



## The Development of English Instructional Model Based on Communicative Approach Theory

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### Abstract

This study aimed to develop an English instructional model based on the Communicative Approach Theory for Thai students and evaluate its effectiveness by comparing students' reading proficiency scores before and after using the model, determining its Effect Size, and assessing their satisfaction levels with the model. A simple random sampling technique was used to select 60 Thai students in the second semester of the 2016 academic year. Data were collected through an English proficiency test and a set of questionnaires on students' satisfaction. Descriptive statistics, content analysis, and One-Sample t-tests were used to analyze the data. Results indicated that the Efficiency Index of the reading model was higher than the set criteria, the posttest score of the students using the model was significantly higher than the pretest score, and the effect size of the model was large. Students were very satisfied with the reading model. The study highlights the importance of developing an English instructional model based on the Communicative Approach Theory to enhance the English proficiency of Thai students

**Keywords:** English Instructional Model, communicative approach theory, development of instructional model

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## Introduction

English language instruction has evolved over the years, with various approaches and methods being used to improve learners' language skills. One such approach is the Communicative Approach Theory, which emphasizes the importance of organizing teaching and learning activities that enable learners to use their language skills to communicate effectively.

Effective communication skills in English are crucial for Thai students to succeed in today's globalized world. Therefore, the development of an English instructional model based on Communicative Approach Theory is a critical area of research. This paper aims to present the background, importance of the problem, and the significance of the proposed English instructional model for Thai students.

In recent years, there has been a growing emphasis on communicative language teaching, which focuses on developing learners' ability to use English for real-life communication. According to Goodman (1982), the Communicative Approach Theory emphasizes the organization of teaching and learning activities to enhance learners' language skills, including listening, speaking, reading, and writing. The theory suggests that language learning should be meaningful and relevant to the learners' needs and interests.

Despite the widespread recognition of the importance of communicative language teaching, many English language learners in Thailand still struggle to communicate effectively in English. Traditional teaching methods that focus on memorization and grammar rules may not be effective in developing learners' communicative competence. Therefore, there is a need for a new English instructional model that aligns with Communicative Approach Theory to improve Thai students' English language proficiency and communication skills.

The proposed English instructional model based on Communicative Approach Theory aims to address the limitations of traditional teaching methods by emphasizing learners' communication skills. This model is designed to provide students with opportunities to practice their English language skills in real-life situations and use language in context, making language learning more engaging and meaningful. The model emphasizes the importance of teachers' guidance, learner responsibility, and support

for learning outside the classroom, which can enhance students' motivation and confidence in using English.

According to Goodman (1982), teaching methods for communication emphasize organizing teaching and learning activities to enable learners to effectively communicate using their language skills in listening, speaking, reading, and writing. It is crucial that learners are informed of the purpose of language learning and are trained in knowledge. As noted by Wipanee Pengnet (2015), language training should make learning a language meaningful to learners by enabling them to feel that they can communicate effectively. Integrated learning of relational skills involves using gestures that should be practiced in real-life communication situations.

To facilitate effective communication, learners should use language activities that are similar to everyday life as much as possible. This enables them to apply the language learned in real-life communication scenarios, such as in the missing word activity. In this activity, learners use suitable messages for the given role, situation, and various forms of language expressions to obtain necessary information from the other party. Teaching activities such as group work, role-play simulation games, and problem-solving tasks allow learners to use their knowledge and experience gained and express opinions or ideas. It is essential to emphasize the use of language according to the situation and communicate fluently while adhering to language rules (Goodman, 1982).

Furthermore, organizing teaching and learning activities according to potential encourages students to take responsibility for their learning and support learning outside the classroom. Teachers must design teaching and learning activities that cater to the learners' interests, provide opportunities for students to speak and express themselves, and monitor their progress (Goodman, 1982; Williams, 1994; Bundit Anuyahong, 2015).

