

The Development of an English Language Teaching Model Based on Contextual Teaching and Learning Approach to Enhance English Communication Skills for Grade 10 Students

Wanchalerm Nanan* and Yada Atanan

*Learning Sciences and Educational Innovation, Faculty of Learning Sciences and Education, Thammasat University,
Pathumthani 12120, Thailand*

*Corresponding author: wanchalerm.nanan@dome.tu.ac.th

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Abstract

To develop a teaching model is a crucial factor which upholds and enhances students' learning outcomes, especially developing a teaching model for resolving the issues faced in an English classroom. Therefore, this research aims 1) to develop the teaching model based on the Contextual Teaching and Learning approach (CTL) to enhance students' English communication skills, 2) to compare students' English communication skills before and after utilizing the developed teaching model, and 3) to investigate students' opinions toward the developed teaching model. A research and development (R&D) strategy was employed. The sample group consisted of 20 grade-10 students at Muangdongwittaya School, Sukhothai, Thailand chosen by volunteer sampling. The research instruments comprised a survey, questionnaires, group discussion questions, lesson plans, English communication skills tests, and an in-depth interview. Both qualitative data (analyzed through content analysis) and quantitative data (analyzed using means, standard deviations, paired t-tests, and percentages) were collected. The findings revealed that 1) the developed teaching model comprised eight components including principles, objective, four instructional stages (studying contexts, creating real-life contexts, applying in new contexts, and transferring contexts: SCAT model), classroom learning environment management, instructional materials, teacher's roles, assessment and evaluation of learning outcomes, and learning outcome, 2) students' post-test scores ($M = 43.0$, $SD = 3.66$) were significantly higher than their pre-test scores ($M = 24.60$, $SD = 4.67$) at the .01 level, and students' higher English communication skills improved through simulations, and 3) students expressed positive attitudes toward the developed teaching model regarding the real-life content, engaging activities, and materials enhancing both in-class and out-of-class learning.

Keywords: Contextual Teaching and Learning, CTL Approach, English communication skills, English language teaching model

Introduction

Education is a key factor in human resource development, serving as the foundation for progress across economic, political, social, and cultural domains (Anukunwathaka et al., 2020). English education is given its status as a global language, playing a significant role in communication, academia, and professional endeavors (Yuh & Kaewurai, 2021; Daqiq et al., 2024). In Thailand, the Ministry of Education has established policies to promote English language teaching and learning as specified as one of the learning areas in the Basic Education Core Curriculum B.E. 2551 (2008) to prepare students for global changes, international cooperation, and integration into economic communities (Ministry of Education, 2017). However, it still faces challenges in English speaking proficiency, ranking 106th out of 116 countries worldwide and 21st out of 23 countries in Asia (EF EPI, 2024). Different academic studies have shown (e.g. Kaur et al., 2016; Farrelly & Sinwongsuwat, 2021) that teaching methods are not aligned with students' learning—teaching and learning management along with instructional materials were not established from students' needs and interests or real-life contexts—This results in students' language use lacking a clear purpose and being disconnected from their own real-life contexts. Likewise,

the teacher's overemphasis on teaching grammar and structures was highlighted in the English classroom, affecting students' lack of opportunities to use English in the classroom and the reception of insufficient linguistic input for effective communication, as suggested by Swain's output hypothesis and Krashen's input hypothesis.

In addition to the studies, the researcher found that Muangdongwittaya school students faced three ongoing challenges including 1) students' lack of linguistic knowledge. They do not have sufficient vocabulary, grammar, or sentence structures needed to communicate effectively in various contexts, 2) students' lack of fluency in communication strategies. They are unable to smoothly use techniques such as paraphrasing, asking for clarification, or using body language to support their communication when facing difficulties in expressing themselves in real-life contexts, and 3) the ability to use language appropriately in social contexts. Students could not apply their language skills effectively in real-life contexts, struggling to connect what they learned from the classroom to their daily lives such as using appropriate vocabulary and expressions when communicating with others. Furthermore, the psychological and emotional factors were also faced slightly among students such as lacking confidence, and the perception of English subject

as a difficult and unengaging subject. The root causes of these problems lie in an educational approach that fails to address students' interests, needs, and contextual realities as some teachers do not begin by analyzing the needs, interests, or contexts of their students, conducting their teaching solely based on the content of a single textbook provided by a publisher without adjusting the materials to suit the students' actual conditions. As a result, these teachers become overly reliant on textbooks and have no clear instructional approaches. Moreover, the content of many textbooks does not truly respond to the linguistic and cultural contexts of the learners. This leads to students lacking the ability to use language for communication, especially in real-life situations.

