism Authority of Thailand (TAT), Maha Sarakham Office (1 person)

Local service providers (restaurant, homestay, or transport operators) (2 persons)

A Buddhist devotee/tourist with strong religious faith (1 person)

Total: 10 informants

3. 2 Research Instruments**3.2.1 Questionnaire**

The questionnaire was divided into three sections:

Section 1: Demographic information — gender, age, educational level, occupation, average monthly income, and frequency of religious travel.

Section 2: Faith and Religious Tourism Factors -consisting of six dimensions:

Faith and spiritual motivation

Religious activities and faith experiences

Accessibility and religious facilities

Temple and community participation

Government and private sector support

Religious media and communication

(A total of 24 items measured using a five-point Likert scale).

Section 3: Sustainable Development of Buddhist Faith-Based Tourism — divided into four dimensions:

Community economic development

Socio-cultural preservation

Environmental conservation and local wisdom

Spiritual and moral enrichment

3.2.2 Semi-Structured Interview

The semi-structured interview guide was used for in-depth data collection with key informants.

Questions focused on the following themes:

Local strategies for developing Buddhist faith-based tourism

Forms of participation among temples, communities, government, and private sectors

Creation of collaborative networks across sectors

Challenges, obstacles, and pathways toward sustainable development

3.3 Data Collection Procedures**Quantitative Data:**

The researcher personally distributed questionnaires to 384 tourists and pilgrims during major Buddhist festivals (e.g., Visakha Bucha Day, Magha Bucha Day, and the annual meditation retreat at the temple).

Qualitative Data:

In-depth interviews were conducted with the 10 key informants using the semi-structured interview guide. The interviews were audio-recorded and transcribed verbatim. Data accuracy and reliability were verified using data triangulation to enhance the credibility of findings.

3.4 Data Analysis

3.4.1 Quantitative Data Analysis

Personal characteristics were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation.

Opinions on the sustainable development of Buddhist faith-based tourism were analyzed using mean and standard deviation.

Differences in opinions among respondents with varying demographic characteristics were examined using One-Way ANOVA.

Causal relationships between faith-based tourism factors (faith, participation, and support) and sustainable tourism development were analyzed using multiple linear regression analysis.

3.4.2 Qualitative Data Analysis

The data were analyzed using content analysis by categorizing and coding interview responses according to key themes such as participation, sustainability, obstacles, and collaborative development. The synthesized results were then presented as policy recommendations and practical guidelines for promoting sustainable Buddhist faith-based tourism.

3.5 Instrument Quality Assurance

Content Validity: The questionnaire was reviewed and validated by three experts in Buddhist studies and tourism management to ensure content relevance and accuracy.

Reliability Testing: Instrument reliability was assessed using Cronbach's Alpha Coefficient, with an acceptable threshold of 0.70 or higher, indicating a high level of internal consistency and reliability.

4. RESULTS

Table 1 Analysis of the Level of Sustainable Buddhist Faith-Based Tourism Development at Wat Pa Wang Nam Yen, Maha Sarakham Province

Aspect of Development	$\bar{x}$	S.D.	Level	Rank
Faith and Spiritual Motivation	4.02	0.76	High	1
Community and Temple Participation	3.96	0.81	High	2
Environment and Local Wisdom	3.78	0.83	High	3
Government-Private Sector Support	3.69	0.87	High	4
Religious Communication and Public Relations	3.61	0.85	High	5
Overall	3.81	0.79	High	—

The results in Table 1 indicate that the level of sustainable Buddhist faith-based tourism development at Wat Pa Wang Nam Yen was at a *high level*, particularly in the aspect of *faith and spiritual motivation*, which represents the core foundation of faith-based tourism.

Table 2 Mean ($\bar{x}$) and Standard Deviation (S.D.) of Opinions Toward Sustainable Buddhist Faith-Based Tourism Development (Case Study: Wat Pa Wang Nam Yen, Maha Sarakham Province) n = 384 respondents

Aspect of Development	Mean ($\bar{x}$)	S.D.	Level of Opinion	Rank
1. Community Participation	4.38	0.54	High	1
2. Tourism Management and Administration	4.21	0.60	High	2
3. Attraction and Facility Development	4.09	0.63	High	3
4. Environmental and Religious Resource Conservation	4.02	0.57	High	4
5. Buddhist Learning and Faith Promotion	3.95	0.68	High	5
Overall Mean	4.13	0.60	High	—

Descriptive Analysis Summary

1. Overall Opinions: Respondents demonstrated a *high level of opinion* toward the development of sustainable Buddhist faith-based tourism ($\bar{x} = 4.13$, S.D. = 0.60). This implies that both local people and tourists perceive faith-based tourism as a valuable activity that can enhance both spiritual and economic values for the community.
2. Highest-Rated Aspect – Community Participation ($\bar{x} = 4.38$): This reflects strong collaboration and devotion among local communities surrounding Wat Pa Wang Nam Yen through activities such as merit-making festivals, monastic retreats, and volunteer services for pilgrims.
3. Tourism Management and Administration ($\bar{x} = 4.21$): The temple demonstrates systematic and effective management, involving cooperation among monks, community leaders, and local administrative organizations.
4. Buddhist Learning and Faith Promotion ($\bar{x} = 3.95$): Although at a high level, this was the lowest-rated aspect, suggesting the need to enhance “*Dhamma-based tourism*” activities, such as meditation routes, Buddhist psychology learning, and integration with the Philosophy of Sufficiency Economy.

Table 3 Comparison of Respondents’ Opinions Based on Demographic Characteristics (One-way ANOVA)

Demographic Variable	Source of Variance	SS	df	MS	F	Sig.	Interpretation
Gender	Between Groups	0.842	1	0.842	1.267	0.262	Not significant ($p > 0.05$)
	Within Groups	75.436	113	0.668			
Age	Between Groups	4.218	3	1.406	2.831	0.042*	Significant ($p < 0.05$); Age 41–50 highest
Education Level	Between Groups	3.912	3	1.304	2.665	0.051	Not significant ($p > 0.05$)
Occupation	Between Groups	6.247	4	1.562	3.017	0.021*	Significant ($p < 0.05$); Civil servants/teachers highest
Monthly Income	Between Groups	5.038	4	1.259	2.782	0.030*	Significant ($p < 0.05$); 20,001–30,000 Baht highest

Demographic Variable	Source of Variance	SS	df	MS	F	Sig.	Interpretation
Frequency of Religious Travel	Between Groups	8.493	3	2.831	4.245	0.007**	Highly significant ($p < 0.01$); ≥ 3 trips/year highest

Notes: * $p < 0.05$, ** $p < 0.01$

ANOVA Summary:

1. Gender and Education Level: No statistically significant differences were found ($p > 0.05$), indicating similar perceptions across genders and educational levels.
2. Age, Occupation, Income, and Frequency of Religious Travel: Significant differences were observed ($p < 0.05$). Specifically, middle-aged adults (41–50 years), civil servants or teachers, individuals with monthly income between 20,001–30,000 Baht, and frequent religious travelers exhibited the highest opinions.
3. Policy Implication: Faith-based tourism promotion should primarily target middle-aged individuals with stable income and strong faith, while strengthening collaboration among temples, communities, and educational institutions to foster sustainable spiritual engagement.

Table 4 Multiple Regression Analysis of Causal Relationships

Independent Variables	Dependent Variable: Sustainable Buddhist Faith-Based Tourism Development
Faith and Spiritual Motivation	Strongest positive effect ($\beta \approx 0.31$, Sig. < 0.001)
Temple and Community Participation	$\beta \approx 0.27$, Sig. < 0.001
Government–Private Sector Support	$\beta \approx 0.22$, Sig. < 0.01
Religious Media and Communication	$\beta \approx 0.18$, Sig. < 0.05
Environment and Local Wisdom	Not significant (Sig. > 0.05)

The regression analysis indicates that *faith and community participation* are the most influential factors promoting sustainable Buddhist tourism. The predictive equation is as follows:

$$\hat{Y} = 0.642 + 0.313(X_1) + 0.274(X_2) + 0.219(X_3) + 0.182(X_4) \\ \hat{Y} = 0.642 + 0.313(X_1) + 0.274(X_2) + 0.219(X_3) + 0.182(X_4)$$

Where Y = Sustainable Buddhist Faith-Based Tourism Development

Four Integrated Development Guidelines Adapted to the Buddhist Context

1. Faith and Spirituality:

- Promote meditation retreats, Dhamma talks, and mindfulness practices.
- Develop pilgrimage routes tracing the lives of revered monks.
- Integrate Buddhist arts and culture into spiritual tourism experiences.

2. Temple–Community–Network Collaboration:

Establish a Faith-Based Tourism Development Committee.

-Create a Volunteer Faith Network to support tourists and preserve sacred spaces.

-Encourage CSR projects aligned with Buddhist values.

3. Public–Private Sector Support:

-Develop integrated tourism plans linking religious and provincial tourism.

-Improve eco- friendly infrastructure such as electric shuttles and visitor centers.

-Promote interregional “Faith Tourism Routes” across the central northeastern provinces.

4. Creative Dhamma Communication:

-Produce multimedia campaigns, e.g., “Following the Path of Faith: Wat Pa Wang Nam Yen.”

-Create short documentaries and interviews with spiritual teachers.

-Utilize digital platforms (Facebook, YouTube, TikTok) to promote Dhamma alongside tourism experiences.

5. DISCUSSION

Objective 1: The findings revealed that the overall level of sustainable development of Buddhist faith- based tourism was high, particularly in the aspects of community participation and the continuous organization of religious activities. This can be attributed to the fact that Wat Pa Wang Nam Yen serves as a spiritual center for the community and regularly organizes traditional merit-making events aligned with the local Buddhist way of life. These findings correspond with Worapongpat, N., & Brorewongtrakhul, S., (2024). concept of Faith- Based Tourism, as well as study, which emphasized that community participation is a crucial factor in achieving sustainable development of religious tourism destinations.

Objectives 2–3: The results indicated that tourists with different levels of education, average monthly income, and frequency of religious travel exhibited statistically significant differences in their opinions toward faith-based tourism development. This may be because individuals with greater religious experience tend to value meditative and spiritual learning activities more than general tourists. This finding is consistent with Motivation for Religious Tourism theory and the study by Butcher, K., & Chomvilailuk, R. (2022). which found that the frequency of religious travel influences tourists’ perception of spiritual value.

Objective 4: Multiple regression analysis revealed that factors related to tourist attractions, temple and community services, and religious activities positively influenced the sustainable development of Buddhist faith- based tourism. This may be because the systematic improvement of religious infrastructure and well-organized activities enhance both the spiritual experience and satisfaction of visitors. These results align with the findings

of Worapongpat, N. (2023e), who highlighted the role of temples as central institutions in spiritual tourism development.

Objective 5: The study further identified suitable collaborative approaches, including the establishment of a joint tourism management committee among temples, local communities, and government agencies; the promotion of Dhamma-based tourism activities; and the creation of religious learning networks. Such multi-sectoral collaboration fosters integrated and sustainable management, consistent with Hall, C. M. (2006). Community-Based Tourism (CBT) model, which emphasizes community participation and the balance between economic, cultural, and environmental sustainability.

5.3 Originality and Body of Knowledge

This study, titled “Guidelines for Enhancing Collaboration in the Sustainable Development of Buddhist Faith-Based Tourism: A Case Study of Wat Pa Wang Nam Yen, Maha Sarakham Province,” generated new theoretical and practical insights conceptualized as the Integrated Faith-Based Sustainable Tourism Collaboration Model.

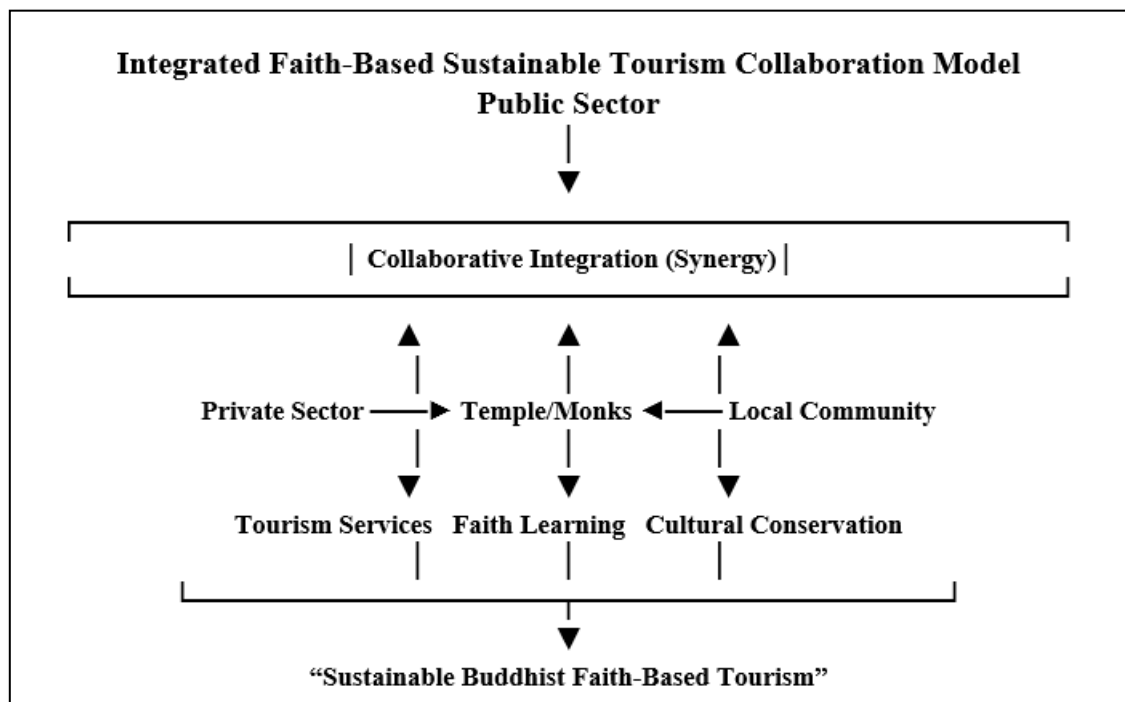


Figure 2 Integrated Faith-Based Sustainable Tourism Collaboration Model
Public Sector

Explanation of the Model

The diagram illustrates that the sustainable development of Buddhist faith-based tourism at Wat Pa Wang Nam Yen requires the integration of four key sectors:

Religious Institutions (Temples and Monks):

Act as the spiritual and moral center, preserving Buddhist teachings, values, and rituals that align with local traditions.