This research focuses on the teaching style of English based on the communicative approach theory, with a focus on developing learners' communication skills in listening, speaking, reading, and writing. The results of this study will have implications for teaching and learning English in the future. Currently, teaching and learning in higher education often lacks a systematic learning management model that emphasizes communication. Therefore, the researcher aims to develop a model for teaching English based on the communicative learning theory. The findings

of this study will serve as a guide for the further development and improvement of teaching and learning practices.

### Research Objectives

1. To develop a teaching and learning model for English based on the communicative approach theory.
2. To evaluate the effectiveness of the English teaching and learning model in accordance with the communicative approach theory.
3. To assess the satisfaction of students who have studied with the English teaching model based on the communicative approach theory.

## Literature Review

### *English instructional models*

English instructional models have been developed to facilitate the teaching and learning of English as a second language. The following theories and research studies have contributed to the development of effective English instructional models.

One of the most prominent theories in this area is the communicative language teaching (CLT) approach, which emphasizes the importance of communication and interaction in language learning (Savignon, 1991). The theory suggests that language learning should be centered around meaningful communication tasks, rather than just rote memorization of vocabulary and grammar rules.

Another relevant theory is the task-based language teaching (TBLT) approach, which emphasizes the use of tasks as a means of promoting language learning (Willis & Willis, 2007). The theory suggests that language learning should be centered around real-world tasks, such as ordering food at a restaurant or making travel arrangements, which require the use of language in a practical context.

Research studies have also explored the effectiveness of different English instructional models. One study found that students who were taught using a task-based approach showed greater gains in their English proficiency than students who were taught using a more traditional, grammar-focused approach (Skehan & Foster, 1997).

Another study found that the use of multimedia materials, such as videos and podcasts, can enhance English language learning by providing authentic and engaging language input (Chen & Su, 2010).

In addition, research studies have also explored the role of teacher feedback in English language learning. Feedback that is timely, specific, and focused on both language form and meaning has been found to be effective in improving students' language accuracy and fluency (Ellis, 2009).

In conclusion, effective English instructional models are grounded in theories and research studies that emphasize the importance of communication, interaction, and task-based learning. By using multimedia materials and providing timely and focused feedback, English teachers can create a dynamic and engaging learning environment that promotes students' language proficiency.

### ***The communicative approach Theory***

The communicative approach is a language teaching theory that emphasizes the importance of communication and interaction in language learning. The following theories and research studies have contributed to the development and implementation of the communicative approach.

One of the foundational theories in this area is sociocultural theory, which emphasizes the role of social interaction and cultural context in language learning (Vygotsky, 1978). The theory suggests that language is learned through participation in social activities, and that language learning is closely tied to cultural and social experiences.

Another influential theory is the interactionist approach, which emphasizes the role of interaction in language acquisition (Long, 1983). The theory suggests that language learning occurs through the negotiation of meaning between learners and their interlocutors.

Research studies have also explored the effectiveness of the communicative approach. One study found that students who were taught using the communicative approach showed greater gains in their language proficiency than students who were taught using a more traditional, grammar-focused approach (Ellis, 1994).

Another study found that the use of communicative tasks in language learning can enhance students' language proficiency, particularly in their ability to use language in real-world contexts (Larsen-Freeman, 2000).

In addition, research studies have also explored the role of teacher feedback in communicative language teaching. Feedback that is focused on both language form and meaning, and that promotes self-correction and learner autonomy, has been found to be effective in promoting language learning and development (Sheen, 2007).

In conclusion, the communicative approach to language teaching is grounded in theories and research studies that emphasize the importance of communication, interaction, and social context in language learning. By using communicative tasks and providing effective feedback, language teachers can create a dynamic and engaging learning environment that promotes students' language proficiency.

## Methodology

### Research Scope

To achieve the research objectives, the researcher has defined the scope of the study as follows:

### Population and Sample Population

The population for this study consisted of 1,200 first-year students from the Faculty of Business Administration, Faculty of Engineering, and Faculty of Information Technology at Thai-Nichi Institute of Technology.

