



Curriculum Vitae

Assistant Professor Dr. Budi Waluyo

Walailak University	โทรศัพท์	075672445
School of Languages and General Education	โทรสาร	075672431
222 Thai Buri, Tha Sala District, Nakhon Si Thammarat 80161	Email	budi.wa@wu.ac.th

1. Educational Background

Degree	Field of Study	Institution	Degree
Ph.D.	Education	Lehigh University, USA	2017
M.A.	TESOL	University of Manchester, UK	2012
B.A.	English Education	Universitas Bengkulu, Indonesia	2009

2. Working Experience

Position	Workplace	Year
Lecturer	Walailak University, Thailand	2017 – present
Research Fellow	Columbia University, United States of America	2016 - 2017
Program Assistant in Indonesia Internship	Lehigh University, United States of America	January – December 2015
Program Assessment and Evaluation	Caring for Cambodia (CFC), Cambodia	August – December 2014
Lecturer	Muhammadiyah University, Indonesia	2013 - 2014
English Lecturer	The Academy of Health Science Tri Mandiri Sakti, Indonesia	September 2012 - March 2013

3. Expertise

- 1) English Language Teaching
- 2) Educational Technology
- 3) International Education

4. Teaching Experience

Name of Educational Institution	Faculty/School/Department	Program	Course name	Year
Walailak University	School of Languages and General Education	(Gen. Ed.)	GEN64-126 English for Academic Communication	2022-2024
			GEN64-125 English for Presentation	2022-2024
			GEN64-122 English Listening and Speaking	2022-2024
			GEN64-123 English Reading and Writing	2022-2024
			GEN64-124 English Conversation Skills	2022-2024
			GEN64-121 English Communication Skills	2022-2024
			GEN64-123E English Reading and Writing	2022-2023
			GEN61-129 English for Media and Communication	2022-2023
			GEN64-123 English Reading and Writing	2022-2023
			GEN61-125E English for Professional Writing	2022-2023
			GEN61-125 English for Professional Writing	2021-2022
			GEN61-127 English Presentation in Sciences and Technology	2021-2022
			GEN61-128 English Presentation in Humanities and Social Sciences	2021-2022
			GEN64-122 Academic Listening and Speaking	2021-2022
			GEN64-121 English Communication Skills	2021-2022
			GEN61-124 English for Academic Communication	2021-2022
			GEN61-125 English for Professional Writing	2021-2022
			GEN64-123 English Reading and Writing	2021-2022
			GEN64-123 English Reading and Writing	2021-2022
			GEN61-129 English for Media and Communication	2021-2022
			GEN61-127 English Presentation in Sciences and Technology	2021-2022
			GEN61-127 English Presentation in Sciences and Technology	2021-2022
			GEN61-122 Academic Listening and Speaking	2021
			GEN61-127 English Presentation in Sciences and Technology	2021
			GEN61-129 English for Media and Communication	2021
			GEN61-125E English for Professional Writing	2021
			GEN02-ATS Advanced Training Station	2021
			GEN61-121 English Communication Skills	2020-2021
			GEN61-125 English for Professional Writing	2020-2021
			GEN62-121 English Communication Skills	2020-2021
			GEN61-122 Academic Listening and Speaking	2020-2021
			GEN61-129 English for Media and Communication	2020-2021
			GEN61-123 Academic Reading and Writing	2020-2021
			GEN60-114 English in Cultural Diversity	2020-2021
			ENG-109 English in Social Science	2020-2021

Name of Educational Institution	Faculty/School/ Department	Program	Course name	Year
			GEN59-114 English Communication in the Workplace	2020-2021
			GEN61-129 English for Media and Communication	2020-2021
			GEN61-122 Academic Listening and Speaking	2019-2021
			GEN61-121 English Communication Skills	2019-2021
			GEN60-113 English in Media and Communication	2019-2021
			GEN61-121 English Communication Skills	2019-2021
			GEN61-124 English for Academic Communication	2019-2021
			GEN61-125 English for Professional Writing	2019-2020

5. Graduation related work / Thesis related work

5.1 Thesis Title (Master Degree)

- 1) Analyzing Teachers' Beliefs About Video and Their Use of Video in Practice

5.2 Achievements in relation to the Master's thesis

- 1) Waluyo, B., & Apridayani, A. (2021). Teachers' Beliefs and Classroom Practices on the Use of Video in English Language Teaching. *Studies in English Language and Education*, 8(2), 726-744. <https://doi.org/10.24815/siele.v8i2.19214>

5.3 Thesis Title (Doctoral Degree)

- 1) Examining a Model of Scholarship for Social Justice

5.4 Achievements in relation to the Ph.D.'s thesis

- 1) Waluyo, B., Eng, S., & Wiseman, A. W. (2019). Examining a model of scholarship for social justice. *Research in Comparative and International Education*, 14(2), 272-293. <https://doi.org/10.1177/1745499919846013>

6. Academic achievements for the past 5 years (Not part of the degree-seeking study)

6.1 The research article published in an international academic journal indexed in the database according to the announcement of the Civil Service Commission (C.S.C.).

