

Asst.Prof. Ruedeerath Chusanachoti, Ph.D.

Division of Foreign Language Teaching, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University

Tel: 086-459-5936 Email: ruedeerath.c@chula.ac.th

EDUCATION

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| Ph.D. | Curriculum, Teaching & Educational Policy
Specialist: English Teacher Education
Michigan State University, U.S.A. |
| MA | Applied English Linguistics
University of Wisconsin–Madison, U.S.A. |
| Cert. | Certificate in Teaching English to Speakers of Other Languages (TESOL)
University of Wisconsin–Madison, U.S.A. |
| B.Ed | Bachelor of Education (Honor), Secondary Teaching
Major: English
Faculty of Education, Chulalongkorn University |

TITLES AND POSITIONS

- Deputy Dean: Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs
- Deputy Director of Graduate Program in English as an International Language (EIL)
- Chair of the Master's Program in Teaching English as a Foreign Language (TEFL) (International program)
- Coordinator of the student teaching program and Head of the supervising professors, English Major
- Committee of the Doctoral Program and Master's Program in Curriculum and Instruction
- Committee of the Doctoral Program and Master's Program in English as an International Language (EIL) (International program)

FIELDS OF EXPERTISE

- Curriculum development and instructional design
- Second/foreign language learning and teaching
- Out-of-class and Autonomous language learning
- Active Learning
- Digital and multimedia for language learning and teaching

PUBLICATIONS (2025-2020) (Scopus and TCI)

- Matyakhan, T., **Chusanachoti, R.**, & Imsa-ard, P. (2025). Rethinking oral communication materials: Learner-informed coursebook design in EFL higher education contexts. *International Journal of TESOL Studies*, 7(3), 167–179. <https://doi.org/10.58304/ijts.250825> (SCOPUS-Q1 top 15%)
- Noan, N. P., & **Chusanachoti, R.** (2025). Engage, Perform, Speak: The Impact of Drama and Digital Activities on Myanmar EFL Students. *e-Journal of Education Studies, Burapha University*, 7(2), 92–108. retrieved from <https://so01.tci-thaijo.org/index.php/ejes/article/view/280658> (TCI 1)
- Thiangtham, K., & **Chusanachoti, R.** (2024). The effects of English language classroom environments on university students' willingness to communicate. *PASAA Journal*, 69, 445–472. <https://doi.org/10.58837/chula.pasaa.69.14> (SCOPUS-Q2)
- Matyakhan, T., **Chusanachoti, R.**, & Santos, J. A. L. (2024). "I think I speak without hesitation": Learning-Oriented Assessment to Enhance English Oral Communication of Thai Pre-Service Teachers. *REFlections*, 31(3), 966–989. <https://doi.org/10.61508/refl.v31i3.275912> (SCOPUS-Q2)
- Durongtham, O., **Chusanachoti, R.**, & Iramaneerat, C. (2024). Needs Analysis of Empathic Communication Enhancing Program for Health-Science EFL Students. *LEARN Journal: Language Education and Acquisition Research Network*, 17(2), 110–133. Retrieved from <https://doi.org/10.70730/FKKG4957> (SCOPUS-Q1)
- Thayati, S., **Chusanachoti, R.**, Sawekngam, W. (2024). Exploring Thai Undergraduate Students' Language Mindsets: A Survey Analysis. *Journal of Studies in the English Language*. 19(1), 25-58. <https://doi.org/10.64731/jsel.v19i1.271913> (SCOPUS-Q2)
- Fongsataporn, K., Chusanachoti, R., & Chirasombutti, V. (2024). Effects of an Instructional Model Based on Coordinated Management of Meaning and Reader's Theatre on Japanese Oral Communication Ability. *PASAA Journal*, 68, 375–407. (SCOPUS-Q2)
- Promsuk, M., & **Chusanachoti, R.** (2024). "Play by yourself, Learn by yourself" English Learner Autonomy Enhancement through Gamification and Augmented Reality. *Journal of Educational Innovation and Research*, 8(1), 68–83. <https://doi.org/10.14456/jeir.2024.5> (TCI 1)
- Upapa, S., & **Chusanachoti, R.** (2023). From real world to classroom: Navigating English language learning through autonomy-supportive instruction and out-of-class resources in Thai EFL context. *LEARN Journal: Language Education and Acquisition Research Network*, 16(2), 572–587. Retrieved from <https://so04.tci-thaijo.org/index.php/LEARN/article/view/266972> (SCOPUS)
- Kampiranon, K., & **Chusanachoti, R.** (2023). Development of extensive listening activities for listening comprehension of Thai secondary school students. *Journal of Education*

