

Instructional Methods Used in English Teaching as a Foreign Language (EFL) Classroom Practice at the University Level in Thailand

Likhasit Suwannatrai¹, Narathip Thumawongsa² and Saiwaroon Chumpavan³

^{1, 2}Faculty of Humanities, Srinakharinwirot University

³Faculty of Liberal Arts, North Bangkok University

Email: likhasit.suwannatrai@g.swu.ac.th

Received April 25, 2022; **Revised** May 28, 2022; **Accepted** June 2, 2022

Abstract

A decrease in Thai English language proficiency in the previous years is a mirror of ELT in Thailand. This study examined indispensable elements that reflect an effective EFL classroom practice. The samples included 74 Thai EFL teachers obtained through purposive sampling and 15 key informants specializing in ELT, TESOL, TEFL, TESL, and ESP. Instrumentations included a set of questionnaires for gathering quantitative data validated by three experts ($\alpha = 0.92$) and a semi-structured interview for gathering qualitative data. Descriptive statistics were used for quantitative data analysis, and an inductive summary was applied for qualitative data analysis. It was found that the lesson was presented in a logical procedure ($\bar{X} = 4.31$, $SD = 0.64$), an opening ($\bar{X} = 4.33$, $SD = 0.62$), sequencing ($\bar{X} = 4.30$, $SD = 0.70$), pacing ($\bar{X} = 4.16$, $SD = 0.69$), and a closure ($\bar{X} = 4.47$, $SD = 0.55$). The interviews revealed that a meaningful activity enabling students to maximize their ideas, intellectualities, and creativity was underlined, along with the use of authentic commercial books, while the teacher played multiple roles as a role model, a facilitator, and a monitor. The results implied that communicative and interactive classroom practice should not only trigger students' potential but also enrich their autonomous learning.

Keywords: instructional method; EFL classroom practice; classroom activities; teacher role

Introduction

The dominance of learning English as a foreign language (EFL) has been remarkably acknowledged in Thailand since English enables people to rapidly access global information written in English. People with sufficient English competence are likely to have more opportunities and advantages in various dimensions such as education, business, and multicultural exchanges (Intarapanich, 2013). For this reason, an expansive range of English language teaching (ELT) has been developed to date from traditional teacher-centered methods to communicative learner-centered approaches. Given a great contribution of English communicative skills, a framework that is referred to as Communicative Language Teaching (CLT) concerning learner-centered instruction has been integrated into language teaching to organize a more interactive and communicative classroom practice. It has been claimed that CLT enables learners to improve their communicative abilities and competencies in various situations, understand multicultural diversity, seek knowledge, engage in a livelihood, and pursue further education at a higher level (Darasawang, 2007; Hilado-Deita, 2015). However, the implementation of CLT has not been fully accomplished especially in EFL contexts (Debyasuvarn, 2011; Noom-ura, 2013).

In Thailand, a policy for English learning is based on the Common European Framework of Reference (CEFR), developing English learning and teaching to enable students, at the university level in particular, to use English as a universal tool for study and research, support entry into the ASEAN Community, increase the competitiveness in the country, prepare students with academic, professional and communication skills, and working knowledge (Office of Higher Education Commission, 2016). However, the outcomes of ELT in Thailand have not been as successful as expected. Furthermore, as universities have been offering online teaching the previous years, a noticeable decrease in Thailand's English proficiency at a very low proficiency has been reported by Education First English Proficiency Index (EF EPI) (2022), which dramatically reflects the ELT learning process of Thailand as a whole. Even though some problems in various dimensions have been proposed, the issues seem not to be efficiently handled (Noom-ura, 2013). One of the most critical problems was instructional methods in the classroom. The lessons mostly focused on language accuracy concerning grammatical rules, memorizing words, writing artificial sentences, and using native language (L1) in teaching English rather than communicative skills. This resulted in a tedious

classroom atmosphere and learners lacking the motivation to study and practice English for communication (Debyasuvarn, 2011; Saengboon, 2017).