No.	Research article	Database	Year	Month
1	Apoko, T. W., & Waluyo, B. (2025). Social media for english language acquisition in Indonesian higher education: Constructivism and connectivism frameworks. <i>Social Sciences</i>	Scopus Q1	2025	February

No.	Research article	Database	Year	Month
	<i>& Humanities Open</i> , 11, 101382. https://doi.org/10.1016/j.ssaho.2025.101382			
2	Simatupang, E. C., Ismail, I., Waluyo, B., & Panmei, B. (2025). ChatGPT in education: The Influence of institutional support and peer dynamics in Indonesian higher education. <i>Internet Reference Services Quarterly</i> , 1-20. https://doi.org/10.1080/10875301.2025.2461476	Scopus Q2	2025	February
3	Waluyo, B., Zahabi, A., & Panmei, B. Examining the correlates and components of English test anxiety in EFL students: A quantitative study. <i>MEXTESOL Journal</i> , 49(1), 1-16.	Scopus Q2	2025	February
4	Aba Shaar, M. Y. M., Waluyo, B., Rofiah, N. L., Singhasuwan, P., & Tongumpa, K. (2025). The antecedents of online teaching anxiety among university lecturers in Thailand: A mixed-methods investigation. <i>Asian Association of Open Universities Journal</i> , 1-13. https://doi.org/10.1108/AAOUJ-10-2023-0126	Scopus Q1	2025	January
5	Apridayani, A., & Waluyo, B. (2025). Valuing students' mindsets in essay compositions: Active learning and feedback approaches. <i>Social Sciences & Humanities Open</i> , 11, 101273. https://doi.org/10.1016/j.ssaho.2024.101273	Scopus Q1	2025	January
6	Zaim, M., Arsyad, S., Waluyo, B., Ardi, H., Al Hafizh, M., Zakiyah, M., ... & Hardiah, M. (2024). AI-powered EFL pedagogy: Integrating generative AI into university teaching preparation through UTAUT and activity theory. <i>Computers and Education: Artificial intelligence</i> , 7, 100335. https://doi.org/10.1016/j.caeai.2024.100335	Scopus Q1	2024	December
7	Waluyo, B., & Balazon, F. G. (2024). Exploring the impact of gamified learning on positive psychology in CALL environments: A mixed-methods study with Thai university students. <i>Acta Psychologica</i> , 251, 104638. https://doi.org/10.1016/j.actpsy.2024.104638	Scopus Q1	2024	December
8	Zimik, H. R., Khan, N. M., & Waluyo, B. (2024). Game on! The effectiveness of gamified approaches in Thai higher education. <i>International Journal of Information and Education Technology</i> , 14(10), 1461-1470. https://doi.org/10.18178/ijiet.2024.14.10.2177	Scopus Q2	2024	October

No.	Research article	Database	Year	Month
9	Amalia, S. N., Widiati, U., Rachmajanti, S., Anugerahwati, M., & Waluyo, B. (2024). Factors shaping situated willingness to communicate: A multidimensional perspective in the Indonesian EFL context. <i>Studies in English Language and Education</i> , 11(3), 1333-1354. https://doi.org/10.24815/siele.v11i3.34942	Scopus Q1	2024	October
10	Waluyo, B., & Kusumastuti, S. (2024). Generative AI in student English learning in Thai higher education: More engagement, better outcomes. <i>Social Sciences & Humanities Open</i> , 10, 101146. https://doi.org/10.1016/j.ssaho.2024.101146	Scopus Q1	2024	September
11	Waluyo, B., & Wangdi, T. (2024). Task-based language teaching in academic english higher education: A case of low-proficiency learners in Thailand. <i>3L: Southeast Asian Journal of English Language Studies</i> , 30(3), 246-264. http://doi.org/10.17576/3L-2024-3003-	Scopus Q1	2024	September
12	Waluyo, B. (2024). Integrating gender awareness into EFL pedagogy: Insights from Indonesia's islamic universities. <i>Issues in Educational Research</i> , 34(3), 1180-1201. https://www.iier.org.au/iier34/waluyo.pdf	Scopus Q2	2024	September
13	Waluyo, B., Songkhai, K., & Li, J. (2024). Enhancing online english self-regulated learning through gamification and active learning in higher education. <i>TESL-EJ</i> , 28(2), 2. https://doi.org/10.55593/ej.28110int	Scopus Q1	2024	August
14	Aba Sha'ar, M. Y. M., Waluyo, B. & Rofiah, N.L. (2024). Student learning experience with technology-supported feedback in higher education: A phenomenological study. <i>Research and Practice in Technology Enhanced Learning</i> .20(15),1-30. https://doi.org/10.58459/rptel.2025.20015	Scopus Q1	2024	July
15	Waluyo, B. (2024). Technology-fused english teaching and learning in higher education: From individual differences to being different individuals. <i>LEARN Journal: Language Education and Acquisition Research Network</i> , 17(2), 42-47. https://so04.tci-thaijo.org/index.php/LEARN/article/view/274071	Scopus Q1	2024	July
16	Rofiah, N. L., & Waluyo, B. (2024). Effects of gamified grammar and vocabulary learning in an english course on EFL students in Thailand. <i>Teaching English with Technology</i> , 24(2), 22–46. https://doi.org/10.56297/vaca6841/LRDX3699/DJJL1101	Scopus Q1	2024	July