### Sample

The sample for this study was selected through simple random sampling from the second semester of the academic year 2016, consisting of a total of 60 students. The data collection tools included English teaching methods based on the teaching theory for communication, an English proficiency test, and a 5-point estimation scale questionnaire. The statistical analysis used included frequency, percentage, mean, standard deviation, and t-test.

### *Variables Studied*

1. The independent variable was English teaching style based on the teaching theory for communication.
2. The dependent variables were 1) English language learning ability and 2) satisfaction with the teaching style of English based on the teaching theory for communication.

### **Trial Period**

The experiment was conducted for a duration of 12 weeks, with 3 hours per week totaling 36 hours, during the second semester of the academic year 2016. The pre-test was conducted for 1 hour before the start of the experiment and the post-test was conducted for 1 hour after the completion of the experiment, totaling 38 hours.

### **Conceptual framework of the research**

#### *Research instruments*

The research instruments used in the study were:

1. English teaching style based on the teaching theory for communication.
2. English proficiency test to measure the language learning ability of the participants before and after the experiment.
3. A satisfaction questionnaire to evaluate the effectiveness of the English teaching style based on the teaching theory for communication.

Construction of the English teaching and learning model based on the teaching theory for communication The model was developed following the following five steps: Step 1: Analysis In this step, the researcher analyzed the current situation of English teaching and learning, identified the problems and needs of the students and teachers, and determined the goals and objectives of the model.

Step 2: Design The researcher designed the English teaching and learning model based on the teaching theory for communication that focused on enhancing learners' communication skills in listening, speaking, reading, and writing.

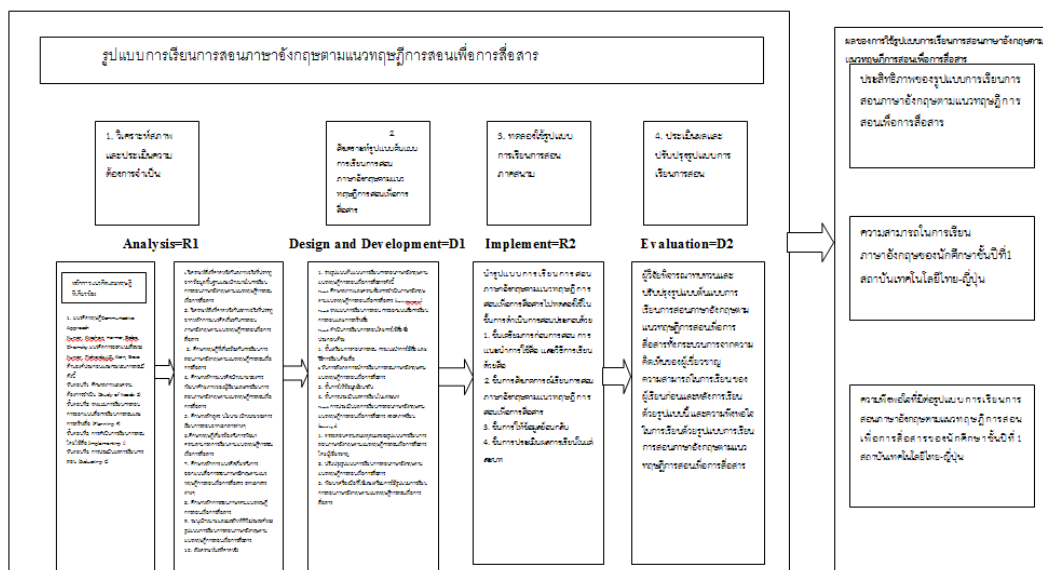
Step 3: Development The developed model was then implemented and tested on a sample group of students to improve their English proficiency and communication skills.