As a result, teaching and learning English in Thailand's EFL context has not been as successful as planned; teachers encounter difficulties in teaching, the learners cannot use English for effective communication; and even worse, the English proficiency index is lower than the previous years (Noom-ura, 2013; EF EPI, 2022). However, ELT still continues. Although several studies have addressed problems in ELT in Thailand, the effectiveness and the outcome of teaching concerning CLT to my knowledge little research on the actual practice in Thai EFL classrooms has been conducted. This study, therefore, sheds light on how effective instructional structures, and lesson planning, used in classroom practice at the university level are constructed. Furthermore, the reflection of the teachers on their use of the instructional methods is examined under the conceptual framework of the instructional method covering the structure of lessons, teacher role, teaching processes, classroom activities, and material, as proposed by Harmer (2007); Farrell (2002); Nunan (1989); Richards and Lockhart (1996). The result of this study could provide a critical reflection leading to a deeper understanding of the nature of the instructional method in the Thailand EFL context and be useful and helpful for teachers to design communicative lesson plans more effectively and to make the EFL classroom practices, procedures, activities, and materials in language instruction in Thailand as effective as possible for the regular classrooms in the upcoming semester.

Research Objectives

This research examines how a communicative lesson structure is effectively constructed, qualitatively seeks to elicit instructional methods used in EFL classroom practice, and investigates some reflections on how to implement the English instruction method to be a useful guideline for ELT at the university level in Thailand.

Literature Review

English language teaching (ELT) has been developed for decades, the three mainstream teaching methods found in EFL classrooms include Grammar–Translation (GTM), focusing on language accuracy; Direct Method (DM), practicing listening and speaking skills before writing and reading with no explicit grammar teaching; and Audio–Lingua Method (ALM), acquiring new

language habits required the correct habit formation and behavioral responses between both the first language and target language modeled by the teacher (Brown, 2001; Ellis, 1991; Richards & Rogers, 2001), in which a directive role of the teacher key features.

As for the present era, ELT emphasizes communicative competence. One of the remarkable communicative approaches is Communicative Language Teaching (CLT), which is considered an enlightened approach since it realizes the importance of communicative proficiency (Brown, 2001). CLT stresses language functions rather than forms. The teacher serves as a facilitator whereas students are negotiators (Ellis, 1991; Richards & Rogers, 2001). The theoretical perspective of CLT has been broadly applied in language classroom teaching to achieve the goal of language teaching based on linguistic interaction and real-life communication. It depends on how the principles are interpreted and applied. Language teachers need to realize what should be taught in the classroom so that learners can engage in language practice to meet the demand of communicative competence in a foreign language.

Essential components of communicative language classrooms

Advocated for CLT, an effective organization of teaching processes is essential since it allows teachers to implement the prepared lesson plans effectively (Harmer, 2007). Therefore, a framework for communicative lesson planning includes essential elements of lesson structures such as a decision making what to teach; objectives of the lessons, description of the content and teaching materials, language items for learning in the lessons, and activities (Harmer, 2007; Richards & Lockhart, 1996; Srithongkham & Intakaew, 2022), because a well-prepared lesson structure allows teachers feel more confident enabling the classroom practice run effectively (Brown, 2001; Farrell, 2002). Generally, in Thailand EFL context, the lesson structure consists of warm-up, presentation, practice, production, and wrap-up (Nooyod & Hiranto, 2017). Similarly, scholars in language teaching e.g., Brown (2001); Farrell (2002); Harmer (2007); Richards and Rogers (2001), guided the following patterns to capture an overview of coherence within the language lesson structure, opening, sequencing, pacing, and closure.

