

The Development of English-Speaking Skill by Using Problem-Based Learning for the First Year B.A. Students of Teaching English (International Program) in Education Faculty at Mahachulalongkomrajavidyalaya University

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Abstract

The purposes of the study were: 1) to study the Development of English-Speaking Skill by Using Problem-Based Learning for The First Year B.A. Students of Teaching English (International Program) in Education Faculty at Mahachulalongkomrajavidyalaya University; 2) to Development of English-Speaking Skill by Using Problem-Based Learning for the First Year B.A. Students of Teaching English (International Program) in Education Faculty at Mahachulalongkomrajavidyalaya University; and 3) To study students' satisfaction with English language teaching manuals for communication of Teaching English (International Program) in Education Faculty at Mahachulalongkomrajavidyalaya University.

The participants included teachers and students from selected of Teaching English (International Program) in Education Faculty at Mahachulalongkomrajavidyalaya University. The study employed a mixed-methods approach, incorporating both qualitative and quantitative data. The instruments used were a questionnaire on current English teaching methods, a manual incorporating CLT principles, lesson plans based on CLT, pre- and post-implementation assessments, and a satisfaction survey regarding the teaching manuals. Data were analyzed using percentage, mean, and standard deviation calculations via Microsoft Office Excel.

Results indicated that current English teaching methods in the region varied, with many university employing traditional approaches. The introduction of CLT-based methods led to significant improvements in teaching effectiveness, with post-implementation assessments showing enhanced student performance. Additionally, students expressed high satisfaction with the new teaching manuals, achieving a satisfaction rate of 85.90%, a mean score of 4.29, and a standard deviation of 0.58. This suggests that the development and

application of CLT-based methods were effective in improving English language instruction and student engagement in Education Faculty at Mahachulalongkornrajavidyalaya University.

Keyword: English-Speaking Skill; Problem-Based Learning; Student and English

Introduction

Language serves as the fundamental medium of communication. Across the globe, a myriad of languages exists, ranging from those spoken by millions to those by a mere handful. Within this linguistic diversity, a select few languages hold international prominence. English, among them, stands out as the most widely recognized and utilized. (Graddol, D., 2006: 57) The significance of English transcends geographical boundaries, enabling communication not only among native English speakers but also across nations and cultures. In today's interconnected world, proficiency in English is integral for effective engagement in educational, religious, social, political, and economic realms. (Phillipson, R., 2003: 42)

Presently, English boasts a staggering 1.5 billion speakers globally, with an equally substantial number still endeavoring to master the language. Remarkably, English serves as the official language in 88 countries, a testament to its universal importance. Its prevalence extends to the realm of international conferences and competitions, where English is the lingua franca. (Seidlhofer, B., 2004: 52) Beyond these accolades, mastering English widens the spectrum of life's opportunities, facilitating interaction with individuals of diverse nationalities. The language serves as a bridge, fostering mutual understanding and camaraderie. Undoubtedly, English occupies a pivotal role in education. Even in nations where it holds no official status, English is embraced as a second language. This is particularly pronounced in scientific and engineering fields, where a substantial volume of syllabi and research literature is composed in English. (McKay, S. L., 2002: 129) The language's dominance in the scientific realm ensures that a significant portion of scholarly discourse and investigation is conducted in its sphere. Furthermore, English is the conduit through which higher education is accessible to international students. Across various universities, courses are offered in English to facilitate comprehension for an international student body. (Modiano, M., 2011: 208-223)

For children, mastering English is a cornerstone of education. Proficiency in English empowers them to communicate effectively, not only with native speakers but also within a diverse, global community. This skill is particularly crucial in classrooms with immigrant students, enriching their learning experience by fostering inclusivity and understanding (Widdowson, 2024: Online).

In the professional arena, a robust command of English can be a decisive factor in career progression. Many companies, especially those engaged in international business, necessitate English proficiency for effective communication with global counterparts. Consequently, numerous Asian countries have now integrated English into their government education college curricula, recognizing its pivotal role in equipping future generations for success. (Graddol, D., 2000: 53)

The impending challenge faced by Myanmar's new generation lies in their proficiency in the English language. Without adequate preparation, the English language could pose difficulties for them in the near future. (Phillipson, R., 2009: 26) In Myanmar's educational system, students undergo over sixteen years of instruction, with English being a pivotal subject throughout their academic journey, extending up to graduation (Seidlhofer, B., 2004: 52).