Step 4: Implementation The developed model was implemented in the second semester of the academic year 2016, where the samples were tested before the class and the experimental time for 12 weeks.



**Step 5: Evaluation** In this final step, the researcher evaluated the effectiveness of the developed English teaching and learning model based on the teaching theory for communication by measuring the improvement in the language learning ability of the participants and their satisfaction with the teaching style.

### Research design diagram



The diagram presents a flowchart of the steps involved in constructing the English teaching and learning model. The steps are numbered and labeled in boxes, with arrows showing the flow of the process. The steps are as follows:

**Step 1: Analysis** This step involves analyzing the current English teaching and learning methods in use and identifying areas for improvement. The researcher will identify the weaknesses in the current methods and seek ways to address them.

**Step 2: Design** based on the analysis, the researcher will design a new English teaching and learning model that incorporates the principles of the teaching theory for communication. The design should take into consideration the identified weaknesses and seek to improve on them.

**Step 3: Development** In this step, the researcher will develop the English teaching and learning model according to the design created in step 2. This



may involve creating teaching materials, lesson plans, and activities that align with the model.

Step 4: Implementation The developed model will then be implemented in the classroom with the selected sample. The teaching and learning activities will be carried out as planned, and data will be collected for evaluation.

Step 5: Evaluation Finally, the researcher will evaluate the effectiveness of the new English teaching and learning model by analyzing the data collected in step 4. The evaluation will determine if the model improved the learners' ability to learn English and if they were satisfied with the teaching style according to the teaching theory for communication. The results of the evaluation will inform future improvements to the model.

**English teaching and learning model according to teaching theory for communication created by the researcher**



*Fig.1 MCTTTE Model*

The Research design diagram shows the English teaching and learning model according to the teaching theory for communication that was created by the researcher. The model consists of six components, which are:

1. Motivation: This component is intended to inspire and encourage learners to engage with the learning materials and participate

actively in the learning process. It includes techniques such as providing an engaging introduction, setting clear objectives, and using positive reinforcement to motivate learners.

2. **Contents:** This component refers to the learning materials that are used in the course, including textbooks, handouts, and other resources. The contents should be relevant to the learners' needs and interests, and should be organized in a logical and coherent manner.
3. **Teaching Method:** This component refers to the specific methods used to teach the contents, such as lectures, discussions, group work, or role-playing activities. The teaching method should be chosen based on the learning objectives, the learners' needs and interests, and the nature of the contents.
4. **Teaching Media:** This component refers to the tools and technologies used to support the teaching and learning process, such as multimedia presentations, videos, and online resources. The teaching media should be chosen based on their appropriateness for the learning objectives and the learners' needs.
5. **Teaching Activities:** This component refers to the specific activities that are used to help learners acquire and practice the skills and knowledge covered in the course, such as exercises, quizzes, and role-playing activities. The teaching activities should be designed to be engaging, relevant, and challenging for the learners.
6. **Evaluation:** This component refers to the methods used to assess the learners' progress and achievement, such as tests, quizzes, and assignments. The evaluation methods should be aligned with the learning objectives and should provide learners with constructive feedback on their performance.

Overall, the English teaching and learning model according to teaching theory for communication is designed to be comprehensive, flexible, and adaptable to different learning environments and contexts. It emphasizes the importance of active participation, engagement, and feedback in the learning process, and aims to help learners develop the communication skills they need to succeed in their academic and professional pursuits.

The evaluation results of the English teaching and learning model based on the teaching theory for communication were interpreted using Boonchom Srisa-at's evaluation criteria (2002: 103). The experts rated the model based on its quality as follows:

- 4.50-5.00: The most appropriate model.
- 3.50-4.49: A very appropriate model.
- 2.50-3.49: A moderately appropriate model.
- 1.50-2.49: A less appropriate model.
- 1.00-1.49: The least appropriate model.

