

การส่งเสริมการดำเนินงานนโยบายภาษาอังกฤษโดยใช้นวัตกรรมกระบวนการคิด
“คิดหลักภาษาไทยใช้หลักภาษาอังกฤษ” เพื่อพัฒนาทุนมนุษย์นักศึกษาปริญญาตรี
มหาวิทยาลัยราชภัฏชัยภูมิ

PROMOTING THE ENGLISH POLICY IMPLEMENTATION USING THE THINKING
INNOVATION "THINK THAI USE ENGLISH GRAMMAR" TO DEVELOP THE HUMAN
CAPITAL OF UNDERGRADUATE STUDENTS AT CHAIYAPHUM RAJABHAT UNIVERSITY

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บทคัดย่อ

การวิจัยครั้งนี้ใช้ระเบียบวิธีแบบผสมผสาน (Mixed Methods Research) โดยมีกลุ่มตัวอย่างเป็นนักศึกษาปี ที่ 1 จำนวน 120 คนจากคณะศิลปศาสตร์และวิทยาศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ วัตถุประสงค์คือ 1. ศึกษาสภาพปัญหาและเป้าหมายการใช้ทักษะภาษาอังกฤษของนักศึกษาโดยใช้การสัมภาษณ์เชิงลึกและ 2. ศึกษาประสิทธิภาพของการใช้ด้วยนวัตกรรมแนวความคิด “คิดภาษาไทยใช้หลักภาษาอังกฤษ” เพื่อพัฒนาความสามารถในการสื่อสารภาษาอังกฤษของนักศึกษา โดยใช้แบบทดสอบความรู้ภาษาอังกฤษก่อนและหลังเรียน ผลการและสรุปผลวิจัยพบว่า 1. นักศึกษาแสดงออกถึงปัญหาการใช้ภาษาอังกฤษสามประการได้แก่ ปัญหาการแสดงออกขณะสื่อสาร ปัญหาการใช้ภาษาอังกฤษ และขาดสิ่งแวดล้อมภาษาอังกฤษและสถานการณ์จริงเพื่อฝึกทักษะการสื่อสารภาษาอังกฤษ ทั้งนี้ นักศึกษามีเป้าหมายเชิงบวกกับการใช้ภาษาอังกฤษในอนาคต เช่น ต้องการพัฒนาความสามารถใช้ภาษาอังกฤษ มีทัศนคติเชิงบวกกับการแก้ไขข้อผิดพลาดในการสื่อสารภาษาอังกฤษ ต้องการสื่อสารภาษาอังกฤษกับชาวต่างชาติในสถานการณ์เพื่อทำงานและเรียน 2. คะแนนเฉลี่ยหลังสอบ (23.88 ± 7.16) มีค่าสูงกว่าคะแนนเฉลี่ยก่อนสอบ (16.03 ± 4.93) อย่างมีนัยสำคัญที่ค่า $P < 0.05$ บ่งชี้ว่าความสามารถใช้ภาษาอังกฤษของนักศึกษาพัฒนาขึ้นอย่างเห็นได้ชัดหลังจากเข้าร่วมโครงการพัฒนาการใช้ทักษะภาษาอังกฤษและนักศึกษามีทัศนคติที่ดีผ่านความเข้าใจการสร้างประโยคภาษาอังกฤษเพื่อสนทนาในชีวิตประจำวันได้อย่างเหมาะสมและมั่นใจ ดังนั้น นวัตกรรมแนวความคิด “คิดภาษาไทยใช้หลักภาษาอังกฤษ” สามารถพิจารณาเป็นวิธีทางเลือกในการสอนภาษาอังกฤษเพื่อการสื่อสาร (Communicative Language Teaching: CLT) ซึ่งมุ่งเน้นการพัฒนาความสามารถในการสื่อสารในชีวิตประจำวันของผู้เรียนและกลไกวิธีการสอน และการสนับสนุนในการใช้สื่อสารสอนที่มีเอกลักษณ์แบบกระบวนการเรียนรู้ที่เน้นผู้เรียนเป็นหลักผ่านการทำกิจกรรมร่วมกัน ดังนั้น นวัตกรรมนี้ช่วยยกระดับความสามารถใช้ภาษาอังกฤษของนักศึกษาและเป็นการเพิ่มจำนวนทุนมนุษย์ที่มี