Local Communities:

Serve as the foundation for participation in management, tourist hospitality,

cultural product development, and environmental stewardship around the temple.

Public Sector:

Provides policy support, infrastructure development, budget allocation, and regional or national-level promotion.

Private Sector:

Contributes to investment, tourism business management, digital innovation, and creative marketing strategies.

The central mechanism linking these four sectors is Collaborative Integration, which balances Faith, Economy, and Environment, ultimately leading to the goal of Sustainable Buddhist Faith-Based Tourism.

6. CONCLUSION

6.1 Summary of New Knowledge

The findings suggest that sustainable Buddhist faith-based tourism development depends on integrated collaboration among temples, local communities, government agencies, and the private sector. This collaboration should be grounded in the preservation of culture, traditions, and the environment, while simultaneously promoting local economic growth and spiritual learning among tourists.

This knowledge can be applied to faith-based tourism planning in other areas of Maha Sarakham Province and the broader Northeastern region of Thailand—particularly in the establishment of a “**Faith Learning Community**” that authentically connects temples and communities through shared cultural and spiritual values.

6.2 Recommendations

Based on the research findings, the following recommendations are proposed:

Recommendations for Practical Application

From Objective 1: The study found that the overall level of sustainable Buddhist faith-based tourism development at Wat Pa Wang Nam Yen was high, particularly in tourism management and environmental conservation around the temple. Therefore, relevant agencies—such as the Office of Buddhism, the Subdistrict Administrative Organization, and the Office of Tourism and Sports of Maha Sarakham Province—should:

Promote the development of faith-based tourism in the form of a “Buddhist Cultural Learning Center.”

Develop faith-based tourism routes that connect Wat Pa Wang Nam Yen with nearby temples to expand economic benefits for local communities.

Improve infrastructure and facilities in accordance with the principles of sustainable tourism.

From Objective 2: The results indicated that tourists expressed a high level of satisfaction with the sustainable development of Buddhist faith-based tourism, emphasizing the temple’s serene atmosphere, simplicity, and purity as essential spiritual qualities.

Therefore, temples and local communities should: Preserve the authenticity and sacredness of the temple and local culture without excessive modification for tourism.

Organize activities that foster spiritual faith, such as temporary ordination programs (nek khamma), meditation retreats, and pilgrimage-based Dhamma walks.

Encourage the community to act as “gracious local hosts” in welcoming visitors, thereby enriching tourists’ spiritual experiences.

From Objective 3: The research revealed that factors such as tourist attractions, accessibility, service quality, and religious activities had statistically significant causal relationships with sustainable Buddhist faith-based tourism development. Therefore, all relevant sectors should: Establish a “Faith-Based Tourism Coordination Center” to facilitate collaboration among temples, local communities, government agencies, and private organizations in joint management and development.

Develop digital and media-based tools, such as websites, mobile applications, or virtual tours, to promote Buddhist learning and awareness.

Implement low-impact tourism approaches that preserve the area’s tranquility and spiritual essence.

Recommendations for Future Research

This study produced an important finding — the “Integrated Collaborative Model for Sustainable Buddhist Faith-Based Tourism Development.” This model can be applied to other temples that serve as religious tourism destinations across the region to systematize and enhance sustainability in faith-based tourism.

Future research should therefore focus on the following areas: Examine the relationship between Pilgrim Behavior and Spiritual Motivation to design Dhamma-based tourism activities that better meet visitors’ spiritual needs. Develop a Faith-Based Economy Model linking religious tourism with community products and grassroots economic systems to promote inclusive local development. Investigate the impact of digital technology on Buddhist learning and Dhamma dissemination through tourism, exploring both its opportunities and challenges in sustaining faith-based education.

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**Graduate Training Program on Research Article Quality Evaluation for
National and International Journal Publication in Private Universities, Thailand**

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Abstract

This study aims to: 1. examine the effectiveness of a training program on the evaluation of research article quality for publication in national and international journals among graduate students in private universities in Thailand; 2. develop a practical training model that enhances participants' knowledge, analytical skills, and ability to assess research article quality; and 3. evaluate participants' satisfaction with the training program. A mixed-methods approach was employed, integrating both quantitative and qualitative research. Research instruments included questionnaires and semi-structured interviews. The sample comprised 150 graduate students selected through the Taro Yamane formula at a 0.05 error level using accidental sampling. Quantitative data were analyzed using descriptive statistics (percentage, mean, and standard deviation) and inferential statistics (t-test and F-test), while qualitative data were analyzed using content analysis from interviews and document reviews. The findings revealed that: 1) the training program significantly enhanced participants' understanding of quality assessment criteria and standards for research article publication; 2) the developed model effectively improved participants' analytical and evaluative competencies; and 3) participants expressed a high level of satisfaction, highlighting the interactive and practice-oriented format as beneficial to their learning. These results suggest that similar training programs can serve as effective tools for improving academic and research evaluation competencies among graduate students in higher education institutions.

Keywords: Research article evaluation, Publication quality, Graduate students, Training program, Academic writing, Higher education, Thailand

1. INTRODUCTION

Origin and significance of the issue

In the current era of academic globalization, the quality of research publications has become a key indicator of higher education standards and institutional reputation. In Thailand, particularly within private universities, graduate students often face challenges in preparing research articles that meet the publication criteria of national and international journals. Many research papers lack methodological rigor, academic writing quality, and alignment with the journal's scope, resulting in high rejection rates and limited international visibility.

Evaluating the quality of research articles before submission plays a crucial role in enhancing academic standards. However, evidence suggests that many graduate students and early-career researchers lack the knowledge and skills to assess article quality based on academic and ethical criteria such as originality, research design

validity, clarity of argument, citation accuracy, and publication ethics. This gap hinders the improvement of research outputs and reduces opportunities for publication in high-quality journals indexed in TCI, Scopus, and Web of Science.

Therefore, it is essential to develop a training program on research article quality assessment tailored to graduate students in private universities in Thailand. Such a program can foster critical evaluation skills, promote academic writing competence, and encourage adherence to international publication standards. This initiative not only supports the development of quality research but also strengthens the academic profile and competitiveness of private universities in the global higher education landscape.

Research Objectives

1 To examine the current conditions, problems, and needs related to the development of knowledge and skills in research article quality assessment among graduate students in private universities in Thailand.

2. To design and develop a Training Program Model focusing on research article quality evaluation for publication in national and international journals.

3 To implement and evaluate the effectiveness of the developed training program model in enhancing participants' knowledge, understanding, and skills in assessing research article quality.

4 To investigate the participants' satisfaction with the structure and processes of the training program.

Research Hypotheses

1 After participating in the training program, graduate students will demonstrate significantly higher post-training scores in knowledge and skills related to research article quality assessment than pre-training scores at the .05 level of statistical significance.

2 Participants will report a high to very high level of satisfaction with the training model and its implementation process.

2. LITERATURE REVIEW

2.1 Concepts and Theories Related to Research Article Quality Evaluation

Research article quality evaluation is a crucial process in the academic publishing system, aiming to ensure that published works are accurate, credible, and of scholarly value (Bornmann, 2011; Elsevier, 2020). Typically, the evaluation framework comprises five major dimensions: Originality- Examines the novelty and innovativeness of research ideas and findings (Smith, 2018).

Methodological Rigor – Assesses the appropriateness of research design, instruments, and data analysis (APA, 2020). Clarity and Organization – Evaluates the logical structure and coherence of presentation (Day & Gastel, 2012). Citation and Ethics - nsures accurate referencing, prevention of plagiarism, and adherence to academic integrity (COPE, 2019). Journal Scope and Relevance – Determines whether the article aligns with the journal's aims, objectives, and readership (Springer, 2021).

In the Thai context, journals indexed in the Thai Journal Citation Index (TCI) have established comprehensive evaluation criteria concerning structural quality,

editorial management, and ethical standards to elevate publication quality toward international benchmarks (TCI, 2023). These guidelines form a critical foundation for designing the current training program.

2.2 Publication Standards at the National and International Levels

Publishing high- quality academic articles requires a clear understanding of journal standards and procedures across different indexing systems: National level: Journals indexed in TCI (Thai Journal Citation Index Centre), categorized into Tier 1 and Tier 2 based on academic rigor and editorial quality. International level: Journals indexed in Scopus, Web of Science (WoS), and DOAJ, all of which employ a rigorous peer-review system. Key indicators used in evaluating international journals include Impact Factor, CiteScore, and Indexing Criteria, emphasizing transparency, editorial credibility, and article quality (Elsevier, 2021; Clarivate, 2023). For graduate students, understanding these publication standards enhances their ability to critically evaluate research articles and prepares them to publish their own works effectively in reputable academic outlets.

2.3 Concepts of Training Program Development

According to Joyce and Weil (2011) and Kirkpatrick (1998), an effective training program should include four sequential components: Reaction: Participants exhibit positive responses and engagement toward the content and activities. Learning: Participants acquire new knowledge and skills. Behavior: Participants apply acquired knowledge to real- world contexts. Results: The learning outcomes contribute to measurable academic or institutional improvements. For the training program on Research Article Quality Evaluation, these principles were adapted through methods such as: Workshops and case-based learning, allowing participants to analyze authentic research articles. Peer evaluation and feedback sessions, enhancing scholarly critique and communication skills. Pre- test and post- test assessments, measuring learning outcomes and performance gains.

2.4 Research and Academic Writing Competency Development at the Graduate Level

Previous studies (e.g., Boonrangsri, 2020; Chaisiripoom, 2022; Hallinger, 2023) have revealed that many Thai graduate students face challenges in several key areas, including: Limited understanding of journal publication standards. Inadequate research design and methodological rigor. Insufficient analytical and interpretive skills. Weaknesses in academic language and scholarly writing. As a response, several universities have initiated targeted training programs focusing on research article evaluation and academic writing for publication. Such initiatives aim to cultivate academic literacy and publication competency, enabling graduate students to meet international academic standards and contribute to the global research community.

2.5 Research Conceptual Framework

Fundamental Principles and Theoretical Foundations

The development of a training program aimed at enhancing graduate students' competencies in research article quality evaluation is grounded on three main theoretical perspectives:

Theories of Learning and Training Development

Based on Kirkpatrick's Four-Level Model (1998), which includes:

Reaction – participants' satisfaction with the training.

Learning – acquisition of knowledge and skills.

Behavior – observable changes in participants' academic practices.

Results – measurable outcomes and impact of the training.

Informed by Joyce & Weil (2011), emphasizing that effective training requires active learning and continuous assessment throughout the program.

Research Quality Evaluation Framework

Developed from guidelines and frameworks provided by COPE (2019), Elsevier (2020), and TCI (2023), which define five key dimensions of research article quality:

Originality – the novelty and innovativeness of the research.

Methodological Rigor – the appropriateness and robustness of the research design and methods.

Clarity of Writing – the coherence, organization, and comprehensibility of the manuscript.

Relevance – alignment of the manuscript with the scope and objectives of the target journal.

Publication Ethics – adherence to ethical standards, including proper citation and prevention of plagiarism.

Graduate Competency Development Framework

Guided by UNESCO (2021) and the Office of the Higher Education Commission (OHEC, Thailand), which highlight three essential domains of graduate-level competencies:

Cognitive Skills – knowledge acquisition and analytical abilities.

Practical Skills – application of research and professional techniques.

Ethical and Attitudinal Skills – awareness and adherence to academic integrity and ethical standards.

Structure of the Research Conceptual Framework

This study adopts an Input–Process–Output–Outcome (IPOO) model, as illustrated below:

Input (Resources and Antecedents)

Training Curriculum Content:

Knowledge of research article quality criteria.

Standards of national (TCI) and international journals (Scopus, WoS).
 Publishing ethics and guidelines (COPE).
 Participant Characteristics:
 Graduate students enrolled in private universities in Thailand.
 Foundational knowledge of research methodology and academic writing.

Process (Training Implementation)

Academic lectures and knowledge sharing.
 Hands-on workshops on article evaluation.
 Case study analysis of authentic research manuscripts.
 Pre-test and post-test assessments to measure learning gains.
 Peer review and group discussions to foster critical evaluation skills.

Output (Immediate Learning Outcomes)

Increased knowledge and understanding of research article evaluation.
 Enhanced critical evaluation and analytical skills.
 Adoption of academic behaviors aligned with publishing ethics.

Outcome (Long-term Impact)

Improved quality of graduate students' research manuscripts.
 Increased publication rates in national and international journals.
 Strengthened academic reputation and standards of private universities in Thailand.

