RILCA

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Research Institute for
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Mahidol Univeristy

Nakhon Pathom, Thailand

Profile

Highly innovative and results-oriented Associate Professor with extensive experience in Thai language teaching, instructional technology, and teacher education. Proven track record of developing impactful resources and initiatives to enhance language learning for students and educators. Focused on leveraging technology to create immersive, engaging learning environments.

Education

2019
M.A. (Language Teaching)
Birkbeck, University of London, United Kingdom

2013
Ph.D. (Educational Technology and Communications)
Chulalongkorn University , Thailand

2010
M.A. (Teaching Thai as a Foreign Language)
Srinakharinwirot University, Thailand

Internatilnal & Thai Journals

33

Books/ Book Chapters

17

Present Positions

- **Lecturer in Language and Intercultural Communication (M.A. & Ph.D.)**
  RILCA, Mahidol University

Research Interests

- Language teaching
- Educational technology
- AI-driven feedback systems
- Virtual world
- Chatbots
- Instructional design for L2 learners
- Mobile-assisted language learning

Publications

International Journals   25 Papers

Wiboolyasarin, K., **Wiboolyasarin, W.**, Kamonsawad, R., Tiranant, P., Boonyakitanont, P., & Jinowat, N. (2024). Exploring factors affecting communication in three-dimensional virtual worlds for second language learning: Development and validation of a scale. International Journal of Information and Learning Technology, 41(1), 86–98. https://doi.org/10.1108/IJILT-02-2023-0021 [Scopus Q1]

Wiboolyasarin, W., & Jinowat, N. (2024). Exploring teachers' experiences in bilingual education for young learners: Implications for dual-language learning apps design. Iranian Journal of LanguageTeaching Research, 12(2), 45–64. https://doi.org/10.30466/ijltr.2024.121417 [Scopus Q1 Top10]

Wiboolyasarin, W., & Jinowat, N. (2024). Revolutionising dual language learning for young learners with the RILCA app: A mobile-assisted approach. Journal of Computers in Education, 11(2), 575–593. https://doi.org/10.1007/s40692-023-00271-1 [Scopus Q1 Top10]

Wiboolyasarin, W., Kamonsawad, R., Wiboolyasarin, K., & Jinowat, N. (2024). Digital school or online game? Factors determining 3D virtual worlds in language classrooms for pre-service teachers. Interactive Learning Environments, 32(7), 3314–3331.
https://doi.org/10.1080/10494820.2023.2172588 [Scopus Q1 Top10]

Wiboolyasarin, W., Wiboolyasarin, K., Kamonsawad, R., & Jinowat, N. (2024). Enhancing collaborative writing with Grammarly-mediated feedback in asynchronous wiki environments: An investigation of group size. English Teaching & Learning, 1–26. https://doi.org/10.1007/s42321-024-00186-9 [Scopus Q1]

Wiboolyasarin, W., Wiboolyasarin, K., Suwanwihok, K., Jinowat, N., & Muenjanchoey, R. (2024). Synergizing collaborative writing and AI feedback: An investigation into enhancing L2 writing proficiency inwiki-based environments. Computers & Education: Artificial Intelligence, 6, 1–10. https://doi.org/10.1016/j.caeai.2024.100228 [Scopus Q1 Top1]

Wiboolyasarin, W., Wiboolyasarin, K., Tiranant, P., Boonyakitanont, P., & Jinowat, N. (2024) Designing chatbots in language classrooms: An empirical investigation from user learning experience. Smart Learning Environments, 11(1), 1–25. https://doi.org/10.1186/s40561-024-00319-4 [Scopus Q1 Top10]

Thumvichit, A., **Wiboolyasarin, W.**, Nomnian, S., Phanthaphoommee, N., & Techawongstien, K. (2023). Scenario-based mobile application design for young dual-language learners: Evidence from factor analysis. International Journal of Mobile Learning and Organisation, 17(3), 443–465. https://doi.org/10.1504/IJMLO.2023.10048355 [Scopus Q2]