Table of results from the assessment of the English teaching and learning model according to the Teaching Theory for Communication from the experts from 5 experts

No.	Assessment Items	Scores	$\bar{x}$	S.D.	Level
1	Motivation	5	4.40	0.54	Very appropriate
2	Teaching content	5	4.60	0.54	Most appropriate
3	Teaching Method	5	4.60	0.54	Most appropriate
4	Teaching Media	5	4.60	0.54	Most appropriate
5	Teaching Activities	5	4.40	0.54	Very appropriate
6	Evaluation	5	4.60	0.54	Most appropriate
7	The time spent in teaching is appropriate.	5	4.60	0.54	Most appropriate
8	The manual for using the model is appropriate	5	4.80	0.44	Most appropriate
9	Steps of Input, Process, Output are appropriate	5	4.40	0.54	very appropriate
10	Overall satisfaction for the pattern	5	4.40	0.54	Very appropriate
	<i>Total</i>		<i>4.54</i>	<i>0.53</i>	<i>Most appropriate</i>

This table shows the results of an assessment of the English teaching and learning model according to the Teaching Theory for Communication from 5 experts. The table lists 10 assessment items, such as Motivation, Teaching content, Teaching Method, Teaching Media, Teaching Activities, Evaluation, etc. Each item was rated on a scale of 1 to 5, with 5 being the highest score.

The table also shows the mean score (S.D.) and standard deviation for each item, as well as the level of appropriateness based on Boonchom Srisa-at's evaluation criteria. The levels of appropriateness are Very appropriate, Moderately appropriate, Less appropriate, and Least appropriate.

Finally, the table shows the total mean score and standard deviation for all assessment items, as well as the overall level of appropriateness, which is Most appropriate. Overall, the results suggest that the English teaching and learning model according to the Teaching Theory for Communication is highly appropriate based on the evaluation of the 5 experts.

### **Data Analysis Results**

Analysis of the effectiveness of English teaching methods based on the communicative approach theory involved calculating the percentage scores from the chapter test of all 10 lessons and the post-test of all 60 samples. The results of the analysis are presented in the table.

Table: Percentage of scores from taking the chapter test of the English language teaching model according to the teaching theory for communication and the percentage of scores from the post-test test of the sample.