Table 1 Research Variables

Variable Type	Description	Indicators
Independent Variable	Training program: <i>"Research Article Quality Evaluation for National and International Journal Publication"</i>	- Training activity design and structure - Curriculum content - Duration and intensity of training sessions
Dependent Variables	Outcomes for participants	1. Knowledge and understanding of research article evaluation 2. Academic analysis and writing skills 3. Attitudes and awareness of publication ethics 4. Participant satisfaction with the training
Intervening Variables	Personal factors such as prior research experience, English proficiency, and motivation for publication	- Pre-training academic competence - Level of engagement in training activities

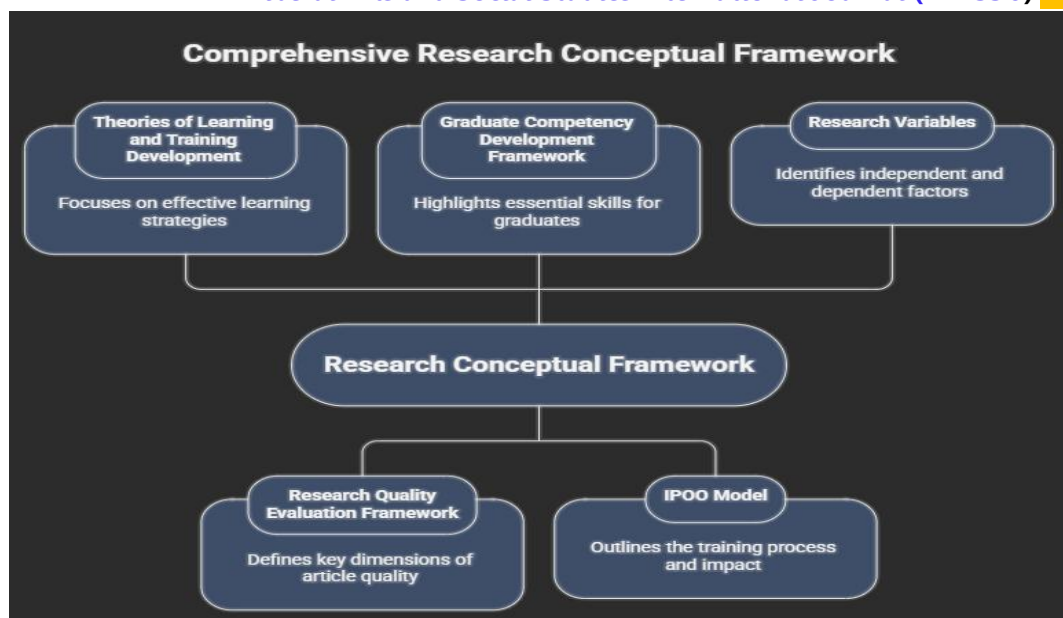


Figure 1. Conceptual framework Graduate Training Program on Research Article Quality Evaluation for National and International Journal Publication in Private Universities, Thailand
(Source: Ntapat Worapongpat, 2025)

3. RESEARCH METHODOLOGY

This study employed a Research and Development (R&D) design, comprising four main phases:

Phase 1: Needs Assessment and Situational Analysis

Conducted a literature review of previous studies, guidelines, and frameworks for evaluating research article quality based on national (TCI) and international (Scopus, WoS) journal standards.

Collected perceptions and feedback from graduate students and academic advisors at private universities in Thailand regarding their knowledge, skills, and needs for research article evaluation.

Phase 2: Design and Development of the Training Program

Analyzed collected data to determine the essential components of the training program, including:

Underlying principles and theoretical framework of the program.

Training objectives aligned with graduate-level competencies.

Curriculum content, covering topics such as:

Research article evaluation criteria

Publication ethics

Peer review standards

Learning activities, including workshops and case study analyses.

Evaluation methods, including pre- and post-training assessments.

Phase 3: Implementation and Evaluation

Conducted the training program with a sample of 100 participants, comprising graduate students and faculty members from private universities.

Administered pre-test and post-test assessments to measure knowledge and skills in research article evaluation.

Collected participant satisfaction data using a 5- point Likert scale questionnaire.

Quantitative data analysis included percentages, means, standard deviations, and paired-sample t-tests.

Phase 4: Summary, Interpretation, and Policy Recommendations

Conducted qualitative analysis through interviews with participants and experts to capture insights on program effectiveness.

Developed recommendations for continuous program improvement and potential applications in other private higher education institutions in Thailand.

Sample Group

The study targeted graduate students and faculty members from private universities in Thailand (n = 100). Participants were selected using purposive sampling from networks of private institutions in the fields of social sciences, humanities, and business administration.

3.2 Research Instruments

Expert Interview Guide: To evaluate the appropriateness and relevance of the training program model.

Knowledge Assessment Test: Pre- and post-training test measuring understanding of research article evaluation.

Participant Satisfaction Questionnaire (5-point Likert scale): Assessing four aspects of the program:

Content

Instructors

Training process

Perceived benefits

Data Analysis

Quantitative Analysis:

Descriptive statistics: mean and standard deviation.

Inferential statistics: paired- sample t- tests to compare pre- and post- training knowledge and skills.

Qualitative Analysis:

Content Analysis of expert interviews and participant feedback to identify patterns, insights, and recommendations for program improvement.

4. RESEARCH FINDINGS

Objective 1: To investigate the training model that promotes graduate students' competencies in evaluating research article quality for national and international journals

Based on the analysis of relevant literature, previous studies, and interviews with three experts (journal editors, research scholars, and academic evaluation specialists), the draft training model to enhance competencies in research article evaluation was developed. The model consists of nine core components:

1. Origin of the model
2. Guiding principles
3. Objectives of the model
4. Training modules
5. Practical learning activities
6. Knowledge assessment procedures
7. Skill assessment in article analysis and evaluation
8. Assessment of academic attitudes and publication ethics
9. Learning environment and supporting resources

Expert evaluation indicated that all components were highly suitable for practical implementation, with Item-Objective Congruence (IOC) values of 1.00 for all items.

Table 2 Expert Evaluation of the Training Model Components

Component	Expert 1	Expert 2	Expert 3	IOC	Interpretation
Origin of the model	+1	+1	+1	1.00	Suitable
Guiding principles	+1	+1	+1	1.00	Suitable
Objectives	+1	+1	+1	1.00	Suitable
Training modules	+1	+1	+1	1.00	Suitable
Practical activities	+1	+1	+1	1.00	Suitable
Knowledge assessment	+1	+1	+1	1.00	Suitable
Skill assessment	+1	+1	+1	1.00	Suitable
Academic attitudes and ethics	+1	+1	+1	1.00	Suitable
Learning environment	+1	+1	+1	1.00	Suitable
Overall mean	-	-	-	1.00	Suitable

Objective 2: To develop a training model to enhance graduate students' competencies in evaluating research article quality for national and international journals

The developed training model, named QAR- T Model (Quality Article Review – Training Model), comprises the nine components identified in section 4.1, and follows five sequential stages of implementation:

1. Preparation Stage – Provide foundational knowledge on research article quality criteria (e.g., originality, methodological rigor, proper referencing).
2. Analysis Stage – Practice analyzing actual research articles from national and international journals.
3. Evaluation Stage – Simulate article scoring according to standard criteria (e.g., TCI, Scopus, DOAJ).
4. Discussion Stage – Engage in collaborative discussion and reflection with experts.
5. Reflection Stage – Summarize key learnings and develop personalized evaluation strategies.

Participant evaluations (n = 10) indicated that the model was highly appropriate, with an overall mean score of $\bar{x} = 4.68$, S.D. = 0.56.

Table 3 Participant Evaluation of the QAR-T Model

Dimension	$\bar{x}$	S.D.	Level
Competency determination stage	4.70	0.64	Highest
Content and training methods	4.60	0.52	Highest
Knowledge transmission	4.65	0.58	Highest
Practical exercises and article evaluation	4.80	0.42	Highest
Assessment and reflection	4.65	0.60	Highest
Overall mean	4.68	0.56	Highest

Evaluation of Training Manuals and Supplementary Materials

Expert and participant evaluations ($n = 10$) indicated that the training manuals and supporting materials were highly appropriate ($\bar{x} = 4.70$, S.D. = 0.53). Items with the highest scores included:

- Content aligned with training objectives
- Clear instructions and evaluation steps in the manuals
- Easy-to-read and comprehensible supplementary materials

Table 4. Evaluation of Training Manuals and Supplementary Materials

Item	$\bar{x}$	S.D.	Level
Comprehensive content	4.70	0.67	Highest
Easy to understand and applicable	4.60	0.52	Highest
Well-structured content	4.60	0.70	Highest
Clear steps and instructions	4.80	0.42	Highest
Flexible for learners	4.60	0.70	Highest
Complete supplementary content	4.60	0.70	Highest
Graphics and examples enhance understanding	4.50	0.71	Highest
Content aligns with objectives	4.80	0.42	Highest
Easy-to-read layout	4.60	0.70	Highest
Font size appropriate	4.80	0.42	Highest
Overall mean	4.70	0.53	Highest

Objective 3: To compare learning outcomes before and after training

Comparison between the experimental group (trained using the QAR-T Model) and the control group (trained via conventional methods) revealed that the experimental group achieved significantly higher post-training scores ($p < .05$).

Table 5. Comparison of Learning Outcomes between Experimental and Control Groups

Group	$\bar{x}$	S.D.	n
Group A (QAR-T Model)	90.80	5.94	15
Group B (Conventional training)	74.40	2.03	15

Objective 4: To examine participant satisfaction with the QAR-T Model

Participant evaluations (n = 15) indicated high satisfaction, with an overall mean of $\bar{x}$ = 4.84, S.D. = 0.38. The highest-rated aspects included:

- Opportunities for discussion and questions
- Clear and understandable training materials
- Appropriate training duration
- Worksheets and activities enhancing evaluation skills

Table 6. Participant Satisfaction with QAR-T Model

Item	$\bar{x}$	S.D.	Satisfaction Level
Content aligned with graduate curriculum	4.87	0.40	Highest
Content covers article evaluation criteria	4.67	0.41	Highest
Clear and sequential knowledge transmission	4.87	0.37	Highest
Opportunities for discussion and questions	4.93	0.38	Highest
Overall training appropriateness	4.80	0.39	Highest
Materials are easy to understand	4.93	0.39	Highest
Media used are appropriate	4.60	0.42	Highest
Practical activities are appropriate	4.87	0.29	Highest
Training duration is appropriate	4.93	0.25	Highest
Worksheets enhance understanding and skills	4.93	0.26	Highest
Overall mean	4.84	0.38	Highest

The QAR- T Model effectively enhances graduate students' competencies in evaluating research articles for publication in national and international journals, particularly in critical analysis, methodological assessment, and academic ethics, while achieving the highest level of participant satisfaction, supporting its scalability for other private universities in Thailand.

4. DISCUSSION

The study titled “Training Program on Research Article Quality Evaluation for Graduate Students in Private Universities in Thailand: National and International Journal Publication” aimed to: Investigate training models that enhance competencies in evaluating research article quality, Develop an effective and appropriate training model, Compare learning outcomes before and after the training, and Examine

participant satisfaction with the training model. A mixed-methods research design was employed, involving 150 participants from private universities in Thailand. Participants were selected via accidental sampling. Data were collected using questionnaires and interviews, and analyzed through descriptive statistics, inferential statistics (t-test, F-test), and qualitative content analysis. The key findings can be summarized as follows: The developed training model, QAR-T Model (Quality Article Review – Training Model), consists of nine core components, all rated as highly appropriate by experts (IOC = 1.00 for all items). Expert and participant evaluations confirmed that the model effectively enhanced analytical skills, quality assessment competencies, and the application of journal evaluation criteria. Pre- and post-training comparisons demonstrated a statistically significant improvement in participants' learning outcomes ($p < .05$). Participants reported very high satisfaction with the training ($\bar{x} = 4.84$, S.D. = 0.38), particularly regarding practical activities, collaborative learning, and understanding of article evaluation criteria. In conclusion, the QAR-T Model successfully enhances graduate students' competencies in evaluating research articles, promotes awareness of academic ethics, and strengthens readiness for high-quality publication in national and international journals.

Discussion of Findings. The findings align with Biggs and Tang (2011), who proposed that effective graduate-level learning requires “Constructive Alignment”, i.e., the design of learning experiences that integrate objectives, content, and active student engagement. The QAR-T Model's use of hands-on article evaluation exercises fosters deep learning, enabling participants to apply theoretical knowledge to authentic academic tasks. The significant improvement in post-training scores is consistent with Suwannarat (2022), who highlighted that workshop-based learning is essential for developing graduate students' research and academic writing skills, especially when combined with collaborative learning, which facilitates the exchange of scholarly experiences. Regarding participant satisfaction, the highest-rated aspects involved opportunities for questions and discussion, supporting Knowles' (1980) Andragogy Principle, which emphasizes that adult learners achieve optimal learning when they actively engage and reflect on their experiences. Furthermore, participants' enhanced ability to evaluate article quality after the training underscores the necessity of competency-based training, as recommended by OECD (2018). This approach emphasizes the development of analytical competencies and ethical competencies, which are critical for contemporary researchers.

In summary, the QAR-T Model not only improves technical skills in article evaluation but also cultivates proper academic attitudes and a research quality mindset, which are essential for achieving high standards in international academic publishing.

Originality and Body of Knowledge

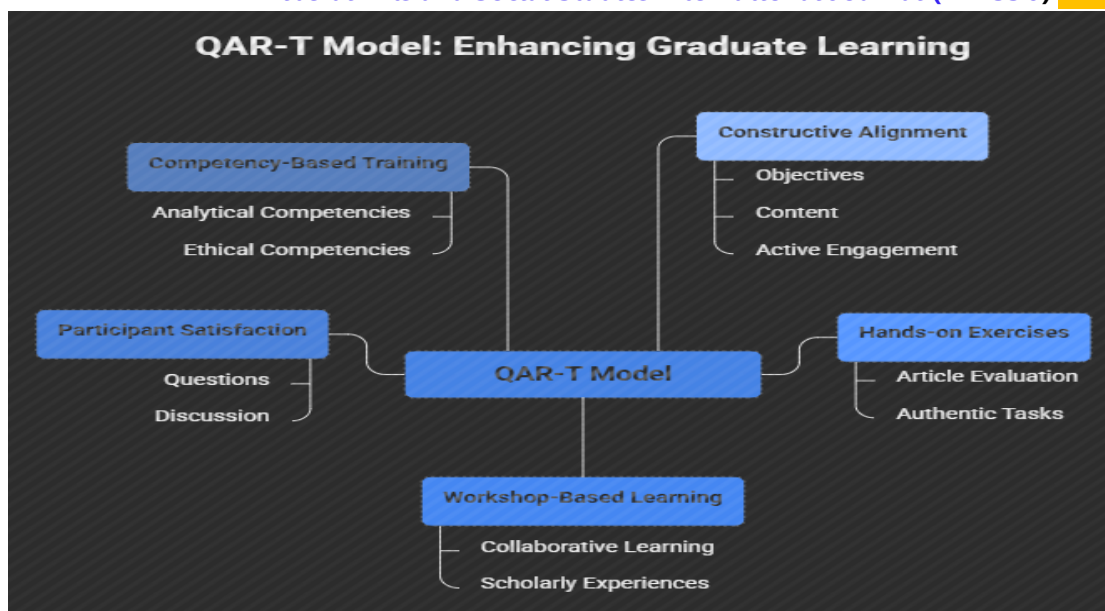


Figure 2 Graduate Training Program on Research Article Quality Evaluation for National and International Journal Publication in Private Universities, Thailand (Source: Ntapat Worapongpat, 2025)

6. CONCLUSION AND RECOMMENDATIONS

6.1 Policy Recommendations

Private universities should adopt the QAR- T Model as an in-house training curriculum to enhance graduate students' competencies in research article evaluation and academic writing for publication.