Undoubtedly, English holds paramount importance for pursuing higher studies. This language serves as a gateway to knowledge about emerging technologies, as a significant portion of relevant information is accessible exclusively in English. (Phillipson, R., 2009: 26) Mastery of English is imperative for acquiring a comprehensive understanding. As students advance to higher education, English becomes the predominant mode of communication, transcending geographical boundaries (Matsuda, P. K., 2013: 89).

In the context of international mobility, possessing strong English communication skills is imperative, especially for those aiming to study abroad. English stands as the universally accepted lingua franca, facilitating communication across diverse cultures and nations. Its prominence is evident in travel scenarios, as English often serves as the common language for interaction.

Moreover, competence in spoken and written English fosters self-assurance. Effective communication enables individuals to interact confidently and understand each other more profoundly (McKay, S. L., 2002: 129). This ability is particularly valuable when venturing abroad, where it grants individuals the liberty to communicate without reliance on guides or translators. Engaging with local cultures becomes more accessible, as the interaction is unhindered by language barriers. The forthcoming research endeavors to scrutinize the English teaching methods employed in government secondary schools in Mandalay Division, Myanmar. By focusing on this context, the study aligns with the broader objectives of the investigation.

Furthermore, by addressing the challenges in English language instruction, this research contributes to creating a more equitable education system. It aims to ensure that all students, regardless of their linguistic backgrounds or geographical locations, have access to high-quality English language education. Proficiency in English is pivotal for students to engage with the global community, access international educational

opportunities, and participate in the global job market. Ensuring effective English language teaching methods is an investment in students' global competence (Banks, J. A., 2016: 47).

The research acknowledges the importance of providing teachers with the resources and professional development necessary to excel in their roles. Empowering educators with enhanced teaching methods and language skills ultimately benefits both teachers and students. A robust English language education equips students with the skills needed to access higher education institutions and secure well-paying jobs, thereby contributing to regional and national economic development (Payne, C. M., 2008: 63).

While emphasizing English language proficiency, the research also recognizes the value of preserving the rich linguistic and cultural diversity of Mandalay Division. Adapting teaching methods to evolving global standards ensures that students remain competitive on an international scale and are better prepared for further studies abroad. The findings of this research can inform evidence-based policies that enhance English language instruction and address the unique challenges faced by government secondary schools in the Mandalay Division.

In summary, a study of English teaching methods in government secondary schools in Mandalay Division, Myanmar, is not only an educational issue but also a matter of regional development, global competitiveness, and equitable access to opportunities. This research endeavors to address these challenges, contribute to positive change in the education landscape and empower the next generation of students to succeed in an interconnected world.

Research Questions

- 1) What is the approach to teaching English in government secondary schools in the Mandalay region of Myanmar?
- 2) How is the development of English language teaching methods in government secondary schools in the Mandalay region of Myanmar?
- 3) What is the satisfaction of students with English language teaching manuals for communication in public secondary schools in Mandalay Region, Myanmar?

Research Objectives

- 1) To study the English Teaching methods at the government secondary school in Mandalay Division, Myanmar.
- 2) To develop English Teaching Methods at the Government Secondary in Mandalay Division, Myanmar.
- 3) To study students' satisfaction with English language teaching manuals for communication in government secondary schools in Mandalay Region, Myanmar.

Methodology

Pre-experimental research by using pre-experiment and post-experiment with the samples is shown in the below figure (W. Pengsawad, 2008: 96).

Table 3.1 Pre-Experimental research by using pre-experiment and post-experiment with the samples

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T ₁	X	T ₂

E means Samples

T₁ means Pre-Experimental Test

X means English Teaching methods at the government secondary school

T₂ means Post-Experimental Test

Research by using target group of this research is 50 sixth-grade high school students from Shan Pha Yar High School in Mandalay, Myanmar using purposive sample and sample group in this research consists of 20 sixth-grade high school students from Shan Pha Yar High School in Mandalay, Myanmar using purposive sample.

Research Results

1) Study the English Teaching methods at the government secondary school in Mandalay Division, Myanmar.

illustrates that of the study of the English Teaching methods at the government secondary school in Mandalay Division, Myanmar. was found that the overall average was 4.23 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no 9. The teaching and learning activities do not provide opportunities for learners to use English for communication. (\bar{X} = 4.65, S.D. = 0.49), and the second item was o. 10. The teaching materials are not suitable for the students. (\bar{X} = 4.55, S.D. = 0.69), and the third item was no. 7. You can use English correctly according to English grammar rules. (\bar{X} = 4.35, S.D. = 0.67), and the lowest level was no. 6. You feel pressured every time you have to communicate in English. (\bar{X} = 3.90, S.D. = 0.45), respectively. In conclusion, the study of the English Teaching methods at the government secondary school in Mandalay Division, Myanmar was at satisfied level.