Student s No	scores for the regular chapter tests										total scores for the regular chapter tests (100)	scores for the final exam (30)	percentage
	1	2	3	4	5	6	7	8	9	10			
scores	10	10	10	10	10	10	10	10	10	10			
1	9	9	8	9	8	7	9	8	8	8	83	22	73.33
2	8	10	8	8	7	7	8	7	7	8	78	23	76.66
3	8	8	8	9	9	9	9	8	9	10	87	24	80.00
4	8	9	8	9	8	9	9	9	7	8	84	25	83.33
5	9	10	8	10	8	9	10	9	8	8	89	20	66.66
6	8	10	10	10	10	10	8	10	10	10	96	26	86.66
7	8	10	10	10	10	10	8	10	10	10	96	27	90.00
8	8	8	10	7	8	10	8	9	8	8	84	26	86.66
9	6	9	9	8	8	9	7	7	9	7	79	23	76.66
10	7	7	10	9	6	9	7	8	8	6	77	23	76.66
11	8	10	10	10	10	9	10	9	9	9	94	24	80.00
12	9	10	10	10	10	9	10	10	10	9	97	22	73.33
13	6	7	9	10	10	8	10	8	8	8	84	26	86.66
14	8	8	9	8	8	10	8	9	10	10	88	27	90.00
15	7	8	9	8	8	10	8	9	10	10	87	26	86.66
16	8	8	9	8	8	10	8	9	10	10	88	28	93.33
17	7	8	7	8	8	8	8	8	9	10	81	26	86.66
18	8	10	9	10	9	8	10	8	10	10	92	27	90.00
19	7	8	9	8	8	10	8	9	10	10	87	29	96.66
20	8	8	9	8	8	10	8	9	10	10	88	28	93.33
21	8	7	7	7	8	8	8	7	7	9	76	27	90.00
22	7	7	7	8	8	8	8	8	9	10	80	29	96.66
23	7	10	9	9	10	9	8	8	9	10	89	25	83.33
24	7	8	10	7	8	8	8	8	10	10	84	25	83.33
25	8	8	9	9	8	8	7	8	9	8	82	23	76.66
26	8	8	10	8	9	8	8	8	9	9	85	26	86.66
27	8	9	10	8	9	9	8	8	10	10	89	21	70.00
28	7	9	10	8	9	8	10	7	9	10	87	24	80.00
29	8	8	8	7	7	7	7	7	9	8	76	28	93.33
30	7	10	9	9	9	10	8	8	10	9	89	25	83.33
31	7	10	9	9	8	8	9	8	10	10	88	26	86.66
32	8	10	9	10	9	9	10	10	10	10	95	25	83.33
33	9	8	10	8	8	9	9	9	10	10	90	28	93.33
34	8	8	10	8	8	9	8	8	10	9	86	29	96.66
35	8	9	9	8	8	8	8	9	8	7	82	27	90.00
36	8	9	9	8	8	8	8	9	8	7	82	25	83.33
37	7	9	9	10	9	9	9	8	9	8	87	26	86.66
38	7	9	9	9	9	10	9	8	8	9	87	29	96.66
39	8	10	9	9	9	10	10	10	10	10	95	23	76.66
40	8	10	9	8	9	9	10	10	10	10	93	22	73.33
41	8	10	8	8	8	7	10	10	8	7	84	20	66.66
42	8	9	9	10	10	10	9	9	10	10	94	27	90.00
43	8	8	9	9	9	8	9	9	8	8	85	26	86.66
44	9	10	9	10	10	10	10	10	10	10	98	25	83.33
45	8	7	8	9	8	10	9	9	8	8	84	25	83.33
46	9	9	8	8	8	9	9	10	9	10	89	22	73.33

47	8	10	9	10	10	8	9	10	10	10	94	23	76.66
48	7	10	10	8	9	9	8	7	9	10	87	22	73.33
49	7	10	9	9	9	9	8	7	10	10	88	24	80.00
50	7	10	8	9	8	9	8	7	9	10	85	26	86.66
51	7	8	9	9	9	8	8	9	9	10	86	27	90.00
52	8	7	8	8	8	8	9	9	8	9	82	20	66.66
53	8	9	7	8	8	7	7	8	8	9	79	23	76.66
54	9	10	7	8	7	9	9	9	9	9	86	24	80.00
55	9	8	7	9	9	8	8	8	9	9	84	21	70.00
56	9	9	9	9	8	7	10	9	9	9	88	22	73.33
57	8	9	9	9	10	9	8	9	10	10	91	28	93.33
58	8	9	9	8	10	10	8	10	9	10	91	30	100.00
59	7	8	10	8	8	10	8	10	9	9	87	28	93.33
60	7	8	10	10	8	10	8	8	9	9	87	23	76.66
Total	467	529	532	520	513	528	513	516	544	548	5,210	1,501	
%	77.83	88.16	88.66	86.66	85.50	88.00	85.50	86.00	90.66	91.33	86.83	83.38	

According to Table, the chapter test scores for 60 participants in the English language teaching model yielded a total of 5,210 points, which equates to 86.83%. After administering the post-test, the scores totaled 1,501 points, which represents 83.38%. Thus, the efficiency of the English teaching model based on communication instructional theory during the experimental phase was higher than the specified criterion of 75/75, at 86.83/83.38. This indicates that the teaching model based on communication theory is highly effective.