Regulatory and quality assurance bodies, such as the Office of the Higher Education Commission (OHEC) , should encourage universities to implement mandatory training activities on research article evaluation prior to graduation.

University-affiliated academic journals should utilize the findings of this study to develop training guidelines for editors and reviewers, ensuring evaluation standards align with international benchmarks.

6.2 Practical Recommendations

Extend the duration of the training program to allow participants sufficient time to practice evaluating articles across multiple disciplines, thereby deepening their understanding of quality criteria in diverse contexts.

Implement a mentorship system following the training to provide participants with guidance on evaluating and writing actual research articles.

Integrate digital technologies, such as online platforms for article evaluation, to enhance accessibility and convenience for learners in remote locations.

6.3 Recommendations for Future Research

Expand the sample to include public universities to compare outcomes across different institutional contexts.

Conduct longitudinal studies to examine the long-term impact of the training on participants' actual publication performance.

Develop tools to assess ethical competencies in article evaluation, enabling more comprehensive qualitative evaluation of participants' professional attitudes.

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The Effect of Color-Coded Subtitles on Vocabulary Retention

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Abstract

The purpose of this study was to investigate the effect of color-coded subtitles on vocabulary retention among first-year students enrolling at a Thai university, as well as the learners' views about the intervention. A quasi-experimental and pre- & post-test research design was carried out. Thirty students who were taking an English reading and writing course were given a pre-test, which measured the vocabulary knowledge before the intervention. Each student was then assigned to two groups, one each, based on their pre-test results. An independent samples t-test suggested that the vocabulary knowledge of the students from the two groups was not significantly different. The students in the first group watched the first version of the video, which came with color-coded subtitles, and those in the second group engaged in the other, incorporating traditional subtitles. Both groups sat for the same post-test after the intervention. The students from both groups showed improvement in vocabulary knowledge (from $M=12.73$ to $M=22.13$ and from $M=10.07$ to $M=14.20$, respectively). The students from the first group performed significantly better than the second group. The differences were at a 0.05 level. In addition, the students expressed very positive views about the usefulness of the color-coded subtitles to assist in vocabulary learning (mean=4.33 on a scale of 1–5). It is concluded in this study that the use of color-coded subtitles should be encouraged in EFL classrooms, because it can contribute to the retention and acquisition of new vocabulary.

Keywords: Color-coded subtitles, movie subtitles, vocabulary retention, vocabulary acquisition

1. INTRODUCTION

The way that English is taught and learned has changed significantly nowadays. English classrooms benefit more from authentic materials and social media. YouTube and Netflix are, for example, the media that learners use to learn English. Among the teaching techniques, subtitles incorporating the media have also been an indispensable tool for learning. Apart from the content, learners are also acquiring English language skills and patterns of the language when enriching them with both sounds and words (Zanón, 2006).

The use of subtitles is a matter of the way they are presented. Traditional subtitles are usually shown as ordinary white or yellow text over a black or transparent background. They primarily provide plain transcription, which aids in the

understanding of the content but is not particularly concerned with deeper linguistic aspects such as vocabulary or grammar (Marzban & Zamanian, 2015). Besides the traditional form, color-coded subtitles provide a more explicit didactic function. By applying various colors to stand out between speakers or to emphasize chunks of speech, they are capitalizing on dual coding theory, which states that learning is enhanced when information is coded both verbally and pictorially (Paivio, 1991). Studies show that visual markers displayed in such a manner can lead to targeted attention, reduced cognitive load, and improved vocabulary retention (Wang & Pellicer-Sánchez, 2022; Szarkowska & Boczkowska, 2022).

Vocabulary retention plays an important role in learning English. It is the ability of learners to retain new words in mind in the long term, which directly points to their potential for oral input comprehension (Nation, 2013). Learners without sufficient vocabulary knowledge cannot usually decode and process oral input effectively. Research has confirmed that exposure to vocabulary through frequent repetition significantly strengthens retention and understanding (Webb, 2007; Peters & Webb, 2018). As language abilities complement one another, enhancing one will always enhance the other.

Specifically, in a Thai university context in which this study is based, learners take a few English courses in the general education category required by their study programs. However, the students, in general, come to the classrooms with very beginning levels of English. It is essential in this setting to enhance basic understanding and knowledge of English vocabulary for further enhancement for academic purposes.

Studies have compared subtitle modes to one another. However, most focus on whether subtitles are useful (Black, 2021). Though platforms such as TED-Ed and LingQ have already ventured into color-coded subtitles, it remains uncertain whether this kind of subtitle will actually be beneficial for the context of the study. Previous research, such as Mardani & Najmabadi (2016), also provides a methodological model for comparing subtitle types and their impact on incidental vocabulary learning. This study continued from the study to examine traditional and color-coded subtitles within the Thai undergraduate context. In addition, studies have investigated ways to acquire vocabulary in many Thai settings, for example, Pantaworn, et al. (2024). This study highlights the vocabulary retention through a social media platform as well as the learners' perspectives on the intervention.

It is anticipated that building a more complete picture of how a minor change in design could bring about more energetic, productive language learning is possible, which can be a cost-effective and easy solution for both independent and classroom learners.

Specifically, the study had two research objectives.

1. To compare the impact of color-coded subtitles and traditional subtitles on vocabulary retention among beginning learners of English.
2. To examine learners' views on the use of color-coded subtitles in English vocabulary retention.

2. LITERATURE REVIEW

Vocabulary knowledge takes an important position in language learning. The lack of necessary vocabulary will result in inadequate comprehension of spontaneous conversation or natural speech (Nation, 2001). Webb's (2007) experiments confirmed that repeated hearing conditions enlarged exposure to words and increased long-term retention. Peters and Webb (2018) also demonstrated that learners who were exposed to videos with multiple repetitions of target vocabularies scored higher on vocabulary recall tests than learners exposed to the words alone through reading or hearing them in isolation. The emphasis on vocabulary will lead to improvement in other skills (Paivio, 1991). In addition, when learners hear words used over and over again in situations of use—especially in audiovisual input—both their memory for the words and their understanding of how they are being used are established. Vocabulary storage, or how the learner stores and retrieves lexemes in the long term, offers the foundation for other processes of language such as understanding, fluency, and critical listening as well as other skills (e.g., Zanón, 2006).

Subtitles have been brought into English classrooms to enhance vocabulary and listening comprehension, starting with an add-on for the deaf to being an essential part of multimedia language learning. With the classroom slowly phasing out print instruction, subtitles have become a useful step towards enabling language input both through the visual and through the auditory channel. Vanderplank (2010) is a key author in this regard and emphasizes that subtitles not only serve as written proof of oral input but also form a "permanent transcript" that learners can rely on to facilitate their listening and comprehension.

Subtitles allow learners to connect written and oral language simultaneously, providing contextualized input that triggers vocabulary acquisition, sensitivity to pronunciation, and attention to syntax. Zanón (2006) also suggests that subtitles engage not just in exposure to language but also active learning by providing learners with the ability to observe words and grammatical units used in authentic communicative contexts. The double exposure—visual and auditory—provides a form of scaffolding that is advantageous for language learners at all proficiency levels.

While classic subtitles give dialogue in white letters, they are unlikely to highlight the most significant portions of a sentence. This shortage has bred interest in more sophisticated forms of subtitles, such as color-coded subtitles that seek to expose learners to a more formalized and visually enriched way of language understanding. Color-coded subtitles use different colors to mark different speakers or highlight specific language structures, for example, adjectives, verbs, or nouns. This is echoed by Paivio's (1991) dual-coding theory, which explains how the information is stored more effectively when both verbally and visually. Having the language delivered in more than one channel allows learners to develop firmer cognitive links. The color-coded captioning as a visual aid helps learners allocate attention more effectively, especially in trying to read rapid speech or foreign vocabulary. Employing verbs in red and nouns in green, for example, can help learners explore sentence structure more efficiently.

Aside from cognitive gains, learners' views on the tools being implemented contribute significantly towards their motivation and interest. Whether or not a learning tool can be proven to be effective is less important compared to how well learners accept and embrace it for actual real-world use. Szarkowska and Boczkowska (2022) stress that learners' attitudes towards educational technology can determine their readiness to utilize it at a consistent and meaningful level. If colored subtitles are distracting or confusing for learners, then the cognitive benefits they are supposed to provide will be lost or even amplified. Some of the early findings are that learners appreciate the clearness and direction provided by color differentiation, particularly when learning complicated grammatical structures (Black, 2021). However, problems arise: Are the learners overwhelmed by excess color? Can they focus more readily when color cues are consistent? These are issues to be considered, especially if the intention is to create tools that allow—that do not hinder—learning.

3. RESEARCH METHODS

3.1 Research Design

This study employed a quasi-experimental pre-test and post-test design. Research participants were measured for their vocabulary knowledge before an intervention. After the intervention, they were tested for their vocabulary knowledge again. The students' perspectives on the use of color-coded subtitles, the focus of the study, were also examined by means of a questionnaire.

3.2 Participants

The participants were 30 first-year undergraduate students who were taking an English Reading and Writing course at Rajamangala University of Technology Srivijaya. The course was one among the general education subjects offered to students from different majors across the university. The research participants were purposefully selected by the fourth author, who was teaching the course to many groups of students. The course lecturer observed this group of students' limited performance on vocabulary. A new instructional technique should be invented to reduce the problem. The students were informed of the purpose of the research that could bring about better results in vocabulary learning. They agreed to participate in the study, and they were measured for vocabulary knowledge prior to the intervention. They were then assigned to two groups of 15 people each based on the pre-test results. The two groups were exposed to different videos and kinds of subtitles, i.e., color-coded and traditional subtitles (see 3.3.2). To ensure that both groups had comparable vocabulary ability before intervention, an independent-samples t-test was carried out. The results suggested no significant differences between the two groups of students ($M = 12.73$ and 10.07 , respectively) at the 0.05 level, as shown in Table 1.

3.3 Research Instruments

Three kinds of research instruments were developed to find the effect of color-coded movie subtitles on vocabulary retention: 1) a pre-test and a post-test, 2) a video with color-coded subtitles and a video with traditional subtitles, and 3) a satisfaction questionnaire.

3.3.1 Pre-test and Post-test

A pre-test and a post-test were to assess the vocabulary knowledge of the participants prior to the intervention and vocabulary retention after the intervention. The tests measured the same 30 words built into the videos designed for this study. However, the test questions were slightly modified to avoid the practice and memory effect of the pre-test and the post-test. Both the pre-test and post-test came with multiple-choice and matching questions. The participants spent approximately 20 minutes to finish the tests.

3.3.2 Videos with Subtitles

Two videos of two minutes each were created, one with color-coded subtitles and the other with traditional subtitles. The content of the videos was the same and based on a text for writing practice titled "The Best Hamburger of My Life" (Savage & Shafiei, 2007). In the production process of the videos, the text was split into small parts, pictures were generated, and videos were made by using two applications, i.e., Gemini and CapCut. The videos were then voiced over by an invited speaker of English. Finally, the two forms of subtitles were created and incorporated into the two videos. Different colors, i.e., blue, red, and green, were applied to the subtitles of the first video to highlight different parts of speech, i.e., nouns, verbs, and adjectives, respectively. Traditional subtitles in which white text was presented on a black background were employed with the second video. After the pre-test, the students viewed the videos in separate rooms to prevent interactions between the research participants.



Figure 1 Color-coded Subtitles vs. Traditional Subtitles

3.3.3 Questionnaire

A satisfaction questionnaire was administered to the first group of participants who were engaged in the color-coded subtitles. The first group of participants were asked to evaluate the usefulness of the color-coded subtitles applied to the first video on a scale of zero to five: 0 (not at all), 1 (slightly), 2 (somewhat), 3 (moderately), 4 (very), and 5 (most).

All of the instruments were developed by the first to third authors. They were checked for correctness, suitability, and practicality by a panel of experts, that is, three English lecturers working at the research site. The measurements of the instruments were completed through item-objective congruence (IOC) tables. The subtitles, color codes, test items, and questions in the questionnaire were scored on a scale of three: 1 (Congruent), 0 (Not sure), and -1 (Incongruent). Items with an IOC of 0.5 and above were considered valid and suitable for use, whereas items with an IOC below 0.5 were reviewed and modified according to experts' advice before data collection.

4. ANALYSIS AND FINDINGS

4.1 Vocabulary Retention

To determine whether there were differences between the vocabulary retention of the participants who viewed the video with color-coded video (G 1) and those watching the version with traditional subtitles (G 2), an independent-samples t-test was carried out on the raw data from both groups.

Table 1 Vocabulary Knowledge and Retention

Comparison						t	P-value
Source	N	M	Source	N	M		
G 1 Pre-test	15	12.73	G 2 Pre-test	15	10.07	1.4734	0.075896*
G 1 Pre-test	15	12.73	G 1 Post-test	15	22.13	-4.4845	0.000057*
G 2 Pre-test	15	10.07	G 2 Post-test	15	14.20	-2.0457	0.025143*
G 1 Post-test	15	22.13	G 2 Post-test	15	14.20	3.4788	0.000833*

*Sig. 0.05

Table 1 shows that both student groups demonstrated improvement in vocabulary after the intervention. The mean scores of the group engaging in color-coded subtitles increased from 10.07 to 14.20. The scores of the group viewing the video with traditional subtitles increased from 12.73 to 22.13. The group engaging in color-coded subtitles showed much more improvement, comparing 14.20 and 22.13. The t-test confirmed the significant differences. The statistically significant differences were at 0.05 levels.