ศักยภาพในการสื่อสารภาษาอังกฤษระดับสื่อสารได้ ที่สำคัญนักศึกษาเสนอให้เผยแพร่การใช้นวัตกรรมนี้กับการศึกษาหลากหลายระดับและพัฒนาให้เข้าใจง่ายขึ้นสำหรับคนอื่น

คำสำคัญ: นโยบายภาษาอังกฤษ, นวัตกรรม, การสอนภาษาเพื่อการสื่อสาร, การจัดการทุนมนุษย์

Abstract

This study employed a mixed-methods research design involving 120 first-year undergraduate students from the Faculty of Liberal Arts and Sciences, Chaiyaphum Rajabhat University. The objectives were 1 to examine the challenges and future aspirations related to English language use among first-year undergraduate students and 2 to evaluate the effectiveness of the 'Think Thai Use English Grammar' innovation in enhancing students' communicative competence in English, utilizing pre- and post-program English proficiency tests. The results revealed several key findings: 1. Students identified three main issues with their English proficiency, namely difficulty in expressing themselves while communicating, problems with using the English language, and a lack of a real English-speaking environment to practice. However, they also expressed positive aspirations for their future English usage. These included a desire to improve their English proficiency, a willingness to learn from their mistakes in English communication, and an eagerness to interact with native speakers for professional and educational purposes. 2. Statistically, the average post-test score (23.88 ± 7.16) was significantly higher than the average pre-test score (16.03 ± 4.93) at a $P < 0.05$. It indicates a notable improvement in students' English proficiency after completing the training program. Furthermore, students demonstrated a positive attitude toward developing their ability to construct appropriate English sentences for everyday conversation. Therefore, the "Think Thai Use English Grammar" program could serve as an effective alternative method for Communicative Language Teaching (CLT), emphasising the improvement of learners' communicative proficiency in real-life communication and mechanical teaching methods, and advocating for the use of authentic materials, such as active learning through interaction. Overall, this innovation helps students enhance their English proficiency, ultimately increasing the potential of the organisation's human capital. Students suggested that this innovative approach should be applied at various educational levels and adapted to be more accessible to a broader audience.

Keywords: English language policy, Innovation, Communicative language teaching, Human capital management

Introduction

The English language, a global lingua franca, serves as a vital medium of communication across sectors, including international trade, education, tourism, and diplomacy. Moreover, it plays a role in knowledge development and economic progress, contributing to societal sustainability (Rao, 2019; Nunan, 2003; Giddens, 2000). Around 1.225 billion people use English as their first or second language, and many countries use it as a working language for higher education (Rao, 2019). Effective English communication is often a requirement for global citizens (Mahu, 2012). Thailand has recently become part of the ASEAN community, where member countries agreed in 2015 to adopt English as the working language (Chan, 2020). Therefore, enhancing English proficiency among Thais is necessary to provide opportunities for studying and working in higher-paying countries, namely Malaysia and Singapore (Srichampa et al., 2018). In short, the Thai education system must develop strong English communication skills in students and workers (Chan, 2020).

In 2014, the Ministry of Education in Thailand initiated a policy reform for improving English language instruction across all educational levels. The main objective is to enhance students' communicative competence and competitiveness in the workforce. The reform shifted from traditional English as a Foreign Language (EFL) method, which focused on grammar and rote memorization, to Communicative Language Teaching (CLT) based on the Common European Framework of Reference for Languages (CEFR). This framework guides curriculum design, assessment, teacher training, and learning outcomes to align English language acquisition with established core competencies. On the other hand, several recent studies reveal significant challenges in implementing CLT within Thai higher education institutions. The COVID-19 pandemic exposed critical obstacles, including difficulties maintaining student attention and managing large class sizes during online instruction, though it paradoxically increased interaction opportunities (Panpistharwee & Suwanarak, 2024). A fundamental challenge lies in the inadequate understanding of the adoption of the Common European Framework of Reference (CEFR) and Content and Language Integrated Learning (CLIL) frameworks among both teachers and students, hindering effective curriculum alignment with international standards (Kaewkamnerd et al., 2023). Teacher training remains inadequate, particularly in implementing extensive reading programs effectively (Thongsan & Waring, 2024). English language teaching (ELT), a traditional teaching method, has been a barrier to integrating diverse materials reflecting global English usage