One approach to addressing these problems is the development of a teaching model enhancing students utilize and produce the language in the classroom relating to utilizing real-life contexts and real-life situations as learning content. That is the Contextual Teaching and Learning approach (CTL) which connects the content to real-world situations, allowing students to apply their knowledge in daily life and understand their roles as members of the community (Howey, 1998). Furthermore, it also helps foster interests, minimize boredom, and encourage a positive attitude toward learning English. Therefore, developing a specific teaching model will be a crucial factor that directly impact the effectiveness of learning, especially for students' English communication skills (Joyce & Calhoun, 2024).

The CTL in the language classroom, whether in the context of English as a Foreign Language (EFL), English as a Second Language (ESL), or English as an International Language (EIL), refers to the use of simulated situations connected to the social context and daily life of the learners. This approach enables students to connect the content to real-world language use and encourages them to apply their knowledge in a variety of meaningful situations.

■ Objectives

1. To develop an English teaching model based on the CTL approach to enhance English communication skills.
2. To compare the English communication skills of students before and after instruction using the developed teaching model based on the CTL approach to enhance English communication skills.
3. To investigate students' opinions on the developed teaching model based on the CTL approach to enhance English communication skills.

■ Literature Review

The relevant literature in this research can be categorized into 4 fundamental areas.

Second Language Acquisition (SLA) Hypotheses

SLA hypothesis is a crucial role in acquiring and learning a second language. To give learning comprehensible input beyond their current language ability at one level is employed. This is called i+1 principle proposed by Krashen (1982) so that students learn a second language effectively since it helps and enhances students acquiring a second language effectively (Su, 2023; Li, 2023; S. Wang, 2024). Likewise, students' confidence in acquiring or learning a second language depends on the affective filter factors, affective filter hypothesis, proposed by Krashen (1982). When having higher motivation, self-confidence, students tend to acquire and learn a second language much more than who have anxiety, stress, and pressure (Jiang et al., 2024; T. Wang, 2024). In addition to Krashen's hypotheses, producing the language in the classroom should be encouraged according to the output hypothesis proposed by Swain (1985) since it helps students not only notice, verify, and examine their targeted language patterns utilized in communication, but also encourages students try more to achieve communication goals (Sitthitikul, 2021).

Contextual Teaching and Learning (CTL)

The CTL approach, originally implemented in science and mathematics education, has been expanded across various academic disciplines. The term 'context' refers to integrating lesson content with real-world situations and environments (Gilbert, 2006). CTL—enabling teachers to link classroom content with practical, everyday scenarios, encouraging students to apply knowledge meaningfully in their lives—fosters an understanding of diverse contexts, both in and beyond the classroom, and emphasizes students' roles as active members of their communities (Howey, 1998). By aligning instruction with students' live experiences, CTL bridges formal education and the real world. In English language education, CTL has been shown to improve students' communication skills and enhance the quality of instructional activities since it connects learning to authentic cultural and situational contexts (Yusyac et al., 2021).

Teaching Model Development

Teaching models are crucial factors that directly impact the effectiveness of learning (Joyce & Calhoun, 2024). A well-structured teaching model helps teachers plan learning activities systematically with its components. Many studies have proposed different teaching model components (Khaemmani, 2018; Kaur, 2019; Lu & Zhou, 2023;). However, components deployed in this research from the researcher's synthesis encompass eight components, including principles, objective, instructional stages, classroom learning environment management, instructional materials, teacher's roles, assessment and evaluation of learning outcomes, and learning outcome. These contribute to improving teaching quality, and overall learning effectiveness for students (Behar-Horen-

stein & Seabert, 2005; Changpueng & Pattanapichet, 2024; Raha & Wongsapan, 2024).