4.2 Learners' Views

Two kinds of descriptive statistics were employed to analyze the research participants' feedback on the usefulness of color-coded subtitles to support vocabulary learning, that is, mean (M) and standard deviation (SD). The values collected from the questionnaire by means of a rating scale were interpreted as follows: 0.00–0.45 (not at all), 0.46–1.45 (slightly), 1.46–2.45 (somewhat), 2.46–3.45 (moderately), 3.46–4.45 (very), and 4.46–5.00 (most).

Table 2 Learners' Views on the Color-coded Subtitles

Item	Statement	M	SD	Interpretation
1	The colour-coded subtitles helped me understand new vocabulary better.	4.53	0.52	Most useful
2	Using colour-coded subtitles helped me focus more on the video.	4.40	0.63	Very useful
3	I feel that learning English from the video with colour-coded subtitles was easier.	4.47	0.51	Most useful
4	The colour-coded subtitles helped me distinguish important words from general words.	4.27	0.70	Very useful
5	I think colour-coded subtitles are a useful tool for learning English.	4.27	0.70	Very useful
Overall		4.33		Very useful

Table 2 presents positive feedback on the use of color-coded subtitles on the first video for vocabulary learning. On a scale of 0 (not useful at all) to 5 (most useful) The overall mean fell to the very useful level ($M = 4.33$). Specifically, the learners considered that the color-coded subtitles were most useful because the subtitles helped them understand new vocabulary better ($M = 4.53$), and they felt that learning English from the video with color-coded subtitles was easier than usual ($M = 4.47$). In addition, the learners reported that the use of color-coded subtitles was very useful when the subtitles helped them focus more on the video ($M = 4.40$), distinguish important words from general words ($M = 4.27$), and so the subtitles were a useful tool for learning English in the learners' perspectives ($M = 4.27$).

5. DISCUSSION AND CONCLUSION

The findings of this study showed that using color-coded subtitles can effectively promote vocabulary acquisition. Although the performance of both groups improved after watching the videos, the performance of the group viewing the video with the color-coded subtitles was significantly better. The outcome confirmed that using visual information to differentiate grammatical categories can facilitate deeper vocabulary acquisition, as recommended by scholars in this field (e.g., Paivio, 1991; Marzban & Zamanian, 2015). More importantly, the technique investigated in this study was embraced by the learners to a high extent, which is very important when a new educational technology is designed (Szarkowska and Boczkowska, 2022).

The findings suggest the use of visual enhancement strategies, such as color-coding, that can lead to cognitive and instructional benefits in vocabulary learning, particularly for beginning learners. There is a variety of free technology these days that English and other language instructors or learners can apply to fit their teaching and learning environments. In this study, the color-coded subtitles were hand-made using Gemini and CapCut by the researchers. However, we can take the liberty of the state-of-the-art generative AI to create a variety of suitable color codes as well as other learning tools when we are sufficiently exposed to functions and instructions given to the GenAI.

The present study investigated the effect of color-coded subtitles on vocabulary retention. While the number of research participants was minimal, it is argued that a minor change in design, rather than a large scale, could bring about a

more energetic, productive, cost-effective, and easy solution for real classrooms. Suggested by the research findings, further investigations into the use of color-coded subtitles can be done with more advanced scenarios, for example, influential speeches given by big names of the world. Therefore, beginning learners can also feel and enjoy the natural language rather than the translation of the texts into the learners' known languages.

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Using ChatGPT, Claude, and Gemini to Identify Research Directions in the area of English Communication

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Abstract

The current study was carried out to use ChatGPT, Claude, and Gemini to identify future research directions. Research articles that were most related to English communication were selected from ScienceDirect. Titles, abstracts, and keywords of the research articles were entered into the chat boxes of ChatGPT, Claude, and Gemini. The AI technologies were requested to provide one consolidated set of future research directions across the studies. The request yielded three sets of responses. Then ChatGPT was asked again to analyze the thematic patterns emerging across the three sets of recommendations. The results suggested eight areas of research, including (1) expansion across contexts, populations, and disciplines; (2) methodological innovation and triangulation; (3) longitudinal and developmental perspectives; (4) affective and psychological dimensions; (5) integration of artificial intelligence in language learning; (6) curriculum alignment and workplace relevance; (7) corpus and discourse-based research; and 8) informal learning and digital ecosystems. The suggestions appeared to be a robust alignment with scholarly trends in contemporary research. However, the suggestions were rather too general, and researchers need to investigate more specific, interesting research topics before research conduction. Identifying future research directions is actually more about critical evaluation of individual researchers for particular settings.

Keywords: AI, ChatGPT, Claude, Gemini, research directions, English communication

1. INTRODUCTION

Artificial Intelligence (AI) technologies are revolutionizing and accelerating research processes in many ways. Khalifa and Albadawy (2024) identify six areas of academic writing and research in which AI may play a part: (1) idea development and research design, (2) content development and structuring, (3) literature review and synthesis, (4) data management and analysis, (5) editing, review, and publishing support, and (6) communication, outreach, and ethical compliance. ChatGPT, Claude, and Gemini are among the AI technologies (Araujo et. al., in press; Drummon, et. al., in press). A question arose in the current study as to whether AI could be proven useful for identifying future research directions, which can be an effective start for research conduction.

Acceptance of AI use in research conduction may vary from discipline to discipline. Goyanes et al. (2025) examined how top-ranked journals across eight disciplines, i.e., communication, economics, education, ethics, healthcare, linguistics, sociology, and political science, were adapting their author guidelines in response to the coming age of AI. The examination revealed that 61.3% of the journals mandated transparency regarding AI usage in research. Notable differences across disciplines in their acceptance and regulation of AI use were found. Journals in communication and sociology showed greater openness to the use of AI, while economics remained more conservative. A journal System (2026), which publishes research articles from the applications of educational technology and applied linguistics to problems of foreign language teaching and learning, for example, reports that Elsevier, its publisher, recognizes the potential of generative AI and AI-assisted technologies. Authors may use AI to help researchers work efficiently, gain critical insights quickly, and achieve better outcomes. Therefore, the journal needs its authors to declare the use of generative AI in the manuscript preparation process upon submission of the paper. The current study goes with the trends in communication and applications of AI technologies in research conduction. It particularly focuses on English communication, which is a vastly investigated area in professional settings around the globe.

While AI-assisted technologies can increase research efficiency, it has been cautioned that researchers must consider the limitations of AI-driven insights, verify their outputs, and address related ethical concerns. In other words, AI must not substitute humans' critical thinking, expertise, and evaluation (e.g., Goyanes et al., 2025; Khalifa & Albadawy, 2024). The current study responded to the call for verification of AI outputs through humans' discernment. It focused on three popular AI technologies, that is, Claude, ChatGPT, and Gemini, and highlighted future research directions specified by the three AI technologies. Future research directions were emphasized because they could lead to the most influential discoveries.

This paper particularly requested ChatGPT, Claude, and Gemini to predict future research directions by examining titles, abstracts, and keywords of research articles in English communication. The trio, generally speaking, is in the most prominent position in research articles, engaging the maximum influence and visibility of knowledge seekers. Titles particularly reflect the study to allow readers a quick and proper identification of studies that are relevant for their purpose (Afonso et al., 2026). Abstracts provide research purposes, cover research methodology, and key findings. The rationale for the study and important suggestions are also sometimes presented in the abstracts. Keywords are concepts that are closely related to each research study (Kaewneam, 2025). Readers mostly read the first three elements of research articles, particularly the first two, before delving into the full body of the research.

2. OBJECTIVE

To use ChatGPT, Claude, and Gemini to identify future research directions based on titles, abstracts, and keywords of research articles in English communication.

3. LITERATURE REVIEW

3.1 The Influence of Artificial Intelligence (AI)

Artificial intelligence (AI) has quickly spread its influence to many medical fields, including asthma care, dentistry, and neuroimaging, as well as social sciences, including translation and testing.

Drummond et al. (in press) examined studies on the role of commercially available LLMs, including ChatGPT, Claude, and Gemini, in childhood asthma care and found that LLMs were able to generate medically accurate and comprehensible responses to asthma-related queries.

Araujo et al. (in press) evaluated the ability of 11 large language models (LLMs) used in dentistry. It was found that most LLMs demonstrated high accuracy and reproducibility when benchmarked against authoritative endodontic guidelines. However, all-correct accuracy varied among the LLMs. ChatGPT 4o and Claude Opus 4 achieved the highest accuracy, followed by ChatGPT 5, Claude Sonnet 4, Gemini 2.5 Flash, Gemini 2.5 Pro, and ChatGPT o3.

Pluimer et al. (2026) examined the research methodology of fMRI articles comparing Gemini 2.5 Pro, Claude 4 Sonnet, and ChatGPT-o3-pro against human expert ratings. When comparing total scores across papers, Gemini showed a strong positive correlation with human consensus, Claude showed moderate positive correlation, while ChatGPT showed negative correlation. Gemini maintained high reliability when added to human raters, while ChatGPT and Claude showed weaker, more variable performance.

Pinto et al. (2026) evaluated the performance of generative AI tools with a focus on their suitability for non-native English-speaking researchers. Non-English texts with the length of 150–300 words across technical, academic, and descriptive genres were translated by six AI tools, that is, ChatGPT-4.0, Claude 3.7, Copilot, Gemini 2.0, DeepSeek-V3, and Perplexity using standardized prompts. The translations were assessed via Grammarly® for correctness, clarity, engagement, and delivery. It was found that DeepSeek achieved the highest overall score, significantly outperforming Claude and Copilot, while matching Gemini. Correctness varied significantly, with Copilot excelling, while DeepSeek led in clarity, engagement, and delivery.

Huang et. al. (2025) evaluated whether LLMs could correctly answer the multiple-choice questions selected from the Taiwan national dental technician licensing examination and whether ChatGPT-4, Gemini, and DeepSeek-V3 had the self-learning ability to improve their performance on correctly answering the exam questions over a three-week period. It was found that DeepSeek-V3 outperforms ChatGPT-4 and Gemini in terms of accuracy rates. However, Gemini showed notable progress in several subjects, while ChatGPT-4 showed limited improvement, and DeepSeek-V3 remained stable overall.

The studies suggest that AI technologies, including ChatGPT, Claude, and Gemini, can be usefully and carefully employed for academic purposes. They have been investigated mostly in areas related to medicine. Studies on the use of the

technologies that are related to research on English communication are somewhat scarce. The current study caters to the research gap.

3.2 The Ability of ChatGPT, Claude, and Gemini: Self-reports

While studies have analyzed features, techniques, performance, and future prospects of AI technologies (e.g., Rahman et al. (2025)), questions should also be asked to the technologies themselves to ensure up-to-date information. As to a question about what they can do to accelerate research processes, ChatGPT, Claude, and Gemini have answers for themselves.

ChatGPT (2026a) reports that it can accelerate research by (1) clarifying and framing research questions, for example, refine vague ideas into precise and suggest variables, definitions, and conceptual distinctions; (2) rapid background synthesis, for instance, compare theories, models, or schools of thought and identify gaps, tensions, or debates in a field; (3) literature review support, such as summarize given articles and extract themes, methods, and findings from multiple sources; (4) critical thinking and evaluation, e.g., analyze strengths and weaknesses of arguments and identify logical fallacies or methodological flaws; (5) methodology design, including help choose appropriate research methods and suggest survey questions or interview guides; (6) data work, for example, help write code for analysis, and explain statistical techniques; (7) writing and editing, for instance improve clarity and academic tone and suggest stronger transitions and argument flow; (8) idea expansion & creativity, such as identify practical applications and propose future research directions; and (9) productivity multiplier, e.g., break large projects into step-by-step plans and prepare presentation slides or speaking notes. It also recognizes its own limitations in that it may produce incorrect information, cannot independently verify paywalled sources, should not replace expert judgment, and must be used ethically. Finally, it reminds us that it works best as a research accelerator and thinking partner, not as a substitute for scholarly rigor.

To the same prompt, Claude (2026a) reported that its ability covered six areas: (1) information gathering and synthesis, for example, search the web for current papers, studies, and data and synthesize findings across multiple sources quickly; (2) analysis assistance, for instance, run statistical tests, identify patterns, and create visualizations; (3) writing and documentation, for instance, draft literature reviews, methods sections, or initial paper drafts based on research findings; (4) code development such as write data processing pipelines and implement algorithms from papers; (5) brainstorming and problem-solving, including suggest alternative approaches and identify gaps in reasoning; and (6) document processing, e.g., extract key information from PDFs, compare multiple papers, create summary tables, or convert data between formats.

Gemini (2026a) reported on four main areas that it could help to accelerate research, that is, (1) automated information discovery, including autonomous browsing, structured reports, and market and competitor analysis; (2) long-context data synthesis, i.e., literature reviews, video and audio analysis, and "needle-in-a-haystack" retrieval; (3) advanced reasoning and hypothesis testing, including adversarial reviewing, neuro-symbolic loops, and cross-disciplinary discovery; and (4) seamless workflow integration, e.g., Google Workspace (Docs, Drive, Gmail), NotebookLM, and Custom Gems.

All three of the AI technologies offered further help at the end of the reply. Among the three, ChatGPT (2026a) gave the most and Gemini (2026) the least detailed reports on themselves. ChatGPT (2026a) was outstanding in that it was the only AI reporting on an evaluation of itself on its role as a research accelerator and thinking partner, rather than a human substitute. This look at itself is in line with Goyanes et al. (2025) and Khalifa and Albadawy's (2024) reminder about not using AI to replace humans' critical thinking, expertise, and evaluation. Focusing on the potential of the three AI technologies to assist in the research processes, the AI technologies' reports on themselves and an exploration of research papers in English communication (Kaewneam, 2025) suggest that they cover absolute components and processes of research conduction, i.e., title, abstract, keywords, introduction, objective(s), literature review, research methods/methodology, results, discussion, conclusion, and references, including the identification of research gaps and future directions investigated in the current study.

4. RESEARCH METHODOLOGY

The current study is a small-scale project but an important step in research on English communication that is concerned with the use of AI technologies for the benefit of research. The methods included the selection of the research materials and the analysis of future research directions by three AI technologies, that is, ChatGPT, Claude, and Gemini.