2) Development of English-Speaking Skill by Using Problem-Based Learning for the First Year B.A. Students of Teaching English (International Program) in Education Faculty at Mahachulalongkomrajavidyalaya University. Comparison of competency of pre-test and

post-test in the use experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. indicates that comparison between the students' pre-test and post-test in the use experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. is found that the pupils who have the score post-test of use of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. (\bar{X} = 17.70, S.D. = 1.22) are higher than the pre-test score pre-test in the use experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. (\bar{X} = 9.10, S.D. = 1.12) as statistically significant at 0.5.

3) Study students' satisfaction with English language teaching manuals for communication in government secondary schools in Mandalay Region, Myanmar. illustrates the satisfaction of using experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar by using English Teaching Communicative Language Teaching. was found that the overall average was 4.26 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 5. Teaching activities and lessons help learners converse and share opinions with their peers. (\bar{X} = 4.50, S.D. = 0.69), and the second item was no. 8. Modern and suitable teaching materials for learners. (\bar{X} = 4.45, S.D. = 0.76), and the third item was no. 2. Teaching activities encourage learners to express themselves and share their opinions. (\bar{X} = 4.40, S.D. = 0.50), and the lowest level was no. 4. Teaching activities and lessons that are understandable and easy stimulate learners to grasp the content better. (\bar{X} = 4.05, S.D. = 0.22), respectively. In conclusion evaluate the satisfaction of using the experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. by using English Teaching Communicative Language Teaching. which was at satisfied level.

Discussion

The study of the English Teaching methods at the government secondary school in Mandalay Division, Myanmar. illustrates that of the study of the English Teaching methods at the government secondary school in Mandalay Division, Myanmar. was found that the overall average was 4.23 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no 9. The

teaching and learning activities do not provide opportunities for learners to use English for communication. (\bar{X} = 4.65, S.D. = 0.49), and the second item was o. 10. The teaching materials are not suitable for the students. (\bar{X} = 4.55, S.D. = 0.69), and the third item was no. 7. You can use English correctly according to English grammar rules. (\bar{X} = 4.35, S.D. = 0.67), and the lowest level was no. 6. You feel pressured every time you have to communicate in English. (\bar{X} = 3.90, S.D. = 0.45), respectively. In conclusion, the study of the English Teaching methods at the government secondary school in Mandalay Division, Myanmar was at satisfied level. It is also consistent with the research of Emily **Brown entitled (2020: 521-542)** "Effective Pedagogical Strategies for English Language Instruction in Secondary Education" Emily Brown's research study focuses on evaluating the effectiveness of communicative language teaching (CLT) methods in government secondary schools, particularly in the context of English language instruction. The study underscores the pivotal role of student engagement and language acquisition in enhancing the quality of English education in secondary schools. The findings emphasize the importance of engaging students in meaningful language use and promoting active learning as key strategies for improving English language education in government secondary schools. It is also consistent with the research of **Tisakorn Khamprakon (2017: 169-180)**. The research study Situations, Problems, and Guided Development of Teaching Learning English Instruction Towards the ASEAN Community Secondary Schools in Sakaeo, under the Secondary Educational Service Area Office 7. The findings were as follows: 1. Situations and problems of teaching-learning English instruction Towards the ASEAN Community of secondary schools in Sakaeo province, under the Secondary Educational Service Area Office 7, overall were at medium level. 2. The comparison of problems in teaching-learning English instruction towards the ASEAN Community of secondary schools in Sakaeo province, under the Secondary Educational Service Area Office 7, overall was not significantly different, considering each aspect except the size in part of learning management was statistically different at the .05 levels of significance. 3. The guided development of teaching-learning English instruction towards the ASEAN Community of secondary schools in Sakaeo province consists of: 1) policy and scaffolding of English language skills development should be clearly defined; 2) assessment and evaluation should be continuously proceeded; 3) organizations and stakeholders should engage in teaching development and budget allocation for teaching materials, learning laboratories, and native English teachers; and 4) promoting professional development relating to teachers interests and expertise by providing scholarships or education funds. It is also consistent with the research of **Chonchalita Kamutthapichai (2020: 291-307)**. The research study The Guidelines for Development of Standard Based Model in English subject at Primary Education level for the English Program students in Teaching English for Primary Education course. The result found