(Huttayavilaiphan, 2024). Despite innovations like incorporating Conversation Analysis to enhance oral proficiency (Sinwongsuwat et al., 2018) and adopting Global English perspectives (Pholying, 2025; Montakantiwong, 2023), these systemic challenges require comprehensive solutions addressing teacher preparation, institutional support, and pedagogical adaptation (Boonsuk et al., 2022; Supunya, 2022). Furthermore, the EF English Proficiency Index (EPI) for 2024 ranks Thailand 106 out of 116 non-native English-speaking countries, highlighting the shortcomings of current language policies (Education First, 2024). Overall, the English proficiency of Thai students remains low, resulting in disadvantageous communication nationally and internationally (Bunnag, 2005; Punthumasen, 2007). Moreover, CLT's challenges and dissatisfactory low EF index outcomes reflect a problem between Thailand's English language policy and political implementation.

Likewise, Hayes (2008) and Thongsri et al. (2006) identify a problematic gap between policy intentions and implementation, worsened by insufficient teaching resources (Watson & Keyuravong, 2004), misalignment of national competency outcomes with political goals, and frequent policy shifts that prioritise pedagogical methods over actual student performance. These challenges highlight problems with instructional methods (Liddicoat, 2004) and the low proficiency of educators (Vacharaskunee, 2000; Foley, 2005; Baker, 2008) and indicate crucial relevant in improving teachers' English skills to a professional standard (Prapaisit & Hardison, 2008; Mackenzie, 2005; Saengboon, 2002) and developing effective teaching methodologies (Mackenzie, 2005; Prapaisit & Hardison, 2008) as urgent priorities in implementation. Therefore, a key factor in this issue in Thailand is the lack of correlation between investments in English language proficiency and policy implementation to benefit the nation. The Thai government should urgently improve the qualifications of local English teachers and promote them to develop innovative English-language teaching media, thereby upgrading students' English communication skills (Nagi, 2012).

Although several policy-level interventions have been implemented in Thailand, especially Thailand's 20-Year National Strategy, Thailand 4.0's Economic Development Plan, and the new English language policy, the Thai government has struggled to implement its English language policy, resulting in unsatisfactory outcomes in Thais' low English proficiency. This phenomenon indicates that a shortage of research on localized instructional models that effectively integrate CLT principles with Thai learners' cognitive and linguistic schemata. Therefore, research proposes that the 'Think Thai Use English Grammar' approach

represents an innovative pedagogical strategy to upgrade the first-year university students at the Faculty of Liberal Arts and Sciences at Chaiyaphum Rajabhat University as the university's new human capital to improve their English qualification. This innovative approach emphasizes improving learners' communicative proficiency, aligning with a fundamental principle of CLT that responds to mechanical teaching methods. It advocates for using authentic materials and active learning through interaction, focusing on real-life communication scenarios (Pemberton, 2024; Bai, 2024). Significantly, CLT promotes specific communicative activities and enhances learners' ability to speak English fluently (Zhao, 2022; Zhang, 2023), and is recognized as a leading methodology in foreign language education and aims to cultivate learners' communicative competence, making language learning a dynamic and interactive process (Chen, 2024). Therefore, the innovation, Think Thai Use English Grammar, would be applied as a feasible teaching innovation and tool, enhancing the English proficiency of Thai human capital, including instructors and educators, as they adapt to economic and political changes within the ASEAN community.

Research Objectives

- 1) To examine the challenges and future aspirations related to English language use among first-year undergraduate students.
- 2) To evaluate the effectiveness of the 'Think Thai Use English Grammar' innovation in enhancing students' communicative competence in English.

Research Method

The research method employed a mixed-methods approach. The sample group consisted of 120 first-year university students at the Faculty of Liberal Arts and Sciences at Chaiyaphum Rajabhat University. The sample group was selected as the university's new human capital to improve their English qualification. For the qualitative research, the data analysis process for in-depth interviews involves systematic steps, including purposeful participant selection with well-structured interview guides, transcription, and thematic analysis through categorization to explore students' perceived difficulties and goals in English language usage in the first class of a 40-hour English training program. On the other hand, the quantitative component included a pre-test/post-test design to measure changes in proficiency after participating in a 40-hour English training program titled "Think Thai Use English Grammar." Instrument reliability was established through expert validation and pilot

testing. The ethical considerations, including informed consent and participant confidentiality, were strictly approved by the ethics committees of the Research and Development Institute at Chaiyaphum Rajabhat University. Participants were the exemption group, as designated by the project code HE 66-2-044. Statistical analysis included the mean and standard deviation, and the differences between the pre-test/post-test averages were evaluated for statistical significance using a T-test for dependent samples.