4.1 Materials: Titles, Abstracts, Keywords of Research Articles

Peer-reviewed research articles related to English communication were explored on ScienceDirect, a high-stakes database, to provide materials for further analyses by the three AI technologies. The key word 'English communication' was entered into the search box around the middle of February 2026. The search results were then sorted by relevance, publication year 2026, the English language, and open access, regardless of journal titles and subject areas. The first five most relevant articles to English communication were selected, and their titles, abstracts, and keywords became the sources of data for the present study (see Ji et al., 2026; Rahaman et al., 2026; Shahid et al., 2026; Wang & Fang, 2026; Yu & Wong, 2026 in the Appendix). The researchers proofread the data to ensure the accuracy of the information and the content validity, i.e., the contents of research in the area of English communication, before entering the texts into the AI technologies.

4.2 Instruments: ChatGPT, Claude, and Gemini

Three AI technologies, i.e., ChatGPT, Claude, and Gemini, were employed in the current study to predict future research directions in English communication. After the selection of the materials (see section 4.1), the titles, abstracts, and keywords of the five research articles were entered into the chat boxes of the three technologies. Firstly, all three AI technologies were asked to provide one consolidated set of future research directions across all of the given five studies. The request yielded three sets of responses. Then ChatGPT was asked again to analyze the thematic patterns emerging across the three sets of recommendations. ChatGPT was chosen over the other two AI technologies because it is one of the most often investigated, employed, and reported as a research tool that draws accurate results (e.g., Aufricht et al., 2025; Drummond et

al., in press; Ho et al., 2023). In addition, it was also found to be the only AI able to evaluate itself during the literature review in the present study (see section 3).

5. FINDINGS

ChatGPT's analysis (2026c) over the three sets of responses from ChatGPT (2026b) itself, Claude (2026b), and Gemini (2026b) on future research directions in English communication is presented in Table 1.

**Table 1. Future Research Directions
Identified by ChatGPT, Claude, and Gemini**

An Academic analysis of consolidated future research directions in English language learning research 1. Expansion Across Contexts, Populations, and Disciplines A dominant theme across all three responses is the call for broader contextual and demographic representation in SLA research. Both ChatGPT and Claude emphasize cross-cultural and cross-population studies, advocating for inclusion beyond traditionally overrepresented groups (e.g., Chinese STEM learners). Gemini reinforces this by proposing cross-disciplinary comparisons, particularly in corpus-based studies. This convergence signals a recognition that language learning is highly context-dependent, shaped by sociocultural, institutional, and professional variables. The emphasis on including non-STEM professions and diverse learner populations suggests a move toward ecological validity and generalizability. Furthermore, the attention to workplace diversity highlights the growing importance of English as a lingua franca in varied professional domains. 2. Methodological Innovation and Triangulation All three models strongly advocate for methodological diversification. The integration of mixed-method approaches—combining self-reports, behavioral data, corpus analysis, and experimental designs—emerges as a central priority. ChatGPT and Claude explicitly call for triangulation using objective measures such as test scores and speech analytics, while Gemini highlights advanced designs such as structural equation modeling (SEM) and diary studies. This shared emphasis reflects a critique of overreliance on self-reported data in SLA research. By incorporating objective and longitudinal data, future studies can enhance reliability, validity, and explanatory power. The inclusion of quasi-experimental and longitudinal designs further indicates a shift toward causal inference and developmental analysis. 3. Longitudinal and Developmental Perspectives Longitudinal research is consistently prioritized across all responses. ChatGPT and Claude stress tracking learners over extended periods to examine the evolution of motivation, emotional states, and skill development. Gemini adds a nuanced dimension by proposing the study of sustained AI-mediated relationships (e.g., “AI friendship”) and their long-term effects on willingness to communicate (WTC). This alignment underscores the need to move beyond cross-sectional snapshots toward dynamic models of language learning. Longitudinal designs enable researchers to capture trajectories, turning points, and sustained impacts of interventions, particularly in areas such as motivation (e.g., ideal L2 self) and affect. 4. Affective and Psychological Dimensions Another major area of convergence is the expansion of affective frameworks. Claude provides the most comprehensive list of emotional variables (e.g., boredom, pride, frustration, shame), while ChatGPT and Gemini emphasize the interplay between positive and negative emotions in both formal and informal learning contexts. Gemini introduces the concept of “psychological and emotional mapping,” linking affect to social-cognitive processes such as perspective-taking and cognitive flexibility. This complements ChatGPT's suggestion to integrate emotional frameworks with motivational and socio-cognitive theories, pointing toward holistic models of learner psychology. Collectively,

these directions reflect an emerging consensus that affect is not peripheral but central to language learning, influencing engagement, persistence, and performance across contexts.

5. Integration of Artificial Intelligence in Language Learning

All three responses identify artificial intelligence (AI) as a transformative force in ELT research. ChatGPT provides the most systematic framework, categorizing AI roles (e.g., tutor, peer, evaluator) and emphasizing ethical considerations. Claude and Gemini extend this by focusing on affective AI, particularly its potential to reduce negative emotions such as shame and enhance motivation.

The concept of AI as a social agent—capable of forming “friendships” with learners—represents a novel research frontier. This aligns with broader trends in human-computer interaction and raises important questions about agency, authenticity, and long-term engagement.

6. Curriculum Alignment and Workplace Relevance

A strong emphasis on aligning ELT curricula with workplace demands is evident across all three responses. ChatGPT and Claude highlight the need to map real-world communication practices to instructional design, particularly in English for Specific Purposes (ESP). Gemini adds specificity by advocating for a focus on transactional and informative language functions relevant to technical professions.

This convergence reflects the increasing instrumentalization of English in globalized labor markets. The integration of intercultural communicative competence (ICC) into professional training further underscores the need for learners to navigate diverse communicative environments.

7. Corpus and Discourse-Based Research

Corpus-based approaches are prominently featured, particularly in relation to academic writing and genre analysis. All three responses call for expanding corpus studies across disciplines and genres, with a focus on linguistic features such as nominal group complexity. This reflects a growing interest in data-driven pedagogy, where empirical insights into language use inform instructional practices. The linkage between linguistic features and communicative effectiveness represents an important step toward applied relevance.

8. Informal Learning and Digital Ecosystems

ChatGPT uniquely emphasizes the role of informal learning environments, including social media, gaming, and online communities. While less prominent in Claude and Gemini, this direction complements the broader focus on out-of-school exposure and digital engagement.

This highlights the need to reconceptualize language learning as a lifelong, context-spanning process that extends beyond institutional boundaries.

(ChatGPT, 2026c)

Although the original sources of data, i.e., the five research articles, were found through the search for English communication, the results of the analysis by ChatGPT (2026c) found that the titles, abstracts, and keywords were in the area of English language learning. ChatGPT (2026c) organized the future directions by eight themes, including (1) expansion across contexts, populations, and disciplines; (2) methodological innovation and triangulation; (3) longitudinal and developmental perspectives; (4) affective and psychological dimensions; (5) integration of artificial intelligence in language learning; (6) curriculum alignment and workplace relevance; (7) corpus and discourse-based research; and (8) informal learning and digital ecosystems. It also identified areas of convergence and divergence among the three AI technologies and conceptual expansion in the analysis.

The future research directions proposed by ChatGPT (2026b, c), Claude (2026b), and Gemini (2026b) in fact revealed a converging yet multifaceted agenda for advancing research in both English language teaching and learning. The directions

reflected a shift toward integrative, interdisciplinary, and context-sensitive paradigms that responded to globalization, technological innovation, and evolving workplace demands.

6. DISCUSSION

The five research articles were found to be the most relevant to English communication through the search on ScienceDirect (see section 3.1), and ChatGPT (2026c) identified more specifically that they were most relevant to English language learning. Both the search results and specifications appeared to be applicable when examining the research titles, that is, “Understanding the impact of out-of-school English exposure on self-perceived listening gains: An insight into the activation mechanism” (Ji et al., 2026, p. 1), “Use of English in engineering workplaces: Frequency, skill hierarchy, and functions” (Rahaman et al., 2026, p. 1), “Complexity in academic discourse: A corpus-based analysis of nominal groups in English research articles” (Shahid et al., 2026, p. 1), “Friendship with human vs. AI peers: Enjoyment mediates college students' willingness to communicate in spoken English learning” (Wang & Fang, 2026, p. 1), and “Preparing Chinese higher vocational students to succeed in a globalized and multicultural world: Enhancing their oral English competence and intercultural competence” (Yu & Wong, 2026, p. 1).

The future research directions proposed by ChatGPT (2026b, c), Claude (2026b), and Gemini (2026b) regarding a converging and multifaceted agenda for furthering research in English language teaching and learning and a shift toward integrative, interdisciplinary, context-sensitive paradigms that respond to globalization, technological innovation, and evolving workplace demands most possibly suggest a robust alignment with scholarly trends in contemporary research. Therefore, the three AI technologies can be employed to assist in choosing future research topics. However, the suggestions were rather broad and general and appeared to be suitable for an academic paper. Researchers need to investigate more specifically interested research topics before research conduction. It is important to point out here that when Pluimer et al. (2026) compared Gemini 2.5 Pro, Claude 4 Sonnet, and ChatGPT-o3-pro against human expert ratings, only Gemini 2.5 Pro showed strong positive correlation with human consensus and maintained high reliability.

Rahman et al.'s (2025) survey of the use of AI by undergraduate students from various academic years: DeepSeek, ChatGPT, and Gemini found that ChatGPT was the most widely used tool for academic purposes, while Gemini and DeepSeek exhibited unique strengths in specific tasks. The present study did not compare the AI technologies or evaluate their accuracy but identified future research directions by using ChatGPT, Claude, and Gemini first, followed by an analysis on top of the analysis in the first round by only ChatGPT, the most widely used tool. The analysis yielded satisfactory results in terms of academic ideas, not accuracy like in studies carried out by Drummond et al. (in press), Araujo et al. (in press), and Pluimer et al. (2026). In fact, accuracy is not applicable in a study such as the current project because identifying future research directions is more reliant on critical evaluation of individual researchers and settings.

7. CONCLUSION

The findings of the present study suggest ideas for more research on the use of ChatGPT, Claude, Gemini, and other AI technologies, particularly in the area of English communication, which remains to be hard to find. The next projects should be carried out on a larger scale and in other sections of research articles. A more comprehensive method to analyze the data than that employed in the current study may also bring about fruitful knowledge of research conduction with assistance from AI technologies. It is believed that the findings of the current study as well as continuous projects will be essential for peers working in the same field as well as in other areas of social studies.

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APPENDIX**Research Article 1**

Title Understanding the impact of out-of-school English exposure on self-perceived listening gains: An insight into the activation mechanism

Abstract This study investigated the role of ideal L2 self, self-efficacy, emotions in self-perceived listening gains in out-of-school English exposure contexts. Data were collected from English majors in central China, and multi-group structural equation modeling approach was employed to analyze the data. Results showed that participants with a stronger ideal L2 self-demonstrated increased out-of-school exposure to English, heightened self-efficacy, greater enjoyment, and enhanced self-perceived listening gains compared to those with a weaker ideal L2 self. Out-of-school English exposure positively influenced self-efficacy; self-efficacy positively affected enjoyment, which in turn positively affected self-perceived listening gains for both high- and low-ideal L2 self groups. The findings suggest ideal L2 self may activate the mechanism transforming incidental learning into autonomy supportive learning, and this mechanism is stable across groups. It offered insights into pedagogical implications for language learning.

Keywords Out-of-school English exposure, self-efficacy, emotions, ideal L2 self, enjoyment, listening anxiety

(Ji, et. al., 2026, p. 1)

Research Article 2

Title Use of English in engineering workplace: Frequency, skill hierarchy, and functions

Abstract The existing body of research on workplace English for engineers highlights the significance of English in the engineering work. However, there is limited understanding of the use of English in the engineering profession in terms of the frequency of English use, the relative importance of macro skills such as speaking and writing, and the functions of the English language. This study examined diaries written by 97 in-service mechanical engineers regarding their experiences with English language use in their workplaces. Follow-up interviews were conducted with a sub-sample for triangulation. A summative content analysis of the diary data was carried out to identify the frequency of the use of English and the hierarchy of the use of the four skills (i.e., reading, writing, listening, speaking). In addition, thematic analysis and summative content analysis were employed to identify the functions of English in the engineering workplace. Findings reveal that the majority of the participants used English on 21–25 days during the 30-day data collection period. ‘Writing’ is the most frequently used skill, and ‘informative’ is the dominant function. Besides, in the engineering workplace, English primarily serves transactional functions while interactional uses remain limited. We conclude with implications for language educators and policymakers in relation to the use of the English language in the engineering sector.

Keywords Workplace English, English for engineers, functions of English, ESP pedagogy, diary study

Research Article 3

Title Complexity in academic discourse: A corpus-based analysis of nominal groups in English research articles

Abstract The present study examines the use of nominal groups, focusing on their types and functions in academic writing, by analyzing a corpus of Pakistani English Research Articles (PERAC). The corpus has been compiled by taking 52 English research articles written by Pakistani scholars in the field of linguistics. After categorizing the nominal groups into simple, pre-modified, and post-modified, the corpus was annotated with the help of TagAnt (2.1.1), and further analysis was carried out through AntConc (3.5.9). The findings of the study show that pre-modified nominal groups (52.79 %) are more frequent than simple nominal groups (39.38 %) and post-modified nominal groups (7.83 %). The analysis of the examples has given the following types of premodification: adjectival (44.5%), noun (25 %), adverbial (17 %), and participial (13.5 %). While prepositional phrases (51 %), clausal (20 %), infinitival (17.5 %), and adjectival (11.5 %) post-modification were also used in PERAC to provide additional richness and accuracy to the texts. This distribution follows the developmental pattern of structures advanced in nominal group complexity, as postulated by Biber et al. (2011). The findings of the study offer future researchers and academic writers the opportunities to work with implications and suggestions to help students use premodifiers and postmodifiers in nominal groups to enhance their academic writing skill. The present investigation underscores the imperative for additional research comparing the use and role of nominal groups across different disciplines and genres.