Opening refers to an introduction to encourage learners to focus on what they are going to learn in the lesson. This might include orientating lesson goals, asking a question to be discussed, or having learners connect the present lesson to the previous lesson. **Sequencing** refers to a particular instruction of how teachers present the knowledge determined in lesson objectives, and specific

activities that allow learners to practice eliciting learners' ability in the language performance. **Pacing** concerns about how the teacher monitors learners' language performance while learners perform sub-activities to ensure that they gain adequate knowledge and skills as in the lesson goal. **Closure** is the final process of the lesson that summarizes what learners have learned, a review of the important points of the lesson, a clear demonstration of lesson connection to the previous lesson, and a reflection on learners' language performance they have achieved during the lesson.

As for the teacher, a diversity of the teacher roles (e.g., controller, organizer, tutor, observer, assessor, resource, manager, prompter, and participant) functioning the language learning process conducive to communicative and interactive classroom practice has been assumed, depending on goals to be achieved. The teacher role in a communicative classroom was to facilitate learners' learning process concerning communication, learning activities, and materials to encourage the learners to interact, participate, and negotiate in language learning activities in groups or pairs in the classroom (Ellis & McClintock, 1994; Harmer, 2007; Richards & Lockhart, 1996). Additionally, Breen and Candlin (1980) further described that the teacher performed a role as an independent participant to assist learners to engage in the lesson and a researcher to observe all activities in order to discover a more effective plan for the lesson structure.

Research Methodology

This study, approved by Human Research Ethics Committee of Srinakharinwirot University (SWUEC-G-185/2564X), was conducted by gathering quantitative data followed by qualitative data to extensively examine significant information on EFL classroom practice for data analysis.

Participants. Given an ultimate contribution to the development of ELT in Thailand, the samples selected by purposive sampling were 74 Thai EFL teachers, with at least a master's degree from the top 15 public universities in Thailand indexed by Scimago Institution Ranking (2022). Key informants for the in-depth interviews were 15 Thai EFL teachers (nine with doctoral degrees, six with master's degrees), specializing in ELT, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Foreign Language (TEFL), Teaching English as a Second Language (TESL), and English for Specific Purposes (ESP) in order to elicit essential data. Considering the confidentiality, a code, TU01 to TU15, was used to represent the name or personal information of the key informants who, importantly, were required to sign a consent form.

Instrumentation.

Questionnaire. Questionnaires designed in five-point Likert-type scales ranging from 5 = strongly agree to 1 = strongly disagree were developed to inquire about quantitative data relevant to instructional methods including the structure of lessons, teacher role, teaching processes, classroom activities, and materials; and validated by three experts to check the index of item objective congruence, in which 27 questions with IOC score of .60–1.00 were significantly applicable to the study requirement. The pilot study was, finally, conducted with 30 samples with homogenous characteristics to analyze the reliability. A value of the Cronbach's Alpha Coefficient was .92 which was acceptable.

Semi-structured interview. The interview questions obtained from literature reviews concerning how effective lessons were prepared and approved by three experts was used to gather qualitative data related to the inquiry of instructional method (s) teacher applied in the classroom practice. Validity and reliability of the instrument were ensured by adopting four principles: creditability which could explain how the study was conducted; transferability which the results could be applied in similar contexts; dependability which involved techniques employed for data analysis; and confirmability concerning the neutrality which emphasizes real data provided by the respondents or informants without researcher's bias (Creswell & Plano Clark, 2017).

Data Analysis. Descriptive statistics including percentage, mean, and standard deviation were employed to analyze quantitative data. Criteria for data interpretation were: 4.51–5.00 = Strongly agree; 3.51–4.50 = Agree; 2.51–3.50 = Uncertain; 1.51–2.50 = Disagree; and 1.00–1.50 = Strongly disagree (Srisa-ard, 2018).

Importantly, qualitative data obtained from the interviews were transcribed and submitted to the key informants to verify data correctness and accuracy. Typological, synthetic, summary, and descriptive analyses were applied for data analysis. Finally, data were inductively and descriptively summarized based on the framework for classroom practice, teaching materials, lesson structure (opening, sequencing, pacing, and closure), and teacher role (Brown, 2001; Harmer, 2007; Richards & Lockhart, 1996; Richards & Rogers, 2001).