Concepts of Learning and Teaching English Communication

Over the past decade, Native speakerism or speaking English according to the correct native speakers' standard is accepted in Thailand. Recently, Learning and teaching English rapidly changed and diversified as an International Language (ELL) or English as a Lingua Franca (ELF). It is predominantly used to communicate among non-native speakers (Davies, 2025). Therefore, speaking assessment in the study was employed through the areas of assessing understanding in communication. This means that communication should be clear and understandable, allowing the receiver to perceive and comprehend the message being conveyed. Likewise, the speaker must also be able to receive and understand messages when they are the listener. This assessment minimizes the evaluation of learners based on native-like grammatical

structures and pronunciation. (Rahal, 2022). Furthermore, selecting materials should be various from around the world such as accents, cultures, and perspectives, reducing students' anxiety due to the native-like norms (Xue & Noels, 2025).

Research Methodology

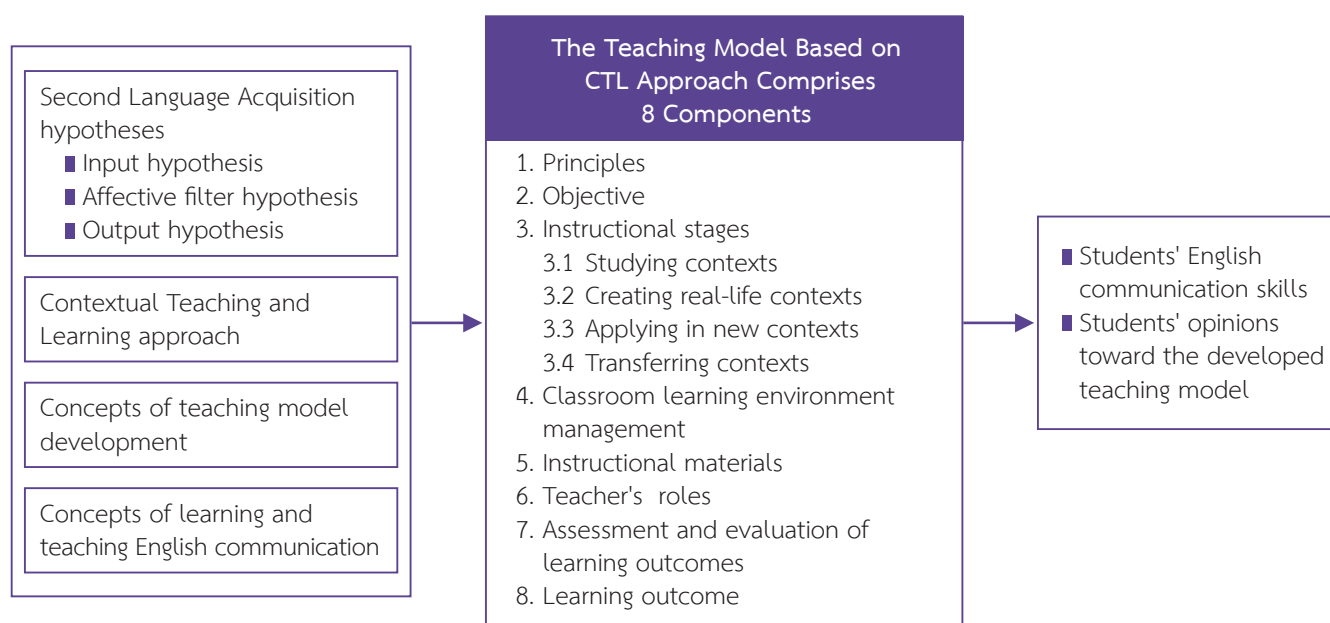
Research and development (R&D) approach was adopted, focusing on studying fundamental data, designing, trialing, and evaluating the developed teaching model. Both quantitative and qualitative methods were employed to assess the effectiveness of the developed teaching model.