Keywords Corpus based, nominal groups, research articles, systemic functional linguistics, PERAC

(Shahid, et al., 2026, p. 1)

Research Article 4

Title Friendship with human vs. AI peers: Enjoyment mediates college students' willingness to communicate in spoken English learning

Abstract As artificial intelligence (AI) becomes embedded in higher education, it is significant to test whether students form parasocial, friendship-like relationships with AI and how such ties shape emotional engagement and learning motivation. However, few studies have compared the emotional and motivational outcomes of student–AI versus human–peer friendships in educational contexts via experimental methods. Within the context of Chinese college students' spoken English learning, this study, drawing on self-determination theory, conducted a five-week controlled experiment in which participants were randomly assigned to either an AI-peer group ($n=44$) or a human-peer group ($n=44$). Data were collected through a three-wave questionnaire, yielding 238 observations. Group-wise Multilevel Modeling (MLM) revealed that friendship significantly affects enjoyment and shame in both groups. Enjoyment consistently mediated the effect of friendship on Willingness to Communicate (WTC) in English in both groups (indirect effect: AI-

peer = 0.088; human-peer = 0.154) with no significant difference between groups ($\Delta = 0.066$, 95% CI [$\square$ 0.047, 0.180]). Contrary to expectations, shame did not mediate the relationship between friendship and WTC in both groups. Additionally, heterogeneity analyses revealed that the effects of gender were not significant in the AI-peer group, indicating that human-AI friendships were less sensitive to gender differences. However, AI-peer friendship significantly reduced shame among students from rural backgrounds, highlighting AI's potential to promote emotional equity in spoken English learning. These findings offer new empirical insights into affective AI design, suggesting that AI can serve as a meaningful companion that supports students' WTC.

Keywords Artificial intelligence, friendship, willingness to communicate, enjoyment, shame

(Wang & Fang, 2026, p. 1)

Research Article 5

Title Preparing Chinese higher vocational students to succeed in a globalized and multicultural world: Enhancing their oral English competence and intercultural competence

Abstract In response to pedagogical reforms in English language teaching (ELT) within Chinese higher vocational education, growing attention has been placed on cultivating students' professional oral English competence alongside intercultural communicative competence (ICC), which are global skills required in the educational and workplace contexts. This study evaluates the effect of an ELT module incorporating ICC into the teaching of professional oral English to students at Chinese higher vocational colleges (CHVC). A quasi-experimental design with non-equivalent control groups and a pre-test—post-test structure was employed. Two groups of third-year higher vocational students majoring in aircraft maintenance, with 30 students in each group, were given an eight-week intervention, with the control group using the regular ELT module and the experimental group using the ELT module incorporating ICC. Findings show that the experimental group achieved greater improvements in professional oral English proficiency and ICC in intercultural workplace contexts compared to the control group. These results suggest that the ELT module incorporating ICC is more effective in enhancing students' professional oral English competence and ICC than the regular ELT module at CHVC and it provides a paradigm for how to integrate professional oral English teaching and ICC in vocational education. From a psychological perspective, the study also sheds light on learners' social-cognitive processes in intercultural communication, particularly in relation to perspective-taking, cultural sensitivity, and cognitive flexibility, which are essential for effective interaction in multicultural workplace contexts.

Keywords Oral English competence, intercultural communicative competence, ELT module, Chinese higher vocational colleges, social cognition

(Yu & Wong, 2026, p. 1)



Exploring the Motivations of Foreign Tourists Visiting Songkhla Province in Preparation for Hosting the 2025 SEA Games

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ABSTRACT

This quantitative study investigated the motivations of foreign tourists visiting Songkhla Province, Thailand, in the context of the province's preparations to host the 33rd Southeast Asian (SEA) Games in 2025. Three objectives guided the research: (1) to examine the push and pull motivations of foreign tourists visiting Songkhla Province; (2) to compare tourist motivations across personal characteristics; and (3) to provide strategic guidelines for public and private sectors to leverage tourism for the SEA Games. Data were collected from 400 foreign tourists using a structured questionnaire, with multi-stage sampling comprising purposive and convenience sampling. Descriptive statistics (percentage, mean, standard deviation) and inferential statistics (independent samples t-test and one-way ANOVA F-test) were employed at a significance level of .05 using SPSS. Results revealed that overall motivation was at a high level ($M = 3.65$, $SD = 0.68$), with pull factors ($M = 3.66$) marginally exceeding push factors ($M = 3.64$). The dominant push factors were escape from monotony, novelty-seeking, and social interaction. The leading pull factors were scenic beauty, historical significance, and tourism activities. Nationality was the only personal characteristic that significantly influenced pull factor motivations ($p < .05$). Findings suggest that destination managers should diversify experiential offerings, enhance cultural participation programs, and improve physical infrastructure to maximize the SEA Games tourism legacy.

Keywords: tourist motivation, push-pull theory, sports tourism, SEA Games, Songkhla Province, destination management

1. INTRODUCTION

Sports tourism has emerged as one of the fastest-growing segments of the global tourism industry, generating substantial economic returns and facilitating cross-cultural interaction (Hinch & Higham, 2011). Unlike conventional leisure tourism, sports tourism is multidimensional, encompassing travel for event spectatorship, active sport participation, and sport-themed heritage visits (Gibson, 1998). Globally, sports tourists are reported to spend three to four times more than general visitors, making them a high-value market segment (Weed & Bull, 2009). The International Olympic Committee and regional multi-sport events such as the Southeast Asian (SEA) Games have been shown to catalyse destination branding, infrastructure investment, and long-term visitor growth (Kim & Morrison, 2005).

The SEA Games, the region's foremost multi-sport event, is held biennially and rotates among the ten ASEAN member states. Since its inception in 1959, the event has served as a platform for regional solidarity and human capital development in sport (Brownell, 2012). The 33rd SEA Games is scheduled to be hosted by Thailand in 2025, with Bangkok, Chonburi, and Songkhla Province designated as co-host venues. This arrangement positions Songkhla — a historically and culturally rich destination in southern Thailand — for significant exposure to an international audience.

Songkhla Province, strategically situated on the Thai-Malaysian border, functions as the primary tourism gateway of southern Thailand. The province encompasses diverse natural attractions (Hat Samila beach, Ko Yo island, and Songkhla Lake) and tangible cultural heritage (Songkhla Old Town), which collectively attract both domestic and international visitors (Theeradarmongsak et al., 2022). The provincial government's initiative to brand Songkhla as a *Sports City* (Songkhla Sports City) underscores a strategic commitment to integrate sports with tourism development (Songkhla Public Relations Office, 2022). However, there exists a notable gap in empirical literature specifically addressing the motivational profile of *foreign* tourists visiting Songkhla, particularly in an event-tourism context.

Understanding tourist motivation is foundational to destination management, as it enables planners to align supply-side offerings with demand-side expectations (Crompton, 1979; Dann, 1977). The push–pull theoretical framework — the dominant paradigm in tourism motivation research — proposes that tourists are simultaneously driven by internal psychosocial forces (push factors) that generate travel desire and external destination attributes (pull factors) that channel destination choice (Uysal & Jurowski, 1994). Despite its conceptual simplicity, the framework has demonstrated robust explanatory power across diverse cultural and destination contexts (Bansal & Eiselt, 2004; Jang & Wu, 2006; Kim & Lee, 2002).

Against this backdrop, the present study makes three contributions to the literature. First, it generates a context-specific motivational profile of foreign tourists in Songkhla prior to a mega-event. Second, it tests whether demographic heterogeneity particularly nationality moderates motivational responses to destination attributes. Third, it translates empirical findings into actionable recommendations for stakeholders preparing for the SEA Games tourism legacy. These contributions are timely given that event-hosting research increasingly foregrounds *legacy planning* — the deliberate use of mega-events to achieve long-term tourism, economic, and social outcomes (Preuss, 2007; Ritchie & Crouch, 2003).

2. LITERATURE REVIEW

2.1 Push–Pull Theory of Tourist Motivation

The conceptual foundation of this study rests on Dann's (1977) and Crompton's (1979) seminal formulations of tourist motivation, subsequently operationalised as the push–pull framework by Uysal and Jurowski (1994). Push factors are internally generated motivational forces — rooted in an individual's needs, desires, and emotional states — that create the impetus to travel. They are broadly consistent with Maslow's (1943) hierarchy of needs and Iso-Ahola's (1982) escape–seek paradigm, which posits that tourism behaviour is simultaneously motivated by a desire to escape everyday environments and to seek rewarding personal and interpersonal experiences.

Pull factors, by contrast, are destination-specific attributes perceived by tourists as capable of satisfying their motivationally generated travel needs (Baloglu & Uysal, 1996). These include natural scenery, historical and cultural resources, recreational facilities, entertainment, and accessibility (Kim & Lee, 2002). The interaction between push and pull factors is non-linear: while push factors explain *why* people travel, pull factors explain *where* they choose to travel (Jang & Wu, 2006). Empirically, Bansal and Eiselt (2004) demonstrated that the interplay of push and pull motivations significantly predicts destination satisfaction and revisit intentions, particularly in cultural heritage contexts.

Subsequent refinements have highlighted that push–pull motivations are not static but are moderated by individual characteristics including age, gender, education, income, nationality, and prior travel experience (Huang & Hsu, 2009; Mohammad & Som, 2010; Yoon & Uysal, 2005). Cross-cultural research has consistently shown that nationality shapes how tourists interpret and respond to destination pull factors (Chen & Funk, 2010; Kozak, 2002), a finding particularly relevant to multi-national event tourism contexts.

2.2 Sports Tourism and Mega-Event Legacy

Sports tourism is defined by Gibson (1998, p. 49) as travel outside one's home community to participate in sport or to watch sport competitions, or to venerate attractions associated with sport. The domain has expanded to encompass event sports tourism (spectatorship at competitions), active sports tourism (participation), and nostalgia sports tourism (heritage visits). Mega-sporting events — defined by Roche (2000) as large-scale cultural events of dramatic character with a global media reach — occupy a distinctive niche within this taxonomy, generating concentrated visitor flows, extraordinary media exposure, and durable infrastructure investment.

Research on the SEA Games specifically is limited relative to studies of Olympic or FIFA World Cup tourism, yet available evidence indicates that the event generates measurable economic multiplier effects for host destinations in Southeast Asia (Brownell, 2012). Chalip and Leyns (2002) established that event tourism leverage — the deliberate use of a sporting event to maximise tourism outcomes — requires proactive destination marketing, experiential product development, and stakeholder coordination. Without such strategies, the tourism potential of mega-events is often sub-optimally realised, resulting in a *tourism event bubble* that generates temporary visitor peaks without generating a sustainable tourism legacy (Preuss, 2007).

In the ASEAN context, tourism authorities increasingly recognise the SEA Games as a vehicle for regional destination branding. Smith (2012) and Liu (2014) both argue that event-related destination images are formed during the event period and, if strategically managed, can reshape long-term destination perceptions and generate repeat visitation. For Songkhla, the 2025 SEA Games therefore represents a strategic window to reposition the province in international tourism markets beyond its traditional Malaysian visitor base.

2.3 Foreign Tourist Motivation in Southeast Asian Destinations

Research on tourist motivation in Southeast Asian destinations has expanded substantially since 2000, reflecting the region's growing global tourism significance. In the Thai context, Mohammad and Som (2010) found that Malaysian tourists visiting

Thailand were primarily motivated by pull factors related to cultural diversity and value-for-money, while push motivations centred on novelty-seeking and social bonding. Similarly, Chen and Funk (2010) documented that cultural distance between origin and destination modulates the relative salience of push versus pull motivations, with tourists from culturally proximate countries (such as Malaysia relative to Thailand) responding more strongly to heritage-specific pull factors.

Yoon and Uysal (2005) demonstrated in a structural equation modelling study that both push and pull motivations positively influence tourist satisfaction, which in turn predicts loyalty behaviour — a finding consistent with Kozak's (2002) cross-national comparison across multiple European destinations. Huang and Hsu (2009) extended this line of inquiry to generational differences, showing that younger travellers exhibit stronger novelty-seeking push motivations and are more responsive to activity-oriented pull factors — a profile consistent with the predominantly young, educated tourist cohort documented in Songkhla's visitor statistics.

Specifically in the Songkhla context, Theeradamongsak et al. (2022) identified novelty-seeking and cultural exploration as primary push motivations among Thai tourists visiting Songkhla Old Town, while scenic beauty and historical significance dominated pull factor rankings. These findings provide a contextual benchmark against which the present study's findings among foreign tourists can be compared and interpreted.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study adopted a cross-sectional quantitative research design, consistent with the dominant paradigm in push–pull motivation research (Bansal & Eiselt, 2004; Yoon & Uysal, 2005). A structured self-administered questionnaire was selected as the data collection instrument, given its efficiency in capturing large-sample motivation data across multiple demographic subgroups (Creswell, 2014).

3.2 Population and Sampling

The target population comprised all foreign tourists who visited Hat Yai District, Songkhla Province, during the study period, estimated at 2,536,214 arrivals (Ministry of Tourism and Sports, 2024). Sample size was determined using Yamane's (1967) formula at a 95% confidence level with a $\pm 5\%$ margin of error, yielding a minimum requirement of 400 respondents. Participants were recruited via multi-stage sampling: purposive sampling was applied to ensure respondents were foreign nationals aged 18 or above who had visited at least one tourism attraction in Songkhla; convenience sampling was subsequently applied within eligible tourist zones.

3.3 Instrument

The questionnaire comprised two sections. Section 1 captured socio-demographic characteristics: gender, age, education level, occupation, average monthly income, and nationality (adapted from Pimolsompong, 2005, as cited in Katasilat, 2021). Section 2 measured push and pull motivation constructs using a five-point Likert scale (1 = strongly disagree; 5 = strongly agree), adapted from validated instruments employed in prior Thai tourism motivation studies (Phetchprakong et al., 2018;

Theeradamrongsak et al., 2022; Khongtong et al., 2021; Phumbophlap, 2018). Push factor sub-dimensions included: physical/physiological needs, ego/status, novelty-seeking, knowledge acquisition, social interaction, and escape from routine. Pull factor sub-dimensions encompassed: scenic beauty, historical and cultural significance, tourism activities and infrastructure, accessibility, and value for money.