Wiboolyasarin, W. (2023). Can a virtual task-based language learning environment enhance pre-service teachers' performance? Comparing non- and users of iPad. Journal of Interactive Media in Education, 12(1), 1–15. https://doi.org/10.5334/jime.802 [Scopus Q1]

Wiboolyasarin, W., Jinowat, N., Wiboolyasarin, K., Tiranant, P., Kamonsawad, R., & Boonyakitanont, P. (2023). Enhancing L2 speaking proficiency through collaborative tasks in RILCA World: The case of East Asian learners. Asian-Pacific Journal of Second and Foreign Language Education, 8(1), 1–22. https://doi.org/10.1186/s40862-023-00209-1 [Scopus Q1]

Wiboolyasarin, W., Tiranant, P., Khumsat, T., Ngamnikorn, T., Wiboolyasarin, K., Korbuakaew, S., & Jinowat,N. (2023). Preferences for oral corrective feedback: Are language proficiency, first language, foreign language classroom anxiety, and enjoyment involved? Journal of Language and Education, 9(1), 172–184. https://doi.org/10.17323/jle.2023.16141 [Scopus Q2]

Publications

Jinowat, N., & **Wiboolyasarin, W.** (2022). Investigating learner preferences for written corrective feedback in a Thai higher education context. TEFLIN journal, 33(2), 386–402. https://doi.org/10.15639/teflinjournal.v33i2/386-402 [Scopus Q2]

Tiranant, P., Khumsat, T., Ngamnikorn, T., & **Wiboolyasarin, W.** (2022). Beliefs about native-speaking teachers in grammar and pronunciation instruction: Views and voices from second language learners. International Journal of Language Studies, 16(1), 45–72. [Scopus Q2]

Wiboolyasarin, K., Kamonsawad, R., Jinowat, N., & **Wiboolyasarin, W.** (2022). EFL learners' preference for corrective feedback strategies in relation to their self-perceived levels of proficiency. English Language Teaching Educational Journal, 5(1), 32–47. https://doi.org/10.12928/eltej.v5i1.4403 [ERIC]

Khazaie, S., Derakhshan, A., **Wiboolyasarin, W.**, & Ketabi, S. (2021, February 18). An investigation into the teacher-student interaction-dependency of English for medical purposes comprehension in thevirtual reality-supported flipped classrooms [Paper Presentation]. The 6th International Conferenceon Computer Games: Challenges and Opportunities, University of Isfahan, Iran.

Wiboolyasarin, W. (2021). Beliefs about professional teaching competency development: A case study of Thai pre-service teachers. Psychology and Education, 58(5), 1373–1390.

Wiboolyasarin, W. (2021). Written corrective feedback beliefs and practices in Thai as a foreign language context: A perspective from experienced teachers. Language Related Research, 12(3), 81–119. https://doi.org/10.29252/LRR.12.3.4 [Scopus Q2]

Wiboolyasarin, W., Wiboolyasarin, K., & Jinowat, N. (2020). Learners' oral corrective feedback perceptions and preferences in Thai as a foreign language tertiary setting. Journal of Language and Linguistic Studies, 16(2), 912–929. https://doi.org/10.17263/jlls.759344 [Scopus Q2]

Wiboolyasarin, W., Kamonsawad, R., & Wiboolyasarin, K. (2018). Enhancing listening and speaking skills toforeigner learners: Using the blended TFL instructional model. Journal of Educational System, 2(1),9–19. https://doi.org/10.22259/2637-5877.0201002

Wiboolyasarin, W., Wiboolyasarin, K., & Kamonsawad, R. (2016, September 27–29). Thai as a foreignlanguage learning in the Facebook era: Go beyond brick-and-mortar [Paper Presentation]. The Fifth 21st Century Academic Forum Conference, Harvard University, Boston, United States.

Wiboolyasarin, W. (2015, September 20–22). Blended instructional model based on participatory communication approach on social media for undergraduate students in the 21st century: Enhancing the communication and collaboration skills [Paper Presentation]. The Third 21st Century Academic Forum Conference, Harvard University, Boston, United States.