*To compare the English learning ability of Thai-Nichi Institute of Technology students before and after implementing the English teaching model based on the Teaching Theory for Communication, the researcher carried out the following steps. A sample group of 60 students was selected to take an English reading ability test consisting of 30 items with a full score of 30. The same test was administered both before and after the English reading lessons to compare the results.*

Table of comparing the mean scores of English learning proficiency before studying and after study, standard deviation, Mean difference score, t-test value, effectiveness index and effect size of 60 samples

Test	scores	( $\bar{x}$ )	S.D	t	Sig	Effectiveness index	Effect Size
Pre-test	30	10.80	3.26	50.849	0.0005*	0.70	0.87
Post-test	30	25.01	2.53				

\*P ≤ .05

According to the table, the sample group demonstrated a statistically significant increase in mean English learning ability after using the English teaching model based on the Teaching Theory for Communication (Sig = 0.0005 < 0.05). The mean score for English learning ability after the course was 25.01 out of a total of 30, which is higher than the mean score of 10.80 before the course.

The difference in mean scores before and after learning was 14.21 and the calculated t value was 50.849. These results suggest that the English teaching and learning method based on the teaching theory for communication was effective in improving English learning ability.

Furthermore, the evaluation of the lesson showed an effectiveness value of 0.70, which is greater than 0.5, indicating that the English teaching style based on the teaching theory for communication, was effective. The effect size was also calculated to be 0.87, which suggests that the effect was very large.

The researcher conducted a study to assess the satisfaction level of 60 students towards the English language teaching method based on the teaching theory for communication. The measurement was done after the students completed all 10 lessons, and the results are presented in the table below.

No.	statements	( $\bar{x}$ )	S.D	level
1	The lesson has many forms of activities	4.43	0.74	high
2	Font size is easy to read	4.45	0.69	high
3	Lesson illustrations are consistent with the content	4.47	0.77	high
4	The video accompanying the lesson is appropriate	4.55	0.75	The highest
5	Explanation of content is clear and easy to understand	4.57	0.86	The highest
6	The difficulty of the content is appropriate for the learners	4.59	0.69	The highest



7	The order of content in each chapter is appropriate.	4.67	0.74	The highest
8	The exercises in each lesson have the appropriate number of verses and difficulty.	4.51	0.73	The highest
9	Lessons have clearly set objectives corresponding to the assessment.	4.69*	0.71	The highest
10	The exams at the end of the chapter are appropriately difficult.	4.52	0.83	The highest
	Overall	4.54	0.75	The highest

The satisfaction rating was interpreted based on Boonchom Srisa-at's (2002: 103) evaluation criteria as follows: A rating of 4.50-5.00 indicates that the students are most satisfied. A rating of 3.50-4.49 indicates that the students are very satisfied. A rating of 2.50-3.49 indicates moderate satisfaction. A rating of 1.50-2.49 indicates less satisfaction. A rating of 1.00-1.49 indicates the least satisfied.

According to the table, the average satisfaction of Thai students towards the English teaching method based on the Teaching Theory for Communication was at the highest level (mean=4.54, S.D.=0.75). When analyzing each item, it was observed that item 9, which had clear objectives that matched the evaluation, received the highest rating (mean=4.69, S.D.=0.71).

Therefore, it can be concluded that the English teaching model based on the Teaching Theory for Communication is practical and effective for students.

## Conclusion

1. This study aimed to develop an English teaching and learning model based on the teaching theory for communication to meet the criteria of 75/75. The results showed that the sample group of 60 people scored 5,210 points, representing 86.83%, on the chapter test of the English teaching model. Additionally, the post-test scores of the same group were 1,501 points, representing 83.38%.

Based on these findings, the effectiveness of the English teaching model based on the teaching theory for communication was higher than the specified criterion of 75/75, with an average percentage of 86.83/83.38. These results suggest that the English language teaching model based on the Teaching Theory for Communication is highly efficient for Thai students.

2. The objectives of this research were to evaluate the English teaching and learning style according to the developed teaching theory for communication. This was done by comparing students' English learning ability before and after using the English teaching method according to the Teaching Theory for Communication and Effects Size of the lessons.