Results

1. General Information

Respondents (N = 74).

The respondents were Thai EFL teachers teaching in the university with an average teaching experience of ten years, receiving a master's degree (44%) and a doctoral degree (30%) majoring in English (37.8%), ELT (23.0%), TEFL (12.2%), ESP (6.8%), English and Communication (6.8%), Language and Communication (6.8%) respectively.

Key informants (N = 15).

The key informants were 15 Thai EFL teachers with an average teaching experience of 14 years at the university level. Nine informants held a doctoral degree (60%) and six held a master's degree (40%). Seven informants specialized in TEFL (46.6%), four in ELT (26.6%), three in ESP (20.0 %), and one in TESL (6.6%) respectively.

2. Instructional Method in EFL Classroom Practice at the University Level in Thailand

Table 1 Instructional Methods

Instructional method		\bar{X}	SD	Interpretation
Opening				
1	I clearly clarify the lesson objectives.	4.64	0.48	Strongly agree
2	I explain information or skills that the students will learn.	4.26	0.68	Agree
3	I connect the lesson to previous lessons.	4.11	0.71	Agree
Total		4.33	0.62	Agree
Sequencing				
4	I introduce new words used in the text.	4.54	0.66	Strongly agree
5	I introduce a situation relevant to new languages relevant to the lesson.	4.45	0.60	Agree
6	I model the language expressions for students and they repeat them.	4.20	0.72	Agree
7	I model how to pronounce difficult words.	4.59	0.61	Strongly agree
8	I provide opportunities for students to participate in group discussions.	4.16	0.81	Agree
9	I allow students to practice language patterns in the lesson in groups.	4.05	0.85	Agree
10	I ensure the comprehension of students before teaching the next topic.	4.12	0.70	Agree
Total		4.30	0.70	Agree
Pacing				
11	I ask students to connect lessons with real-life situations.	4.30	0.65	Agree
12	I organize appropriate timing for each classroom activity.	4.31	0.66	Agree
13	I do not interrupt the process while students are trying to use the language.	4.31	0.57	Agree
14	I facilitate the communication process while they are doing activities	4.54	0.50	Strongly agree
15	I avoid using native language while teaching.	3.27	0.99	Uncertain
16	I motivate students to use English in the classroom.	4.26	0.81	Agree
17	I manage a classroom environment appropriate for language learning.	3.76	0.97	Agree
18	I encourage students to learn English outside the classroom.	4.38	0.54	Agree
19	I monitor student performance in language learning activities.	4.31	0.59	Agree
Total		4.16	0.69	Agree
Closure				
20	I provide a clear summary of important points of lessons.	4.47	0.55	Agree
Total		4.47	0.55	Agree
Total summary		4.31	0.64	Agree

As shown in Table 1, a summary of the mean score of the instructional methods used in EFL classrooms was relatively high at a level of agreement ($\bar{X} = 4.31$, $SD = .64$), indicating that the teachers presented a lesson in a logical order. Four elements of lesson structure were as follows:

Opening. An overall mean was at a level of agreement ($\bar{x} = 4.33$, $SD = 0.62$). The result showed that the lesson objectives were presented ($\bar{x} = 4.64$, $SD = 0.48$), followed by explaining what knowledge and skills that students were going to learn ($\bar{x} = 4.26$, $SD = 0.68$), and the links between the present lesson and the previous lessons ($\bar{x} = 4.11$, $SD = 0.71$). The results of the in-depth interviews revealed that the teachers engaged in a small talk on various topics such as popular news of the day before starting to provide the lesson objectives and stating the knowledge and skills students are going to learn from the lesson.