Wiboolyasarin, W. (2014). Blended problem-based instructional model via Facebook application on mobile: Are you ready for m-learning? International Journal of e-Education, e-Business, e-Management and e-Learning, 4(2), 91–94. https://doi.org/10.7763/IJEEEE.2014.V4.309

Wiboolyasarin, W. (2014, March 17–18). Changing Thai for communication instructional model to enhance communication and collaboration skills in 21st century: Change for the digital age [Paper Presentation]. The 21st Century Academic Forum Conference, Harvard University, Boston, United States.

Publications

International Journals   25 Papers

Wiboolyasarin, W. (2013, February 23–28). Thai as a foreign language instructional model based on communicative approach using brainstorming technique on social media to enhance creative writing ability for Chinese undergraduate students: A synthesis and proposed model [Paper Presentation]. The International Conference of Education, Language, Society, Science and Engineering in ASEAN its Neighbors, Kunming, People's Republic of China.

Wiboolyasarin, W. (2012). Blended instructional model based on participatory communication with round table using social media to enhance creative criticism writing ability for under graduate students: A synthesis and proposed model. International Journal of e-Education, e-Business, e-Management and e-Learning, 2(6), 521–525. https://doi.org/10.7763/IJEEEE.2012.V2.176

Thai Journals   8 Papers

Kamonsawad, R., **Wiboolyasarin, W.**, & Pholpuntin, S. (2022). A task-based e-learning courseware to enhance pre-service teachers' writing skills for leaders. Liberal Arts Review, 17(2), 17–31. https://doi.org/10.14456/lar.2022.12 [TCI 1]

Kamonsawad, R., **Wiboolyasarin, W.**, & Pholpuntin, S. (2022). Writing skill for educational leaders in the next normal era. Journal of Educational Studies, 16(2), 47–59. [TCI 2]

Tiamsuwan, W., **Wiboolyasarin, W.**, & Pholpuntin, S. (2020). The administrative strategies for catholic basic educational schools in Bangkok archdiocese towards ASEAN community. Saengtham College Journal, 12(2), 94–116. [TCI 2]

Tiamsuwan, W., **Wiboolyasarin, W.**, Pholpuntin, S., & Thongchai, H. (2019). Strategic leadership in the 21st century. Suan Dusit Graduate School Academic Journal, 15(2), 219–231. [TCI 2]

Kamonsawad, R., & **Wiboolyasarin, W.** (2018, January 8–9). Innovation of teaching Thai for foreigners in 4.0 era: From research to learning media development [Paper Presentation]. The International Conference on Synergy and Development of Learning and Teaching of Thai Language in Asia-Pacific Region, Guangdong University of Foreign Studies, Guangzhou, People's Republic of China.

Wiboolyasarin, W. (2014). A web-based instructional design principle based on ADDIE model to teach fundamental Thai conversation for foreigners. Journal of Srinakharinwirot Research and Development, 6(12). 32–42. [TCI 1]

Wiboolyasarin, W. (2013, July 26). Thai as a foreign language based on communicative approach learning management [Paper Presentation]. The National conference 2013 of Teaching Thai as a Foreign Language, Suan Dusit University, The Twin Towers Hotel, Bangkok, Thailand.

Junthorn, U., & **Wiboolyasarin, W.** (2010, August 10–11). Strategies of higher education websites design on Webometrics approach: Accessibility, visibility, and usability [Paper Presentation]. The National e-Learning Conference 2010, Thailand Cyber University, Bangkok, Thailand.

Publications

English Book   1 Book

Wiboolyasarin, W. (2025). Thai grammar instruction: A comprehensive guide to structure, usage, and insights. Springer.

Thai Books   12 Books

Wiboolyasarin, W. (2024). Innovation and technology for teaching Thai as a foreign Language. Chulalongkorn University Press.