2.1 The study found that the mean scores of English learning ability of the samples after studying were higher than the average scores of English learning ability before studying with a statistically significant level of 0.05 ( $\text{Sig} = 0.000 < 0.05$ ). The average difference between pre- and post-learning English learning ability was 10.80 out of a full score of 30, with a mean difference of 14.21, which is equal to 50.849. This indicates that the ability to learn English after studying with the English teaching model according to the teaching theory for communication was higher than the ability to learn English before studying. The evaluation of the lesson showed an effectiveness value of 0.70, which is greater than 0.5, indicating that the English teaching model was effective, and the effect size was 0.87, indicating that the effect was very large, supporting hypothesis 1.

2.2 The study also measured the level of satisfaction of Thai students towards the English language teaching model according to the created teaching theory for communication. The results showed that the overall average satisfaction level was very good ( $= 4.54$ ,  $\text{S.D.} = 0.75$ ), indicating that the English teaching and learning model according to the teaching theory for communication was efficient and can be applied according to the second hypothesis.

## **Discussion**

In this discussion, the researcher presented their analysis of the research results pertaining to the development of English teaching methods based on the teaching theory for communication.

Firstly, regarding research objective number one, the results indicated that the English teaching and learning model developed according to the teaching theory for communication was highly efficient with an average percentage of 86.83/83.38, which exceeded the specified criterion of 75/75. This finding was consistent with a previous study by Srichittra Nawaratanaporn (2010). The high efficiency of the model could be attributed to the content, which was based on general learning materials that the learners had prior knowledge of and understood the reasons

behind. This approach helped to stimulate their interest and attention, while the activities designed intentionally enhanced their reading ability. These findings are in line with the concept proposed by Williams (1994: 3), who stated that learners' previous experience with reading materials can facilitate their comprehension of the material, making it easier and faster to learn.

Based on research No. 2, the evaluation of an English teaching and learning model according to communication theory demonstrated that the average score of English learning ability of the sample was higher after the study compared to their average score before the study. This difference was statistically significant at the 0.05 level, indicating that the English teaching model based on communication theory improved the students' ability to learn English. The effectiveness of the lesson evaluation was 0.70, which is greater than 0.5, indicating that the English teaching model was effective. The effect size was 0.87, suggesting a very large effect. This finding is consistent with the research of Nuengruthai Vamata (2011), who suggested that the teaching style based on the Theory of Teaching for Communication may benefit students by using modern technology to make learning more engaging, thus increasing their enthusiasm for learning. Additionally, the experimental use of the English teaching methods based on communication theory revealed that learners were able to progress from easy to more difficult content, leading to an improvement in their ability to learn English.

The research findings indicate that Thai-Nichi Institute of Technology students had a high level of satisfaction with the teaching and learning style of English based on communication theory, with an overall satisfaction score of 4.54 (S.D.=0.75). This suggests that the English teaching model based on communication theory is effective and practical, particularly in terms of overall evaluation, as the sample group expressed the highest level of satisfaction (mean=4.69, S.D.=0.42). The item with the highest level of satisfaction was Item 9, which refers to the clear alignment of lesson objectives with assessment criteria. This may be attributed to the importance of objective measurement in language learning.

### **Suggestions for further research**

1. In order to study the differences in various variables, it is recommended that teaching be repeated with other groups of

students in different years. Random sampling of groups with different levels of learning ability, such as strong, middle, and weak groups, should be conducted to compare the effectiveness of the English language teaching model based on communication theory.

2. A comparative study between a control group and an experimental group of high, intermediate, and weak students should be conducted to investigate the efficiency of the English language teaching model based on communication theory. This study could be used to benefit all interested institutions.
3. Long-term follow-up research should be conducted to study the durability of the English teaching model based on communication theory. Results should be tracked after the end of the course to determine whether or not the model is effective in the long term and whether any improvements can be made.

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