Research Conceptual Framework

This conceptual framework illustrates the relationship between the study of fundamental data, the design and development of the teaching model, and the implementation and evaluation of the developed teaching model's effectiveness.

Figure 1

Research Conceptual Framework



Population and Sample

The population and sample were categorized into four groups corresponding to the phases of the research. Phase 1: Key informants for the study of fundamental data were five English teachers, and school stakeholders including one school administrator, one head of the academic department, one experienced teacher, one educational supervisor, and twenty grade ten students chosen using purposive sampling. Phase 2: Key informants for evaluating and validating the draft of the developed teaching model were five expert teachers

chosen using criterion sampling. Phase 3: The population consisted of forty-two students from Muangdongwittaya School, and the sample included twenty grade 10 students who voluntarily participated, selected through voluntary sampling. Phase 4: Key informants providing opinions and feedback for the effectiveness of the developed teaching model included twenty grade 10 students who voluntarily completed a questionnaire. In addition, six students were selected through simple random sampling for an interview.

Research Process

The research process was implemented through four major phases, as follows:

Phase 1: Studying fundamental data. The researcher studied and analyzed problems and expectations in teaching and learning English communication skills in Sukhothai province from five English teachers, needs and problems concerning English communication skills from twenty grade ten students, and expectations in developing the teaching model from school stakeholders.

Phase 2: Designing, evaluating and validating. The researcher designed the teaching model draft from studying three main relevant concepts encompassing the Second Language Acquisition theories, CTL approach, teaching model development, and learning and teaching English speaking skills. Furthermore, designing the instructional materials was considered such as lessons, lesson plans, and English communication skills tests. Those tools were taken to five expert teachers with specialization in English language teaching to valid.

Phase 3: Trialing. The researcher trialed the developed teaching model in an English classroom, the 2nd semester of the 2024 academic, with volunteer grade 10 students—the researcher obtained ethics approval from the Research Ethics Committee of Thammasat University, project number: SSTU-EC 002/2568, March 10th, 2025—to collect students' English communication skills data from English communication skills tests and simulations in each lesson. In trialing, pre-English communication skills test was utilized initially, and four lessons, then, were employed with students by 32 hours in 8 days. Finally, the post-English communication skills test was utilized.

Phase 4: Evaluating effectiveness. The researcher utilized the suggestions from 5 teacher experts to revise the instructional design, the result of English communication skills tests (pretest and posttest) to evaluate the student's development under the implementation of the developed teaching model to see how quality the developed teaching model had, and the students' opinions toward the developed teaching model from the questionnaire to revise learning content, instruction, and instructional materials, and from the in-depth interview to ensure that the developed teaching model was found to be reliable and enable to utilize and apply.

Research Instruments

This research utilized a variety of tools to evaluate the effectiveness of the developed teaching model as below.

1. The fundamental data questionnaires and survey were utilized such as 1) the problems and expectations survey in teaching and learning English communication skills including two areas of respondent general information and opinions about problems and expectations for English teachers, 2) the needs and problems questionnaire

of English communication skills including four areas of respondent general information, English speaking problems, needs in English speaking, and interesting topics in English speaking for students, and 3) the expectation questionnaire in developing the teaching model including 2 areas of respondent general information and opinions about expectations in developing teaching model based on the CTL approach for stakeholders. These tools were evaluated and validated research tool consistency by five experts. The results revealed that the problems and expectations survey, the needs and problems questionnaire, and the expectation questionnaire had an overall IOC value of 0.78–1.00 and can be used to collect data.

2. The focus group discussion questions, including 2 areas of expert general information and eight group discussion question issues, were utilized to collect data from five experts reflecting on the developed teaching model. This tool was evaluated and validated research tool consistency by five expert teachers. The result revealed that it has an IOC value of 0.94–1.00 and can be used to collect data.