that 1) from the study of current conditions, problems, needs and conditions and the teaching and learning of English language, it was found that the opinions of the sample group were concluded that the management of English language teaching teachers should have expertise and experience in teaching English. Have psychology in teaching, speak English clearly and correctly according to the pronunciation and principle, emphasizing the use of tone. Teach naturally without hurry and understand learners thinking about the differences of learners. Encourage students to dare to express themselves and the strengths of each English person to use. Create familiarity, familiarity, understand learners. So that children can express themselves. Speak English all the time, teach, report rules, rules of study and understand the basics of each child. Create an attitude to love learning English focus on memorization in some topics. Should train the child to think as much as possible teaching things near for students to use in daily life. There are a variety of new teaching techniques. 2) Preparation of the lesson plans in accordance with current conditions, problems and needs by designing the lesson plans to encourage learners to practice English skills using communication language teaching (CLT). 3) The teaching and learning process according to the instructional management lesson plan that was designed has found that students were satisfied. They able to identify the activities that they were like learning in English.

Develop English Teaching Methods at the Government Secondary in Mandalay Division, Myanmar. Comparison of competency of pre-test and post-test in the use experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. indicates that comparison between the students' pre-test and post-test in the use experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. is found that the pupils who have the score post-test of use of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. ($\bar{X} = 17.70$, S.D. = 1.22) are higher than the pre-test score pre-test in the use experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. using English Teaching Communicative Language Teaching. ($\bar{X} = 9.10$, S.D. = 1.12) as statistically significant at 0.5. It is also consistent with the research of **Mananya Manaratchasak (2020)**. The research study the development of English communicative language teaching and collaborative learning instructional model to develop the communicative skills and self-confidence in using English for the elementary students. The results were as follows: 1. The developed model consisted of five components: 1) Principle:

The management of language teaching for communication emphasizing the cooperative learning process in practice. And is advertised Encourage and inspire students to improve their confidence and communication abilities. 2) Objective: To develop students' communication skills and confidence in their use of English. 3) Evaluation: To test the communication skills and assess the confidence in using English of the students. 4) Teaching procedure: L3PE model consists of five steps are Lead in, Presentation, Practice, Production and Evaluation 5) Success factor: All students interact with peers and teachers with using English. Teachers carefully research and prepare their lessons. 2. The effectiveness of L3PE model indicated that 2.1) The development of communication skills of students found that students had improved English communication skills significantly higher at the .05 level. 2.2) After using the model, students are confident in their use of English at the moderate level. It is also consistent with the research of **Kanjana Wutthisak (2018)**. The research study The Development of an English Instructional Model Based on "Teaching by Not Teaching" Approach to Enhance the Ability of Reading Comprehension of Matayomsuksa 5 Students. The findings were as follows: 1) The English instructional model based on "Teaching by Not Teaching" Approach to Enhance the Ability of Reading Comprehension consists of 4 components: (1) principles, (2) objectives, (3) 5 stages of instructional procedures including Introducing How to Learn, Searching and Organizing Data, Constructing Knowledge, Creating Products, and Changing Students to Learning Leader's Roles, and (4) assessment and evaluation. The experts confirmed that all elements of the model were appropriate. 2) The effectiveness of the developed instructional model revealed that 1) the experimental group had higher ability of reading comprehension than before studying through the developed instructional model at 05 level of significance. 2) the experimental group had higher ability of reading comprehension than the criteria at .05 level of significance 3) the experimental group had higher ability of reading comprehension than the controlled group at .05 level of significance 4) the experimental group showed reading ability behavior at a high level. It is also consistent with the research of **Patcharee Ruennak (2021)**. The research study Development of English Skills Using Cooperative Learning STAD Technique with Multimedia for Prathomsuksa 5 Students. The purposes of this research were: 1) to examine the effectiveness of the learning activities to improve English skills using cooperative learning STAD technique with multimedia for Prathomsuksa 5 students to meet the efficiency criteria of 75/75, 2) to compare students' English skills before and after learning through the developed learning activities, 3) to investigate the students' group work behaviors after the intervention, and 4) to examine students' satisfaction toward learning through the developed learning activities. The sample, obtained through purposive sampling, consisted of 27 Prathomsuksa 5 students who enrolled in the second semester of the academic year 2020 at Thairathwittaya 51 (Bankhokkwang) School, Bungkla District,