No.	Research article	Database	Year	Month
17	Peungcharoenkun, T., & Waluyo, B. (2024). Writing pedagogy in higher education: The efficacy of mediating feedback with technology. <i>Reading & Writing: Journal of the Literacy Association of South Africa</i> , 15(1), 487. https://doi.org/10.4102/rw.v15i1.487	Scopus Q1	2024	July
18	Peungcharoenkun, T., & Waluyo, B. (2024). Students' affective engagements in peer feedback across offline and online english learning environments in Thai higher education. <i>Asian-Pacific Journal of Second and Foreign Language Education</i> , 9(1), 60. https://doi.org/10.1186/s40862-024-00286-w	Scopus Q1	2024	July
19	Waluyo, B., Braga, A. A., & Arsyad, S. (2024). Affective engagement with teacher feedback in higher education: A qualitative phenomenological approach. <i>The Journal of Asia Tefl</i> , 21(2), 483-494. http://dx.doi.org/10.18823/asiatefl.2024.21.2.16.483	Scopus Q1	2024	July
20	Duangmanee, K., & Waluyo, B. (2024). Narrating chinese teaching and learning in culturally local thai schools. <i>Journal of Education Culture and Society</i> , 15(1), 283-302. https://doi.org/10.15503/jecs2024.1.283.302	Scopus Q1	2024	June
21	Waluyo, B. & Apridayani, A. (2024). Better learning and practice with teacher corrective feedback in higher education: A lesson from Thailand. <i>Learning: Research and Practice</i> , 10(2), 258-275. https://doi.org/10.1080/23735082.2024.2357552	Scopus Q1	2024	June
22	Waluyo, B. & Rofiah, N. L. (2024). The likelihood of cheating at formative vocabulary tests: Before and during online remote learning in english courses. <i>Journal of Language and Education</i> , 10(1), 133-145. https://doi.org/10.17323/jle.2024.14037	Scopus Q1	2024	May
23	Peungcharoenkun, T., & Waluyo, B. (2024). Understanding migrant school-aged children's education in public schools thailand: teachers' perspectives and classroom narratives. <i>Sage Open</i> , 14(2), 21582440241245379. https://doi.org/10.1177/21582440241245379	Scopus Q1	2024	April
24	Waluyo, B., & Wangdi, T. (2024). Understanding the roles of video cameras in online english courses: A qualitative inquiry into students and foreign lecturers' conceptions. <i>E-Learning</i>	Scopus Q1	2024	March