Sequencing. It was found that an overall mean of the sequencing was at a level of agreement ($\bar{x} = 4.30$, $SD = 0.70$). The teachers strongly agreed that they presented the lesson by modeling how to pronounce difficult words ($\bar{x} = 4.59$, $SD = 0.61$), introduced how to use those new words in the text ($\bar{x} = 4.54$, $SD = 0.66$). Sequentially, the teachers explained situations of language use ($\bar{x} = 4.45$, $SD = 0.60$), and modeled some language expressions, and had students repeat them ($\bar{x} = 4.20$, $SD = 0.72$) respectively.

The interviews revealed that the teachers started to present the lesson information by allowing students to learn new words with which students were unfamiliar, modeling how to pronounce some difficult words, and having students discuss a situation of language use. For example, TU04 with seven years of teaching experience, specializing in ELT said, *“In this process, after informing the lesson objectives, I always have students identify new words that they don’t know and guess the meaning of those words. After that, I open the video clip provided in the electronic book to let them learn words, and language expressions. Having learned new languages, I model the language use and students repeat after me to make sure that they understand and can do what I have expected before moving to the next topic.”*

Pacing. A total mean of the pacing process highly showed a level of agreement ($\bar{x} = 4.16$, $SD = 0.69$). The most remarkable result was the teachers played the role of a facilitator in performing language activities for the students ($\bar{x} = 4.54$, $SD = 0.50$), followed by encourage students to learn outside the classroom ($\bar{x} = 4.38$, $SD = 0.54$). While students were doing activities, the teachers encouraged students to do classroom activities without interrupting ($\bar{x} = 4.31$, $SD = 0.57$) but monitoring students’ performance ($\bar{x} = 4.31$, $SD = 0.59$) respectively. Noticeably, the

teachers were uncertain about using their native language (L1) while teaching ($\bar{X} = 3.27$, $SD = 0.99$).

As for qualitative data, a majority of teachers agreed that they always provided opportunities for students to perform an activity after presenting knowledge or language used in the lessons to allow students to use words, and language expressions they had learned from the previous topic. For instance, TU11 with 12 years of teaching experience, specializing in TEFL revealed, *“After teaching how to use words in contexts and word pronunciations, I will let the students do activities. This is very important because the students will understand more clearly...sometimes I use group work, sometimes a pair work, it depends. Then I explain the activities to them. When ready, I walk to see how each group works whether they have problems or not. I help them generate some ideas about the activities. When they are ready, they present group activities in front of the class, they like it when their friends applaud their language performance. I just watch, observe, and take notes to provide suggestions for their language performance.”*

Furthermore, TU02 with 14 years of teaching experience who was interested in the role of L1 stated, *“For me, even I try to English to communicate with students. Like when I ask a question, students respond in Thai, and I say, “English please”, to have students answer in English or sometimes I repeat Thai words in English for them. Students know that I want them to speak English. I use English, I use Thai just for explaining some important points or about theories and sharing experiences.”*

Closure. As obviously shown in Table 1, an agreement level of a mean score indicated that the teachers provided a clear summary of important points in lessons ($\bar{X} = 4.47$, $SD = 0.55$). The results of in-depth interviews revealed that it was essential to summarize all key points within the lesson. TU14, an ELT teacher with 12 years of teaching experience, said, *“Ending the class, I summarize the key points of the lesson, sometimes I randomly ask students to tell other students about what they have learned in the lessons and how to apply knowledge and skills in their real-life situations.”*

Teacher Role. As shown in Table 1, the most outstanding role of the teacher was the item No. 7, the teachers strongly agreed that they modeled how to pronounce difficult words ($\bar{X} = 4.59$, $SD = 0.61$), followed by the item No. 14, the teacher as a facilitator in a communication process in the classroom ($\bar{X} = 4.54$, $SD = 0.50$), and the item No. 19, monitoring students’ performance

($\bar{x} = 4.31$, $SD = 0.59$). The results of qualitative data analysis were slightly different. Interchangeably, three major roles including the teacher as a facilitator, a role model, and a monitor were found in classrooms.