The hypotheses were as follows:

- Hypothesis 0: The students' English proficiency does not differ before and after participating in the English training program.
- Hypothesis 1: The students' English proficiency differs before and after participating in the English training program, corresponding with the CLT principle and approach to promote fluency, accuracy, and communicative competence (Pemberton, 2024; Bai, 2024; Zhao, 2022; Zhang, 2023; Chen, 2024).

The conceptual framework of the English training program, Think Thai Use English Grammar, was guided by four strategies, which form the core of the 40-hour English training program, as follows.

The first strategy aims to adjust learners' mindsets to understand and correct English language mistakes through lecturing on the topic of problem analysis and alternative suggestions. This session takes 4 hours.

The second strategy focuses on transforming a single Thai sentence into an English sentence in correct form, namely declarative, negative, and interrogative sentences, through lecturing on the topic of using English helping verbs as the core concept to generate English sentences. This session takes 16 hours.

The third strategy emphasizes connecting individual sentences with conjunctions to enhance the fluency and practicality of communication through lecturing on the topic of how to use conjunction words in linking English sentences and analysing the types of English sentences. This session takes 10 hours.

The fourth strategy emphasizes the connection between Thai concepts and English tense and voice usage to achieve mastery of English proficiency through lectures on how to relate Thai thought to English tense and voice for accurate grammatical communication. This session takes 10 hours.

Research Results

The first objective is to examine the challenges and future aspirations related to English language use among first-year undergraduate students.

1. The survey identified three main issues: 1. Expression Problems: Participants reported difficulties in employing appropriate paralinguistic cues and expressed self-consciousness due to limited vocabulary and syntactic knowledge, which impeded effective communication. 2. English Usage Problems: Many are insufficient in basic English principles. Spelling issues affected their reading, vocabulary retention, and writing skills, emphasizing the need for foundational understanding, particularly in vocabulary and sentence structure.

3. Lack of Practice: Participants had few opportunities to practice English in real-life situations, especially with native speakers, which hindered their communication skills and contributed to a dislike of English, as they found it challenging to understand and pronounce.

2. A survey on the future expectations of first-year undergraduate students revealed several key needs. Firstly, students expressed the desire to use English for everyday and specific purposes. The sample showed a greater likelihood of communicating in English in daily interactions with foreigners, followed by more targeted uses in study, research, career development, and travel. Secondly, they emphasized the importance of practicing and developing their English communication skills. For instance, students wanted to learn and practice correct pronunciation and spelling to help them expand their vocabulary more effectively. With these skills, they aimed to improve their abilities to speak, listen, read, write, and translate English in real-life situations, enhancing their confidence in communicating in English. Interestingly, students also expressed the ambition to teach English principles to the next generation after successfully mastering these skills.

The second objective is to evaluate the effectiveness of the ‘Think Thai Use English Grammar’ innovation in enhancing students’ communicative competence in English

Table 1. Comparison of Pre-Test and Post-Test Scores on English Proficiency (n=120)

A paired sample test	M	SD	M (Posttest - Pretest)	SD	t	Sig. (1-tailed)
Pre-test	16.03	4.93	7.86	4.09	20.94 *	0.00
Post-test	23.88	7.16				

Note: P<0.05

After completing 40 hours of the English training program, the English proficiency scores increased significantly from a pre-test average of 16.03 ± 4.93 to a post-test average of 23.88 ± 7.16 . The difference in scores between the pre-test and post-test was 7.86 ± 4.09 , with the post-test score statistically higher than the pre-test at $P < 0.05$. These findings indicated that the innovative "Think Thai Use English Grammar" approach effectively enhanced students' English proficiency following the four innovation strategies, which correspond with the CLT principle and approach to promote fluency, accuracy, and communicative competence.