No.	Research article	Database	Year	Month
	<i>and Digital Media</i> , 20427530241239396. https://doi.org/10.1177/20427530241239396			
25	Waluyo, B., & Panmei, B. (2024). Students' peer feedback engagements in online english courses facilitated by a social network in Thailand. <i>Jotse</i> , 14(2), 306-323. https://doi.org/10.3926/jotse.2305	Scopus Q1	2024	February
26	Arsyad, S., Waluyo, B., & Maisarah, I. (2024). Enhancing toefl performance and student motivation through integrated flipped and gamified learning in online settings. <i>Human Behavior and Emerging Technologies</i> , 14, 054242. https://doi.org/10.1155/2024/1054242	Scopus Q1	2024	February
27	Waluyo, B., Zahabi, A., & Ruangsung, L. (2024). Language assessment at a thai university: A cefr-based test of english proficiency development. <i>Refl Ections</i> , 31(1), 25-47. https://doi.org/10.61508/refl.v31i1.270418	Scopus Q1	2024	February
28	Rofiah, N. L., Sha'ar, M. Y. M. A., & Waluyo, B. (2023). The efficacy of integrating padlet-mediated feedback into writing lessons: A case of low-proficiency students. <i>The Jalt Call Journal</i> , 19(3), 317-343. https://doi.org/10.29140/jaltcall.v19n3.1150	Scopus Q1	2024	February
29	Peungcharoenkun, T., & Waluyo, B. (2023). Implementing process-genre approach, feedback, and technology in L2 writing in higher education. <i>Asian-Pacific Journal of Second and Foreign Language Education</i> , 8(1), 34. https://doi.org/10.1186/s40862-023-00211-7	Scopus Q1	2024	January
30	Pratiwi, D. I., Fitriati, S. W., Yuliasri, I., & Waluyo, B. (2024). Flipped classroom with gamified technology and paper-based method for teaching vocabulary. <i>Asian-Pacific Journal of Second and Foreign Language Education</i> , 9(1), 1. https://doi.org/10.1186/s40862-023-00222-4	Scopus Q1	2024	February
31	Waluyo, B., Phanrangsee, S., & Whanchit, W. (2023). Gamified grammar learning in online english courses in Thai higher education. <i>Online Journal of Communication and Media Technologies</i> , 13(4), e202354. https://doi.org/10.30935/ojcm/13752	Scopus Q1	2023	October
32	Waluyo, B., & Tran, H. M. (2023). Implementing gamified vocabulary learning in asynchronous mode. <i>Teflin Journal</i> ,	Scopus Q2	2023	April

No.	Research article	Database	Year	Month
	34(1), 136-156. https://doi.org/10.15639/teflinjournal.v34i1/136-156			
33	Apridayani, A., Han, W., & Waluyo, B. (2023). Understanding students' self-regulated learning and anxiety in online english courses in higher education. <i>Helicon</i> , 9(6), e17469. https://doi.org/10.1016/j.helicon.2023.e17469	Scopus Q1	2023	June
34	Bakoko, R., Waluyo, B., & Kritsadee, S. (May, 2023). Learners' attitudes and perspectives towards english pronunciation abilities with different religious backgrounds in Thailand. studies in english language and education. <i>In Press</i> . 10(2), 943-961.	Scopus Q1	2023	June
35	Silviyanti, T. M., Waluyo, B., & Alya, A. R. (2023). Pedagogical strategies for increasing students' english use in bilingual education: A linguistic ethnography case study. <i>International Journal of Language Studies</i> , 17(2), 99-122. https://drive.google.com/file/d/1vXoO60ACAAtD-I0D3bl9i5yAyBD-YSWU/view	Scopus Q1	2023	March
36	Pratiwi, D. I., & Waluyo, B. (2023). Autonomous learning and the use of digital technologies in online english classrooms in higher education. <i>Contemporary Educational Technology</i> , 15(2), 423. https://doi.org/10.30935/cedtech/13094	Scopus Q1	2023	March
37	Waluyo, B., Apridayani, A., & Arsyad, S. (2023). Using writeabout as a tool for online writing and feedback. <i>Tesl-Ej</i> , 26(4), 1-18. DOI: https://doi.org/10.55593/ej.26104int	Scopus Q1	2023	January
38	Waluyo, B. & Wangdi, T. (2023). Reasons and impacts of camera on and off during synchronous online english teaching and learning: Insights from Thai EFL context. <i>Call-Ej</i> , 24(1), 178-197. Link: http://callegj.org/journal/24-1/Waluyo-Wangdi2023.pdf	Scopus Q1	2023	January
39	Duangmanee, K., & Waluyo, B. (2023). Active learning and professional development: A case of thai chinese teachers. <i>Social Sciences</i> , 12(1), 38. https://doi.org/10.3390/socsci12010038	Scopus Q1	2023	January
40	Kusuma, I., & Waluyo, B. (2023). Enacting e-portfolios in online english-speaking courses: Speaking performance and self-efficacy. <i>Iranian Journal of Language Teaching Research</i> , 11(1), 75-95. DOI: 10.30466/ijltr.2023.121273	Scopus Q1	2023	January
41	Panmei, B., & Waluyo, B. (2023). The pedagogical use of gamification in english vocabulary training and learning in	Scopus Q2	2022	December