Buengkan province. The research tools included five lesson plans, an English skills achievement test, an evaluation form of students' group work behaviors, a form of students' satisfaction questionnaires. The statistical methods used for data analysis were percentage, mean, standard deviation and Dependent Samples t-test. The findings were as follows: 1. The learning activities for developing English skills using the cooperative learning STAD technique with multimedia for Prathomsuksa 5 met the efficiency criteria of 80.10/81.27, which was higher than the defined criteria of 75/75. 2. The students' English skills after learning through the developed learning activities were higher than those of before the intervention at a statistical significance of .01 level. 3. The group work behaviors of students after the intervention were overall at a high level (\bar{X} = 4.64, S.D. = 0.49) 4. The students' satisfaction toward learning through the learning activities for developing English skills was at a high level (\bar{X} = 4.30, S.D. = 0.66)

Study students' satisfaction with English language teaching manuals for communication in government secondary schools in Mandalay Region, Myanmar. illustrates the satisfaction of using experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar by using English Teaching Communicative Language Teaching. was found that the overall average was 4.26 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 5. Teaching activities and lessons help learners converse and share opinions with their peers. (\bar{X} = 4.50, S.D. = 0.69), and the second item was no. 8. Modern and suitable teaching materials for learners. (\bar{X} = 4.45, S.D. = 0.76), and the third item was no. 2. Teaching activities encourage learners to express themselves and share their opinions. (\bar{X} = 4.40, S.D. = 0.50), and the lowest level was no. 4. Teaching activities and lessons that are understandable and easy stimulate learners to grasp the content better. (\bar{X} = 4.05, S.D. = 0.22), respectively. In conclusion evaluate the satisfaction of using the experiment of the manual for English Teaching Communicative Language Teaching at a Government Secondary School in Mandalay Division, Myanmar. by using English Teaching Communicative Language Teaching. which was at satisfied level. It is also consistent with the research of **Kanjana Wutthisak (2018)**.The research study The Development of an English Instructional Model Based on "Teaching by Not Teaching" Approach to Enhance the Ability of Reading Comprehension of Matayomsuksa 5 Students. The findings were as follows: the experimental group had satisfactions towards learning through the developed instructional model at a high level. It is also consistent with the research of **Supanee Charoenwong (2012: 197 – 212.)**. The research study a study of satisfaction with learning English of upper primary school student's wat Omnoi school (Mitr kru rat rangsan). The main findings of the study indicated that: Wat Omnoi School students (Mitkhru Ratrangsan) were satisfied with learning English.

Overall, the mean was often at the level of practice (\bar{x} =3.82), separated by aspect. in the field of measurement, measurement, evaluation There was a mean at the frequent practice level (\bar{x} =3.97, \bar{x} =3.72 and \bar{x} =3.29, respectively) for the analysis. Compare the level of English learning behavior. Classified by status, age and occupation of the parents studied. It was found that Wat Om Noi School students (Mitkhru Ratrangsan) is no different. But when classifying by year of study, it was found that there were different English learning behaviors at the statistical significance level of .834. It is also consistent with the research of **Chanakanat Chinsorn (2018: 56-64)**. The research study The Satisfaction of Students in Studying Fundamental English Subject at Rajamangala University of Technology Thanyaburi. The findings of the research were as follows: 1. Satisfaction of students towards on contents; teaching methods and activities; media and facilities as a whole was at a moderate level (\bar{x} =3.19). When considered in each aspect, it was found that their satisfaction was at a high level on contents (\bar{x} =3.77), teaching methods and activities (\bar{x} =3.78), media and facilities (\bar{x} =3.54) on respectively. 2. The overview result of student's satisfactory level was in a high level (\bar{x} =3.82) 3. The students expressed a high level of problems with listening skill. The order of problems skill were listening, speaking, writing, and reading. 4. With regard to students wants for the English lesson, they wanted Travel and asking direction the most highly applied use in daily life. 5. The satisfaction on management of learning and teaching in fundamental subject at Rajamangala University of Technology Thanyaburi related with different faculties was a statistical significant difference at level 0.05. 6. Most of the students' interest in learning through song activities to develop English skill outside the class.

Suggestions

1. Suggestions that should be applied

1) There should be a variety of interesting learning materials, the use of technology in managing learning, and the design of diverse learning activities to create motivation for learning.

2) Activities should be organized to promote English language learning so that students can better understand the content.

3) Activities should be organized to review students' knowledge and understanding of the material learned, as well as to discuss learning topics, so that students can develop their learning and apply it in their daily lives.

2. Suggestions for future research

1) One should study other works to integrate them into the organization of English language teaching activities for communication, alongside other forms of English communication teaching for students.

2) The English communication teaching manual should be applied to the English language teaching of students at other grade levels.

3) Advanced technology teaching tools should be integrated into instruction by using digital platforms, mobile apps, and multimedia content to enhance communication in the real world.

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