- Naresuan University, 25(3), pp. 27–38. https://so06.tci-thaijo.org/index.php/edujournal_nu/article/view/252606/178304 (TCI 1)
- Panya, Y. & **Chusanachoti, R.** (2023) Effects of Webquest and QAR strategy on reading literacy of lower secondary school students. *Journal of Education Naresuan University*, 25(4), 255-86. (TCI 1)
- Saint, M., **Chusanachoti, R.**, & Sawekngam, W. (2022). Using content and language integrated learning to develop curriculum principles in response to the needs of undergraduate students for business English writing ability. *Journal of Arts Management*, 6(3), 1012–1031. <https://so02.tci-thaijo.org/index.php/jam/article/view/256327> (TCI 1)
- กวิดา ฟองสถาพร, **ฤดีรัตน์ ชุมนะโชติ**, วรวดี จิราสมบัติ. (2565) ผลการใช้กิจกรรมการเรียนรู้ตามทฤษฎี CMM และแนวคิด RT ที่มีต่อความสามารถในการสนทนาแบบญี่ปุ่น. *วารสารเครือข่ายญี่ปุ่นศึกษา*. 12(1). 107–117. (TCI 1)
- Zangmo, M., & **Chusanachoti, R.** (2021). Improving English pronunciation of Bhutanese ESL learners using creative drama. *Journal of Roi Kaensarn Academi*. 6(2). pp. 1–10. (TCI 2)
- Roatchanaphong, W. & Chusanachoti, R. (2021). The pedagogical content knowledge in phonics of elementary phonics teachers in Thailand. *Open Journals in Education (OJED)*. 16(2). <https://so01.tci-thaijo.org/index.php/OJED/article/view/248131/168511> (TCI 2)
- Phueakphud, P., & **Chusanachoti, R.** (2021). Effects of using tiered instruction and gamification teaching method on English oral communication of ninth grade students. *Journal of Education Mahasarakham University*, 15(3), pp. 210–222. (TCI 2)
- บุรฉัตร เปียงสงาสกุล, และ **ฤดีรัตน์ ชุมนะโชติ**. (2564). การพัฒนาชุดกิจกรรมการเรียนรู้ศัพท์ภาษาฝรั่งเศสเพื่อการสื่อสารตามแนวคิดการเรียนรู้โดยใช้แก่นเรื่องเป็นฐานสำหรับนักเรียนมัธยมศึกษาตอนปลาย. *วารสารสมาคมครุภาพรฝรั่งเศสแห่งประเทศไทย ในพระราชูปถัมภ์*, 44(2). pp. 66–81. (TCI 1)
- Chhouk, C. & **Chusanachoti, R.** (2021). The WebQuest learning approach and reflective practice in instruction: Does it work?. *Pasaa Paritat Journal*. 31. pp. 1–20. (TCI 1)
- ภุริชญา เพ็ญพรหม และ **ฤดีรัตน์ ชุมนะโชติ**. (ตุลาคม – ธันวาคม 2563). หลักสูตรการรู้ภาษาอังกฤษตามแนวคิดการบูรณาการเนื้อหาทั้งภาษา และการเรียนรู้โดยใช้โครงงานเป็นฐานสำหรับนักเรียนชั้นมัธยมศึกษาตอนปลาย. *วารสารครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย*, 48(4), 276–297. (TCI 2)
- Thienkalaya, C., & **Chusanachoti, R.** (2020). Improving the English reading prosody of L2 learners through readers theater. *LEARN (Language Education and Acquisition Research Network) Journal*, 13(2), 306–320. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/243715> (SCOPUS)

CONFERENCE PRESENTATIONS

Upa, S., & **Chusanachoti, R.** (2024, January) Connecting Out-of-class English Resources with ELT: Exploring the Opportunities and Affordances for Language Teaching. Paper presented at 43rd Thailand TESOL International Conference, Chiang Mai: Thailand.