Importantly, all key informants strongly agreed on a role as a *facilitator*. The students were allowed to participate in various kinds of classroom activities, supported, and given advice when necessary. For example, TU05 with ten years of teaching experience, specializing in ESP explained, “In class, I usually provide opportunities for students to activities relevant to the lesson. While they are working or discussing in groups or pairs, I approach them and help them generate ideas about activities.”

The teacher as a *role model*. It was found that the students followed the suggestions of the teachers in learning English. The students also remembered and produced language forms that were most often used by the teacher. TU12 specializing in TEFL revealed, “As I have noticed, when students use the language in class, they use the language expressions that I use in class..., sometimes I recommend them to learn English outside the classroom, maybe watching a popular English movie, they come back a week later and tell me that the movie I recommend is lovely fun and enjoyable, ... and they can learn new language expressions and how to speak English like a native speaker.”

Teacher as a *monitor*. It was found that the teachers not only facilitated learning processes but also monitored and observed students’ performance. The teachers asked students questions, responded to their questions, helped them find some alternative choices of language expressions, and immediately correct their mistakes in language use. TU09 with 15 years of teaching experience, specializing in ELT informed, “During the time that students are discussing in groups, I walk around to see what happens and ask some questions to check their understanding. When they write or use English incorrectly, I try to remind them and ask them to correct those language uses.”

Table 2 Classroom Activity

No.	statement	\bar{X}	SD	Interpretation
1	I have students learn dialogue and act it out in front of the class.	4.11	0.97	Agree
2	I assign group work and have students present it in front of the classroom.	4.59	0.72	Strongly agree
3	I have students do role-play with language patterns relevant to the lesson.	4.54	0.95	Strongly agree
4	I introduce a topic and encourage students to share their opinions about it.	4.46	0.66	Strongly agree
Total		4.42	0.84	Agree

Table 2 showed a total mean at a level of agreement ($\bar{X} = 4.42$, $SD = 0.84$). The teacher provided opportunities for students to do activities in groups and present in front of the class ($\bar{X} = 4.59$, $SD = 0.72$), performing a role-play ($\bar{X} = 4.54$, $SD = 0.95$), and allowing students to share opinions about a topic ($\bar{X} = 4.46$, $SD = 0.66$) respectively. The interview data revealed that a language activity was considered an essential element of communicative and interactive classrooms enabling students to practice language items, and develop language uses and language awareness. TU04 with 14 years of teaching experience, specializing in TFL remarked, “*I use group activities that must be well-planned. For example, I ask students to demonstrate how to teach English modal verbs. They discuss, think together, generate an interesting strategy, and present it in front of the class. They like these activities when their presentation wow friends...sometimes they present better than I expect.*”

Table 3 Teaching Material

No.	statement	\bar{X}	SD	Interpretation
1	I select authentic materials that are appropriate for the students.	4.22	0.88	Agree
2	I integrate the movies, radio broadcasts, or audiovisual contents into teaching.	4.59	0.96	Strongly agree
3	I use a projector, PowerPoint, and modern technologies in presentation.	4.09	0.66	Agree
Total		4.30	0.83	Agree

As shown in Table 3, the total mean score of teaching material was at a level of agreement ($\bar{X} = 4.30$, $SD = 0.83$). The teachers strongly agreed on the integration of authentic learning content

(\bar{x} = 4.59, SD = 0.66), and selected appropriate authentic materials (\bar{x} = 4.22, SD = 0.88) and used new modern technologies in classrooms (\bar{x} = 4.02, SD = 0.66). As for qualitative data, the commercial books and supplementary sources were recommended by all informants. For example, TU10 with 12 years of experience in ELT teaching said, “*I use a commercial book developed by a famous publisher consisting of various important elements that are organized with video clips to guide pronunciation, situations of language use, examples of language activities. I just click the button to play while I provide supplementary sources of language learning. I recommend YouTube or content creators of language learning that students can access to them easily.*”

Conclusion

The present study investigated the instructional method used in EFL classroom practice. It was found that the lessons were logically presented based on a well-organized commercial book, opening, sequencing, pacing, and closure. The language activities included interactive, and creative activities enabling students to apply knowledge and skills in their real-life communication while the teachers significantly played the roles as a facilitator, a role model, and a monitor rather than teacher authority.