Wiboolyasarin, W., & Jinowat, N. (2024). Textbook: Basic course in the Thai language 4, vol. 1. Aimphan Press.

Wiboolyasarin, W., & Jinowat, N. (2024). Textbook: Basic course in the Thai language 4, vol. 2. Aimphan Press.

Wiboolyasarin, W. (2018). Methodology of Thai language learning management. Chulalongkorn University Press.

Wiboolyasarin, W. (2017). Preparation to Thai O-NET for upper secondary school students: A complete guide (2nd ed.). Wittayaphat.

Wiboolyasarin, W. (2017). Preparation to Thai O-NET for lower secondary school students: A complete guide. Wittayaphat.

Wiboolyasarin, W. (2017). Academic English writing. Suan Dusit Graphic Sites.

Wiboolyasarin, W. (2016). Language and culture. Suan Dusit Graphic Sites.

Wiboolyasarin, W. (2016). Dealing with Thai GAT: Strategies to overcome the tests. Wittayaphat.

Wiboolyasarin, W., & Boonprawes, S. (2015). Thai for communication. Suan Dusit Graphic Sites.

Wiboolyasarin, W. (2015). Teaching Thai as a foreign language: Theory to practice. Suan Dusit Graphic Sites.

Wiboolyasarin, W. (2014). Innovation and Thai instructional media (2nd ed). Chulalongkorn University Press.

Book Chapters   4 Book Chapters

Wiboolyasarin, W., Kiti, T., Wiboolyasarin, K., & Jinowat, N. (Under review). AI-driven corrective feedback for low-proficiency learners: A study on writing skill development. In L. Uden (Ed.). Springer.

Onthong, B., & **Wiboolyasarin, W.** (2024). Task-based virtual learning environments: Enhancing Thai as a foreign language learners' speaking, listening abilities, and cultural competence using the SPeCTRUM. In L. Uden, & D. Liberona (Eds.), Learning technology for education challenges (pp. 79–95). Springer. https://doi.org/10.1007/978-3-031-61678-5_7

Wiboolyasarin, W. (2022). Gamification in language teaching. In K. Akanisdha (Ed.), Language and intercultural communications: Theories and application, vol. 2 (pp. 115–153). P.A. Living.

Wiboolyasarin, W. (2015). Creative criticism writing for e-world: Design for blended classroom in 21st century. In S. Kadry, & A. E. Hami (Eds.), Trends of e-systems: Concept, development and applications (pp. 4–41). Apple Academic Press.

Research Experience

2025 ● ProficienThAI: Artificial Intelligence Chatbot Innovation Based on Gamification-Enhanced Flipped Learning with Personalized Feedback to Elevate Non-Native Learners' Thai Reading and Writing Proficiency in the Education 6.0 Era

2024 ● RILCA Bot: Innovative Gamification-Based Chatbot with Competency-Based Language Teaching on Mobile for Promoting Learner Autonomy in the Development of Digital Citizens' Languages for Communication and Life Skills

2022 ● RILCA World: Innovative Task-Supported Collaborative Learning with 3D Virtual World for Enhancing Thai Communicative Skills of Non-Native Learners in New Normal Era

2021 ● Research and Development of the Scenario-Based Mobile Learning Application to Develop Dual Language Proficiency for Digital Young Learners

2020 ● A Virtual Task-Based Language Learning Environment to Enhance the Knowledge Standard of Language and Digital Technology for Education of Pre-Service Teachers

Employment History

2024 – 2025
Foreign Expert, Yunnan Minzu University

2022–2024
Deputy Director for Education, Academic Services, and Corporate Communications
RILCA, Mahidol University

2011–2020
Lecturer, Suan Dusit University

Awards & Honors

2025
Research Achievement Award, National Research Council of Thailand

Other Academic Experiences

- Reviewer (Inter- and National Journals)
- Editorial board committee for inter- and national journals
- M.A. and Ph.D. thesis examiner/supervisor
- Guest lecturer/speaker

Languages
& Cultures

are at the Heart of Sustainable Development