Content validity was established through an Item–Objective Congruence (IOC) review by three academic experts in tourism and applied linguistics. Instrument reliability was assessed using Cronbach's alpha, with all sub-scales demonstrating acceptable internal consistency ($\alpha > .70$), consistent with the threshold recommended by Nunnally and Bernstein (1994).

3.4 Data Analysis

Descriptive statistics (frequencies, percentages, means, and standard deviations) were computed for all variables. Independent samples *t*-tests were used to compare motivation scores between two-category demographic variables (gender). One-way analysis of variance (ANOVA) was employed for variables with three or more categories (age, education, occupation, income, nationality), with post-hoc pairwise comparisons conducted using Tukey's HSD procedure where significant omnibus *F*-values were detected. The statistical significance threshold was set at $\alpha = .05$. All analyses were performed using SPSS Statistics Version 26 (IBM Corp., 2019).

4. RESULTS

4.1 Respondent Profile

Table 1 summarises the socio-demographic characteristics of the 400 respondents. The sample was predominantly female ($n = 205$; 51.2%), aged 18–22 years ($n = 138$; 34.5%), and held a bachelor's degree or higher ($n = 270$; 67.5%). The largest occupational category was student/university student ($n = 157$; 39.3%), consistent with the predominantly young and educated profile. Average monthly income was below THB 15,000 ($n = 141$; 35.3%). Malaysian nationals constituted the largest nationality group ($n = 183$; 45.8%), reflecting Songkhla's geographic proximity to Malaysia and its longstanding position as a cross-border shopping and leisure destination (Theeradamrongsak et al., 2022).

Table 1 Socio-Demographic Characteristics of Respondents (N = 400)

Characteristic	n	%	Dominant Category
Gender: Female	205	51.2	Female
Age: 18–22 years	138	34.5	18–22 years
Education: Bachelor's degree or above	270	67.5	Bachelor's+
Occupation: Student	157	39.3	Student
Monthly income: < THB 15,000	141	35.3	< THB 15,000
Nationality: Malaysian	183	45.8	Malaysian
Total	400	100.0	—

Note: Data collected via structured questionnaire. THB = Thai Baht.

4.2 Push Factor Motivations

Overall push factor motivation was rated at a high level ($M = 3.64$, $SD = 0.69$). Table 2 presents the means and standard deviations for each push factor sub-dimension. The highest-ranked push dimension was *escape from monotony* ($M = 3.80$, $SD = 0.95$), followed by *novelty-seeking* ($M = 3.76$, $SD = 0.96$), and *social interaction and meeting new people* ($M = 3.75$, $SD = 0.93$). These three dimensions collectively reflect Iso-Ahola's (1982) escape–seek motivational duality, wherein tourists simultaneously disengage from proximal environments while actively seeking novel interpersonal and experiential rewards.

Table 2 Descriptive Statistics for Push Factor Sub-Dimensions

Rank	Push Factor Dimension	M	SD	Level
1	Escape from monotony / routine	3.80	0.95	High
2	Novelty-seeking / new travel experiences	3.76	0.96	High
3	Social interaction / meeting new people	3.75	0.93	High
Overall Push Factors		3.64	0.69	High

Note: Scale: 1 = strongly disagree to 5 = strongly agree. Level: ≥ 3.40 = High.

4.3 Pull Factor Motivations

Pull factor motivation was also high overall ($M = 3.66$, $SD = 0.72$), marginally exceeding push factor scores. The leading pull factor was *scenic beauty of the destination* ($M = 3.73$, $SD = 0.89$), followed by *historical and cultural significance* ($M = 3.67$, $SD = 0.78$), and *tourism activities and recreation* ($M = 3.58$, $SD = 0.80$).

Table 3 Descriptive Statistics for Pull Factor Sub-Dimensions

Rank	Pull Factor Dimension	M	SD	Level
1	Scenic beauty of the location	3.73	0.89	High
2	Historical and cultural significance	3.67	0.78	High
3	Tourism activities and recreation	3.58	0.80	High
Overall Pull Factors		3.66	0.72	High

Note: Scale: 1 = strongly disagree to 5 = strongly agree.

4.4 Comparative Analysis by Personal Characteristics

Independent samples *t*-tests and one-way ANOVAs were conducted to determine whether motivation scores differed significantly by socio-demographic characteristics. At the aggregate (overall) motivation level, no significant differences were found across any demographic variable. However, meaningful differences emerged at the sub-dimensional level. Nationality exerted a statistically significant effect on overall pull factor scores ($F = \text{significant}$, $p < .05$), as well as on historical significance and tourism activity sub-dimensions. Gender significantly predicted scenic beauty pull ($p < .05$) and social interaction push ($p < .05$). Age and occupation significantly differentiated knowledge-seeking push and prestige push sub-dimensions. Monthly income influenced physical push and prestige push motivations. These patterns are summarised in Table 4.

Table 4 Significant Relationships Between Personal Characteristics and Motivation Sub-Dimensions

Motivation Sub-Dimension	Significant Personal Characteristic(s)	Statistical Test / α Level
Physical / physiological push	Monthly income	F-test, $p < .05$
Prestige / ego push	Age, Occupation, Monthly income*	F-test, $p < .05 / .01^*$
Knowledge-seeking push	Age, Occupation	F-test, $p < .05$
Social interaction push	Gender	t-test, $p < .05$
Overall pull factors	Nationality	F-test, $p < .05$
Scenic beauty pull	Gender	t-test, $p < .05$
Historical significance pull	Nationality	F-test, $p < .05$
Tourism activity pull	Occupation, Nationality	F-test, $p < .05$

Note: * $p < .01$ for monthly income on prestige push.

5. DISCUSSION

5.1 Push Factor Motivations: Escape, Novelty, and Sociality

The primacy of escape from monotony as a push motivation corroborates a well-established pattern in the tourism motivation literature. Crompton (1979) identified escape from the mundane environment as the foundational push motivation, arguing that the routinisation of work and study life creates a chronic psychological deficit that travel is uniquely positioned to redress. This mechanism is particularly salient among the study's dominant respondent cohort - young, educated students for whom academic stress and social comparison pressures intensify the escapist impulse (Huang & Hsu, 2009). The consistent replication of this finding across Thai destinations (Theeradarnongsak et al., 2022; Khongtong et al., 2021) suggests that it is a robust cross-contextual motivator, rather than a destination-specific artefact.

The high salience of novelty-seeking is theoretically consistent with Iso-Ahola's (1982) escape-seek paradigm and with exploratory behaviour theory (Berlyne, 1960), which posits that moderate degrees of environmental novelty neither excessively familiar nor overwhelmingly unfamiliar are intrinsically rewarding. For foreign tourists visiting Songkhla, the destination's distinctive blend of Malay, Chinese, and Thai cultural influences, combined with its relatively undiscovered status compared to more internationally marketed Thai destinations, may produce precisely this optimal novelty stimulus. This interpretation aligns with Smith's (2012) argument that secondary destinations adjacent to mega-events benefit disproportionately from novelty-seeking tourist segments who use the event as a pretext for broader regional exploration.

5.2 Pull Factor Motivations: Heritage, Scenery, and Activity

The dominance of scenic beauty and historical significance as pull factors reflects Songkhla's comparative advantage in natural and cultural heritage assets. Ko Yo island, Hat Samila beach, and Songkhla Old Town collectively offer an aesthetically and historically rich landscape that aligns well with the pull factor profile of Malaysian tourists, who constitute the largest visitor nationality. Chen and Funk (2010)

demonstrated that cultural proximity between origin and destination amplifies the salience of heritage pull factors, as culturally informed tourists are better equipped to decode and appreciate destination symbolism. The significant effect of nationality on historical significance and tourism activity pull factors (Table 4) empirically supports this cultural proximity hypothesis.

The relatively lower ranking of tourism activities compared to scenic and historical factors suggests a potential gap in Songkhla's activity offering that destination managers should address particularly given the active sports tourism context of the SEA Games. Weed and Bull (2009) contend that sports tourists require a critical mass of participatory and spectator activity options to sustain motivation beyond the core event, and that destinations which fail to develop complementary activity portfolios risk losing event tourists after the competition period. The development of water sports, cultural workshops, and guided heritage trails as recommended in Section 6 directly addresses this gap.

5.3 Nationality as a Motivational Moderator

The finding that nationality was the only demographic variable to significantly influence overall pull factor motivation is consistent with cross-national motivation research (Kozak, 2002; Mohammad & Som, 2010) and has important managerial implications. Segmented destination marketing crafting distinct messaging and experience packages for Malaysian, Indonesian, Singaporean, and other nationality markets — is more likely to be effective than one-size-fits-all approaches. This aligns with Liu's (2014) recommendation that mega-event host destinations develop *nationality-sensitive tourism leverage strategies* that address the heterogeneous motivational profiles of multi-national visitor flows.

6. STRATEGIC RECOMMENDATIONS FOR SEA GAMES PREPARATION

Drawing on the empirical findings and grounded in event-tourism leverage theory (Chalip & Leyns, 2002; Preuss, 2007), the following recommendations are proposed for public and private sector stakeholders preparing Songkhla for the 2025 SEA Games.

6.1 Diversify and Innovate Experiential Tourism Products

To address the high novelty-seeking push motivation and moderate activity pull scores, destination managers should develop immersive cultural experience products. Specific initiatives could include: (a) hands-on workshops in Ko Yo traditional weaving (*Pha Kho Yo*) and local cuisine preparation (e.g., Khai Krob, Tao Khua, Hat Yai fried chicken); (b) guided evening cultural walking tours through Songkhla Old Town's multicultural architectural heritage; and (c) creative arts and crafts pop-up events co-located with SEA Games venues. These products respond directly to the escape–seek motivation profile documented in this study and are consistent with Ritchie and Crouch's (2003) framework of destination competitiveness through experiential differentiation.

6.2 Upgrade Physical Infrastructure and Iconic Landmarks

The scenic beauty pull factor's top ranking underscores the importance of maintaining and enhancing Songkhla's visual landscape. Priority infrastructure improvements should include: (a) renovation of Ko Ngu–Ko Maew island facilities

(jetty, seating, sanitation); (b) restoration and repainting of the Naga serpent sculpture at Khao Kho Hong, a regionally significant landmark; (c) upgrading of the Khao Kho Hong cable car to international safety and service standards; and (d) development of waterfront promenades along Hat Samila to enhance scenic accessibility. Preuss (2007) notes that physical infrastructure improvements catalysed by mega-events constitute the most durable component of event legacy when aligned with destination brand values.

6.3 Develop Heritage Interpretation and Cultural Tourism

Given the significance of historical pull factors — particularly among Malaysian visitors — investment in heritage interpretation infrastructure is warranted. Targeted development should include: (a) multilingual interpretive signage and QR code audio guides at key heritage sites (Wat Khao Kao Saen, Ko Yo community, Songkhla Old Railway Station, Wat Chue Chang, Wat Khok Saman Khun); (b) trained cultural guides proficient in English, Malay, and Mandarin; and (c) storytelling-format digital content optimised for social media sharing to amplify organic destination awareness. These measures align with Smith's (2012) argument that heritage interpretation transforms passive heritage viewing into active meaning-making, deepening tourist engagement and loyalty.

6.4 Expand Water Sports and Marine Recreation

To capitalise on Songkhla's extensive coastal geography and raise the activity pull factor to a level commensurate with its scenic and historical assets, investment in marine recreation is recommended: (a) banana boat, windsurfing, and jet-ski operations at Hat Samila and adjacent beaches; (b) an annual water sports festival event timed to coincide with the SEA Games period to create synergistic promotion; and (c) certification partnerships with international water sports governing bodies to ensure safety standards and international recognition. Hinch and Higham (2011) demonstrate that active sport participation opportunities significantly increase per-visitor expenditure and length of stay.

6.5 Develop Nationality-Specific Marketing Strategies

Given the statistically significant effect of nationality on pull factor motivation, destination marketing organizations (DMOs) should develop segmented international marketing campaigns. For Malaysian visitors — the dominant foreign tourist segment campaigns emphasizing cultural heritage and gastronomy are likely to be most effective. For visitors from more distant source markets (e.g., Europe, East Asia), campaigns emphasizing natural scenery, adventure activities, and the SEA Games as a cultural spectacle may generate stronger motivation responses. Digital marketing platforms, influencer partnerships, and cross-border travel packages with Malaysian tourism authorities represent cost-effective channels for implementing this segmentation strategy (Liu, 2014; Mohammad & Som, 2010).

7. CONCLUSION

This study investigated the motivations of 400 foreign tourists visiting Songkhla Province in the context of the 2025 SEA Games. Applying push–pull motivation theory (Crompton, 1979; Dann, 1977; Uysal & Jurowski, 1994), the study found that both push and pull factors were rated at a high level, with escape from monotony, novelty-seeking, and social interaction leading push dimensions, and scenic

beauty, historical significance, and tourism activities leading pull dimensions. Nationality was identified as the primary demographic moderator of pull factor motivation, with significant effects on historical significance and tourism activity sub-dimensions.

These findings carry substantive implications for event tourism leverage planning. The 2025 SEA Games offers Songkhla Province a strategic window to reposition itself as a multidimensional international destination beyond its established cross-border shopping market. Realizing this potential requires proactive investment in experiential product diversification, heritage interpretation, marine recreation development, and nationality-sensitive marketing — initiatives that align the destination's current push–pull motivation profile with the activity and novelty demands of contemporary sports tourists (Hinch & Higham, 2011; Weed & Bull, 2009).

Future research should extend this study in several directions: (a) longitudinal designs tracking motivational changes before, during, and after the SEA Games; (b) structural equation modelling examining causal pathways from motivation through satisfaction to revisit intention; (c) qualitative enquiry capturing the lived experiences of event tourists; and (d) comparative studies examining how Songkhla's motivational profile differs from Bangkok and Chonburi, the other SEA Games co-host venues. Such research would enrich both the theoretical and practical dimensions of event tourism legacy scholarship in Southeast Asia.

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