Discussion

1. The instructional method applied in the language classroom. The results showed that the teachers logically constructed the lesson in order to maintain classroom dynamics and lesson continuity. *Opening* allowed students to prepare themselves and focus on the lesson objectives followed by *sequencing* which was a process that the teachers critically analyzed lesson objectives and meaningfully presented them to the students including effectively planning for classroom activities. *Pacing* was concerned about how teachers keep the lesson momentum by providing an appropriate timing for each activity to monitor students’ improvement in the classroom. Finally, *closure* was a process of summarizing important lesson objectives and preparing students for the next lessons (Brown, 2001; Nunan, 1989; Richards & Lockhart, 1996).

2. Classroom activities. Quantitative and qualitative results significantly revealed that classroom activities should be comprehensively planned to enable students to express their ideas,

intellectualities, and creativities with a little use of L1 to have them enjoy language learning and goal achievement. (Ellis, 1991; Harmer, 2007; Richards & Rogers, 2001).

3. Teacher role. According to the results of the study, it was essential that the teachers should facilitate the learning process by focusing on learner-centered. The teachers played their role as a facilitator who supported students' learning process, encouraged students to generate ideas, and clarified topics with which they were struggling with positive feedback. In addition, the teachers could influence students by performing as a role model in language learning and monitoring students' language performance (Breen & Candlin, 1980; Ellis & McClintock, 1994).

4. Teaching materials. Essentially, the teaching material was one of the most important sources of language learning. It was found that a well-organized commercial book by international publishers was recommended because it contained all essential elements with a variety of language activities and up-to-date themes of language learning while the teachers provided necessary supplementary sources for students (Srithongkham & Intakaew, 2022).

Suggestion

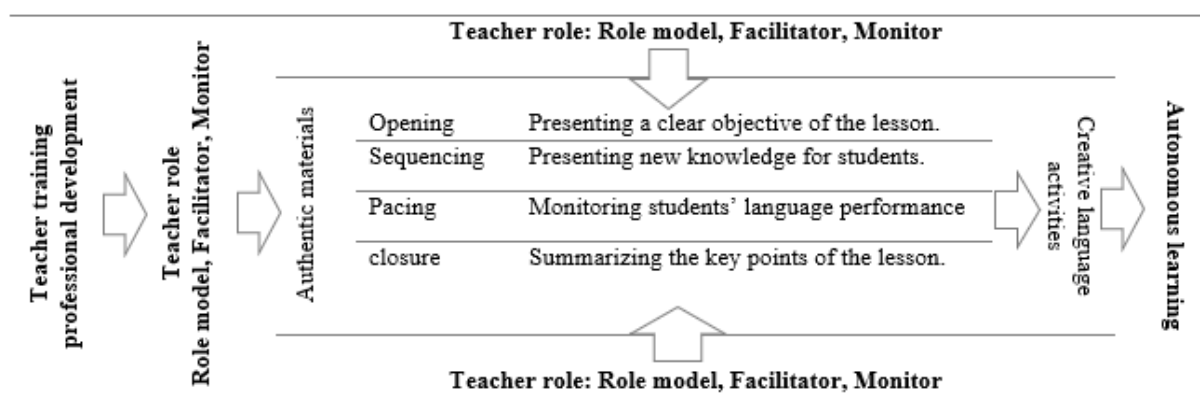
The results of this study, reflecting some of the essential elements of EFL classroom practices that could be a useful guideline for the teachers at the university level, underpin a logical order of lesson plans and creativity in learning activities. Teacher development and training could help the teacher prepare the language lesson more effectively. Furthermore, the present study could put forwards further research in ELT in several aspects (e.g., classroom research and observation, individual differences, and the role of L1 use).