To begin with, the first strategy involved encouraging a positive mindset among students to analyze and correct their mistakes while learning English, and findings showed that students could use Thai sentence structures to construct English sentences more effectively. Technically, the second strategy focused on helping students identify English helping verbs within finite verbs as a mechanical teaching method to promote specific communicative activities and enhance learners' ability to speak English fluently and accurately. As a result, students understood the use of helping verbs to create English declarative sentences through correct grammatical verb arrangement, to form negative sentences by combining helping verbs with "not," and to construct an English close question by placing a helping verb before the subject, and add Wh-question words before closed question structure to generate an English open question. Importantly, students became familiar with subject-verb agreement rules while constructing English sentences and could self-correct grammatical mistakes. Furthermore, the third strategy taught students to use common conjunctions to connect individual sentences in everyday conversations as a language learning dynamic and interactive process. Consequently, Findings showed that students significantly improved at using conjunctions to form different types of English sentences, such as compound, complex, and compound-complex sentences, allowing them to correct their mistakes when connecting sentences. Eventually, the fourth strategy involved linking Thai ideas with English tense and voice usage to improve English proficiency precisely. Results found that students could apply subject-verb agreement rules across various English tenses and voices and self-correct grammatical mistakes in their writing.

Additionally, the "Think Thai Use English Grammar" approach gradually fostered a positive attitude toward learning and improved students' English proficiency. Students felt more empowered to analyze and solve their English communication challenges using this

strategy. This innovative approach also reduced anxiety related to constructing English sentences and motivated students to develop their English skills, boosting their confidence, enhancing their knowledge, and preparing them for future opportunities.

Research Discussions

1. Problematic conditions and goals in using the English language of students

Despite the Thai government's launch of a new English policy emphasizing Communicative Language Teaching (CLT), the outcomes of its implementation remain a topic of debate. Issues such as the disconnect between the English language policy and suitable teaching plans for teachers, the qualifications of teachers, and the assessment of students' English proficiency continue to be discussed (Hayes, 2008; Liddicoat, 2004; Bunnag, 2005; Watson & Keyuravong, 2004; Vacharaskunee, 2000; Foley, 2005; Baker, 2008; Thongsri et al., 2006; Punthumasen, 2007). The collective cited demonstrates that policy formulation has occurred in isolation from pedagogical realities. This top-down approach reflects a broader pattern in Thai educational policy-making where international educational models are adopted without sufficient consideration of local contexts, institutional capacities, and cultural factors. For policymakers, this disconnect necessitates the establishment of systematic consultation mechanisms with educators, students, and institutional administrators before policy implementation. Policymakers must also invest in comprehensive feasibility studies that assess institutional readiness and resource requirements. Moreover, these persistent implementation challenges signal the need for comprehensive policy reform that includes stakeholder consultation, resource allocation assessment, and systematic evaluation mechanisms. The implications extend beyond mere implementation challenges to question the legitimacy and effectiveness of educational governance structures. When policies consistently fail to translate into practice, it suggests either inadequate consultation during policy development or insufficient mechanisms for ensuring policy coherence across different levels of the educational system.

Recent research shows that after completing the 40 English training program, participants express positive attitudes like “reduce the stress and motivate the thinking process in learning English”, “better understand the concept in using and developing their English skills practically, and “unfear and confident of communicating in English”, for example. Therefore, these findings reflect a positive attitude toward learning and improving their English

proficiency for daily communication, acquiring modern knowledge, and enhancing job opportunities. Nonetheless, several challenges still need to be addressed. These challenges include self-expression, the ability to convey messages in English, and the lack of a genuine English-speaking environment for practising language skills.

The findings align with previous studies on the attitudes, readiness, needs, and motivation of undergraduate and graduate students from various universities in Thailand. Phumsiri and Tangkiegsirin (2018) reported that political science graduates were generally positive about using English as a medium of instruction due to its effectiveness in explaining specific technical terms. However, they noted a lack of exposure to specific technical vocabulary in their field. This finding requires educators to develop discipline-specific curriculum materials and assessment tools that address the unique linguistic demands of political science education. Similarly, Klungsaeng (2021) found that political science undergraduates had a moderate readiness level but a high need to improve their English skills in writing, reading, speaking, and listening. Furthermore, many undergraduates in Thailand expressed a strong motivation to use English as a teaching medium (Assavanadda & Tangkiengsiririn, 2018; Rhekhalilit & Lerdpasisalwang, 2019; Tang, 2020). They supported the implementation of an English curriculum that emphasizes critical analysis to enhance their career prospects (Khamratana & Keowkanya, 2017; Nusartlert, 2017; Tantiniranat, 2020).