No.	Research article	Database	Year	Month
	higher education. <i>Education Sciences</i> , 13(1), 24. https://doi.org/10.3390/educsci13010024			
42	Waluyo, B., Min, F., & Castillo, V. V. (2022). Teaching english online in higher education: Understanding the social climate of online academic english courses. <i>Australasian Journal of Educational Technology</i> , 38(6), 91-106. https://doi.org/10.14742/ajet.7978	Scopus Q1	2022	November
43	Apridayani, A., & Waluyo, B. (2022). Antecedents and effects of students' enjoyment and boredom in synchronous online English courses. <i>Journal of Multilingual and Multicultural Development</i> , 45(10), 4254-4269. https://doi.org/10.1080/01434632.2022.2152457	Scopus Q1	2022	November
44	Pratiwi, D. I., & Waluyo, B. (2022). Integrating task-and game-based learning into an online TOEFL preparation course during COVID-19 outbreak. <i>Malaysian Journal of Learning and Instruction</i> , 19(2), 37-67.	Scopus Q1	2022	July
45	Waluyo, B., & Bakoko, R. (2022). Effects of affective variables and willingness to communicate on students' english-speaking performance in Thailand. <i>Studies in English Language and Education</i> , 9(1), 45-61.	Scopus Q1	2022	July
46	Maretha, A. L., & Waluyo, B. (2022). Profiles, differences, and roles of learners' agency in english learning in Thailand. <i>International Journal of Instruction</i> , 15(2), 543-564.	Scopus Q2	2022	February
47	Rofiah, N. L., & Aba, S. A. MYM, & Waluyo, B. (2022). Digital divide and factors affecting English synchronous learning during covid-19 in Thailand. <i>International Journal of Instruction</i> , 15(1), 633-652.	Scopus Q2	2022	January
48	Budi Waluyo,(2021). Mobile assisted language learning: concepts, contexts, and challenges, glenn stockwell, Cambridge university press, New York. <i>Book Review</i> .107,102818. https://doi.org/10.1016/j.system.2022.102818	Scopus Q1	2022	April
49	Waluyo, B., & Bakoko, R. (2021). Academic vocabulary used by high school students in essays and its relation to english proficiency. <i>3L: Southeast Asian Journal of English Language Studies</i> , 27(4), 157-172.	Scopus Q1	2021	December
50	Waluyo, B., & Tuan, D. T. (2021). Understanding help-seeking avoidance among EFL students and the social climate of EFL	Scopus Q1	2021	October

No.	Research article	Database	Year	Month
	classrooms in Thailand. <i>The Journal of AsiaTEFL</i> , 18(3), 800-815.			
51	Panmei, B., & Waluyo, B. (2021). Writing classes with writeabout. com: Learning mode, feedback, and collaboration. <i>Studies in Self-Access Learning Journal</i> , 12(4), 1-7.	Scopus Q1	2021	September
52	Waluyo, B., & Bakoko, R. (2021). Vocabulary list learning supported by gamification: Classroom action research using quizlet. <i>Journal of Asia TEFL</i> , 18(1), 289-299.	Scopus Q1	2021	April
53	Waluyo, B., & Apridayani, A. (2021). Teachers' beliefs and classroom practices on the use of video in english language teaching. <i>Studies in English Language and Education</i> , 8(2), 726-744.	Scopus Q1	2021	May
54	Waluyo, B., & Rofiah, N. L. (2021). Developing students' english oral presentation skills: Do self-confidence, teacher feedback, and english proficiency matter, <i>Mextesol Journal</i> , 45 (3), 1-17.	Scopus Q2	2021	August
55	Bakoko. R. & Waluyo, B. (2021). Learning reading through current news events: Newsela.com. teaching english as a second language electronic journal , <i>Tesl-Ej</i> , 25(3). 1-6.	Scopus Q1	2021	September
56	Waluyo, B., & Panmei, B. (2021). English proficiency and academic achievement: Can students' grades in english courses predict their academic achievement. <i>Mextesol Journal</i> , 45(4), 1-10.	Scopus Q2	2021	November
57	Tran, H. M., & Waluyo, B. (2021). Receptive knowledge of nouns and collocations and the impact on english skill performances. <i>GEMA Online Journal of Language Studies</i> , 21(1), 1-25.	Scopus Q1	2021	February
58	Waluyo, B., & Bucol, J. L. (2021). The Impact of gamified vocabulary learning using quizlet on low-proficiency students. <i>Computer-Assisted Language Learning</i> , 22(1), 158-179.	Scopus Q1	2021	April
59	Koad, P. (2021). What makes more and less proficient EFL learners learner's beliefs, learning strategies and autonomy phitsinee koad Walailak University, Thailand budi waluyo. <i>Asian EFL Journal</i> , 25(1). 48-77.	Scopus Q2	2021	January

7. Awards and honors

Awards and honors	Year
Fellow, Advance Higher Education (AHE): PR177571	2020