New Knowledge

As far as ELT is concerned, an effective language classroom is constituted of several essential elements. Therefore, a little component should not be ignored as a triviality. Teaching competencies and effective preparations are required for a communicative and interactive EFL classroom. the teacher should play multiple roles in triggering students' potentials as a facilitator and a role model in clarifying the purposes of learning, providing a meaningful learning source, organizing a language activity enabling students to articulately express their intelligence and creativities and have self-esteem when the tasks are achieved, monitoring students' language performance. Finally, the results

of this present study explicitly imply that the effective instructional method could provide opportunities for students to enrich their autonomous learning as illustrated in Figure 1: An instructional method for communicative and interactive EFL classroom practices.

Figure 1: An instructional method for communicative and interactive EFL classroom practices.



References

- Breen, M. P., & Candlin, C. N. (1980). The Essentials of a Communicative Curriculum in Language Teaching. *Applied Linguistics*, 1(2), 89–112. doi:10.1093/applin/1.2.89
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
- Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE.
- Darasawang, P. (2007) *English Language Teaching and Education in Thailand: A decade of Change*. In *English in Southeast Asia: Varieties, Literacies and Literatures* Newcastle, D. Prescott (ed.) (187–204). Cambridge Scholars.
- Debyasuvarn, B. (2011). A Collection of Articles on Language Teaching. *Pasaa Paritat Journal*, 25, 22–64.
- Ellis, R. (1991). *Second Language Acquisition and Language Pedagogy*. Multilingual Matters.

- Ellis, R., & McClintock, A. (1994). *If You Take My Meaning: Theory Into Practice in Human Communication*: Bloomsbury Academic.
- Farrell, T. S. C. (2002). Lesson Planning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Harmer, J. (2007). *How to Teach English* (2nd ed.). Pearson Longman.
- Hilado-Deita, H. C. (2015). History of English Language Teaching: A Glimpse of Thailand Scenario. *Sripatum University Chonburi Journal*, 12(1), 16–26.
- Intarapanich, C. (2013). Teaching Methods, Approaches and Strategies found in EFL Classrooms: A case study in Lao PDR. *Procedia-Social and Behavioral Sciences*, 88, 306–311.
- Noom-ura, S. (2013). English-teaching Problems in Thailand and Thai Teachers' Professional Development Needs. *English Language Teaching*, 6(11).
- Nooyod, A., & Hiranto, N. (2017). A Study of the Result of Developing on English Instructional Management Skill Based on Communicative Language Teaching Using Lesson Study Innovation for English Major Students, Faculty of Education, Loei Rajabhat University. *Journal of Education Khon Kaen University*, 40(1), 60–72.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University.
- Office of Higher Education Commission. (2016). *Policy to Upgrade English Language Standards in Higher Education Institutions*. Office of Higher Education Commission.
- Richards, J. C., & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge University.
- Richards, J. C., & Rogers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University.
- Saengboon, S. (2017). Teaching Wisdom of Award-winning Teachers: A case study of Thai EFL Teachers. *Case Research Journal*, 9(2), 18–44.
- Scimago Institution Ranking. (2022). *University Rankings*. <https://www.scimagoir.com/rankings.php?sector=Higher+educ.&country=THA&area=1200>
- Srisa-ard, B. (2018). Result Interpretation when Collecting Data on a Rating Scale. *Journal of Educational Measurement Mahasarakham University: JEM-MSU*, 2(1), 64–70.

Srithongkham, K., & Intakaew, A. (2022). A Comparative Study of the use of Coursebook for Teaching English Online by Thai Lecturers in Higher Education Institutions. *Rajapark Journal*, 16(44), 42–55.

The Education First English Proficiency Index. (2022). *EF English Proficiency Index – Thailand 2022*.
<https://www.ef.com/wwen/epi/regions/asia/thailand/>