These findings underscore the critical need for context-sensitive pedagogical solutions that align with Thailand's language policy while addressing the linguistic, cognitive, and affective needs of Thai learners. Correspondingly, Recent studies suggested that addressing these issues may require innovative teaching methods that not only enhance knowledge but also improve the qualifications of both learners and instructors. Furthermore, these methods should cater to Thai learners' needs and cultural context. This perspective is similar to other research advocating for the development of teachers' English qualifications at a professional level (Prapaisit & Hardison, 2008; Mackenzie, 2005; Saengboon, 2002) and the creation of practical teaching methods (Mackenzie, 2005; Prapaisit & Hardison, 2008). Policymakers must therefore prioritize systematic teacher professional development programs and establish quality assurance frameworks that ensure sustained improvement in English language instruction. Educators, in turn, must commit to continuous professional development and collaborative curriculum design that integrates disciplinary content with language learning objectives.

Thus, fostering innovative approaches to enhance students' English proficiency is essential for national human resource development. It can contribute to developing human capital with English skills necessary for international study and employment as global citizens. Moreover, such creative integration can effectively address and promote the success of English policy implementation, ultimately showcasing that Thailand has a robust educational system capable of resolving national issues, developing its human capital, and creating economic and national stability. This effort aligns with the 20-year National Strategy (2018-2037) and the Thailand 4.0 economic development plan.

2. Developing English skills using the thinking innovation "Think Thai Use English Grammar."

Advantages of Using the Thinking Innovation “Think Thai Use English Grammar” from an Educational Perspective on Human Capital Management. Innovative thinking refers to the ability to generate new ideas and crucial solutions for fostering innovation within organizations and economies (Penkala, 2024; Dorokhov, 2022) and Human capital development involves enhancing knowledge, skills, and abilities through education, training, and health improvements (Poteliene & Tamašauskiene, 2014; Aimagambetov et al., 2023). Importantly, these concepts are symbiotically linked—human capital quality drives innovation potential, while innovation requires enhancing human capital (Czajkowski et al., 2014). Importantly, human capital management enhances workforce proficiency, adding organizational and national value (Aini et al., 2024) via innovative training programs to upgrade skills, foster learning environments (Aini et al., 2024; Kapur, 2022), and reinforce organizational culture (Rahmayanti & Misral, 2024; Solehan, 2024). Strategic implementation optimizes performance while overcoming budgetary and resistance challenges (Suratman & Eriyanti, 2020). Overall, the ability to adapt to technological changes and innovation processes is essential for sustainable organizational and economic development (Mytykbayeva & Doskaliyeva, 2020; Popescu & Diaconu, 2008).

In today's globalized world, citizens in all countries must possess problem-solving abilities and teamwork skills. As a result, the educational systems of individual nations must equip students with diverse knowledge—such as academic skills, societal understanding, and economic awareness—aligned with current social needs and the global economy (Findikoglu & Ilhan, 2016; Mykhailyshyn et al., 2018). Gupta (2018) similarly noted that

fostering and implementing innovation could lead to sustainable competitive advantages, particularly as social and economic structures evolve rapidly due to modern technology and practical innovation. The Think Thai Use English Grammar with the four-strategy approach represents an innovative pedagogical strategy that scaffolds L1 cognitive structures to facilitate L2 grammatical competence, supporting the goals of Communicative Language Teaching (CLT). Technically, its application model follows four innovative strategies. The first strategy is to create a perception of analyzing the problematic English issue and understanding a solution at the beginning. As a result, students understood how to use Thai sentence structures to construct English sentences more effectively. The second and third strategies learn the translation process from Thai Ideas to English sentences, following the conception that one Thai idea equals one English sentence fluently. Consequently, students can use English helping verbs and conjunctions as core concepts of constructing declarative, negative, and interrogative sentences and linking individual sentences fluently. Significantly, the fourth strategy teaches the concept of adjusting Thai ideas to correspond to English tenses and active and passive voices suitably. Subsequently, students can apply subject-verb agreement rules across various English tenses and voices and acquire the ability to self-correct grammatical mistakes in their speaking and writing. Notably, the findings were corresponding with other studies, reporting that students' enhancement of English proficiency in creating and connecting various English sentences for communication fluency and grammatical correction is related to the CLT principle, emphasizing development of the students' real-life communication and learner-centeredness (Wei et al., 2024; Shahi, 2022; Triwibowo, 2023).

Likewise, this method aligns with practices in other developed countries, where educational systems are leveraged to foster innovation, thereby maintaining economic, social, education, and national stability. For instance, the European Union emphasizes the importance of innovation in sustaining national competitive advantages and long-term economic growth. The Ukrainian government has identified tertiary education as a crucial pillar for national development, advocating for the integration of education, science, technology, and advanced innovation (Mykhailyshyn et al., 2018; Mikheeva & Pankova, 2021).

Moreover, the outcomes of the “Think Thai Use English Grammar” innovation align with the definition of educational innovation, which refers to methods or processes that differ from previous educational practices. The objectives of educational innovation include

enhancing learners' potential in a competitive environment, addressing fundamental educational structures, and fostering knowledge creation and teaching curricula that motivate student comprehension. This approach aims to inspire creativity that can be shared with society in the future (Findikoglu & Ilhan, 2016; Mykhailyshyn et al., 2018). Mikheeva and Pankova (2021) also suggest that educational components should emphasize interdisciplinary knowledge focused on problem-solving within educational and organizational activities, such as professional communication. The newly acquired knowledge is instrumental in developing the country's human resources, reflecting national development and improving the quality of life for its population.

Considering the 20-Year National Strategy (2018-2037) and Thailand's 4.0 economic development plan, the advantages of the "Think Thai Use English Grammar" innovation are evident, as the innovation's uniqueness lies in integrating multidisciplinary, Thailand sentence, English grammar, and problem solution system to originate its systematic four-strategy approach that fundamentally reconceptualizes grammar instruction through cultural-linguistic scaffolding and encourages the Thais' English skill proficiency with innovative vision in generating a capability to change Thai ideas by using English sentences suitably and confidently for all Thais. In recent research, the "Think Thai Use English Grammar" innovation aims to enhance English proficiency at a communicative level and foster a positive attitude toward learning among first-year undergraduates at the Faculty of Liberal Arts and Sciences, Chaiyaphum Rajabhat University. These students represent significant potential human capital capable of supporting the operational and administrative levels required to successfully implement national policies in developing Thailand into a developed country. Therefore, the "Think Thai Use English Grammar" innovation serves as

a practical innovation application that extends far beyond language instruction to encompass strategic human capital alignment with communicative language teaching (CLT) to traditional educational methods, Thailand's 20-Year National Strategy (2018-2037) and Thailand 4.0 economic development plan, demonstrating its practical relevance to national development objectives. As Gupta (2018) noted, fostering and implementing innovation can lead to sustainable competitive advantages in human capital management, particularly as social and economic structures evolve rapidly due to modern technology and practical innovations. The "Think Thai Use English Grammar" innovation represents precisely this type of strategic educational intervention that addresses immediate pedagogical needs while

contributing to long-term national competitiveness. Furthermore, this thinking innovation supports the effectiveness of Thailand's current English language policy by enhancing individuals' potential and increasing their English communication skills. Notably, this innovation motivates learners to be inspired and achieve their goals in developing their English skills. It serves as one of the methods for promoting and developing the English language policy in Thailand. Importantly, this innovation contributes to human capital development within organizations. However, further research and development are necessary to optimize its implementation and align it with English language policy objectives, promote educational equality, and foster innovative solutions for sustainable national development.

Research Suggestions

1. Political Aspects

1.1 Implementing the English language policy through effective Communicative Language Teaching (CLT) that aligns with the policy's objectives, enabling students to achieve proficiency in English communication.

1.2 Organizing projects to enhance teachers' English language knowledge and qualifications, particularly by effectively implementing the CLT plan, creating practical teaching innovations, and adapting teaching strategies.

1.3 Promoting the implementation of English policy using the Think Thai Use English Grammar innovation with other organizations for scalability.

2. Further Research

2.1 Innovating the thinking of Thai students to motivate and develop their ability to translate Thai sentences into correct and contextually appropriate English sentences, taking into account individual study cultures and varied levels of English proficiency.

3. Limitations of research: This innovation appears challenging for some students with limited English foundational knowledge, as they often struggle to construct correct English sentences from Thai sentences, resulting in a lack of confidence. It suggests monitoring the basic English background of learners, or providing the English principal training program before operating this innovation.

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