3. Four lessons and lesson plans including areas of buying a bus ticket, buying Thai food at a Thai restaurant, visiting a doctor for health checkup, and buying groceries were utilized for the teaching guidelines and for collecting students' English communication skills in simulations. These tools were evaluated and validated research tool appropriateness by five experts. The results revealed that 1) four lessons had an overall appropriateness value of 3.44, and 2) lesson plans had an overall appropriateness value of 3.58. All tools can be used to collect data. The average was interpreted according to Watson Todd (2018), analyzing Likert scale data requires careful consideration of interpretation methods as mean score between 3.26–4.00 indicates strongly appropriate, mean score between 2.51–3.25 indicates appropriate, mean score between 1.76–2.50 indicates neutral, and mean score between 1.00–1.75 indicates inappropriate.

4. The multiple-choice English communication skills tests (pretest and posttest) including sixty items were utilized to collect the students' English communication skills scores. These tools were evaluated and validated research tool consistency by five experts. The result revealed that they had an overall IOC value of 0.98 and the tests were employed with twenty non-targeted students to examine item difficulty and discrimination before they were utilized with the targeted students.

5. The students' opinion questionnaire toward the developing teaching model, including 2 areas of respondent general information, and students' opinions toward the developed teaching model, was utilized to collect data about students' opinions toward the developed teaching model. This tool was evaluated and validated research tool consistency by five experts.

The result revealed that it had an IOC value of 0.86–1.00 and can be used to collect data.

6. The students' opinion interview toward the developing teaching model, including 2 areas of respondent general information, and questions drafted for asking students' opinion toward the developed teaching model, was utilized to collect data about students' in-depth opinions toward the developed teaching model. This tool was evaluated and validated research tool consistency by five experts. The result revealed that it had an IOC value of 0.75–1.00 and can be used to collect data.

Data Collection

The data collection in this research was divided into 4 phases as follows.

Phase 1 Studying fundamental data for the developed teaching model. The researcher collected data from 1) five English teachers through the problems and expectations survey to perceive problems and expectations about English teaching and learning management across Sukhothai province, 2) twenty grade 10 students through the needs and problems questionnaire to recognize students' English communication problems in four areas including linguistic knowledge, communication ability, communication strategy, listening comprehension ability, and desired students' learning needs including desired learning styles and learning topics, and 3) five school stakeholders through the expectation questionnaire to grasp school stakeholders' viewpoints for developing the teaching model based on CTL in teaching Muangdongwittaya School students.

Phase 2 Designing, evaluating and validating the draft of the developed teaching model. The researcher collected data from 1) five experts specializing in English language teaching, linguistics, or English curriculum design through the focus group discussion to interpret whether the developed teaching model and all instructional materials can be use practically.

Phase 3 Trialing the developed teaching model. The researcher collected data from twenty grade 10 students through using the multiple-choice English communication skills tests, and students' English communication in simulations through an English communication assessment form designed based on English teaching and learning as an international language.

Phase 4 Evaluating the effectiveness of the developed teaching model. The researcher collected data from 1) twenty grade 10 students through the students' opinion questionnaire, and 2) six grade 10 students through the interview. This aimed to analyze students' opinions regarding the direction of their perspectives on the developed teaching model. Similarly, the researcher utilized the data from Phase 3 to assess the effectiveness of the developed teaching model.

Data Analysis

The researcher divided the data analysis processes into two parts:

Qualitative data analysis was employed. The researcher analyzed data from 1) five English teachers responding to the problems and expectations survey in teaching and learning English communication skills, 2) five school stakeholders responding to the expectation questionnaire in developing the teaching model based on CTL approach, and 3) six grade 10 students expressing in the interview toward the developing teaching model. The content analysis was considered so that the researcher received the crucial information to develop the teaching model.

Quantitative data analysis was employed. The researcher analyzed data from 1) twenty grade 10 students responding to the needs and problems questionnaire in English communication skills by using mean, standard deviation, 2) twenty grade 10 students taking the multiple-choice English communication skills tests by using mean, standard deviation, pair t-test, p-value and percentages for the simulation, and 3) twenty grade 10 students responding to the students' opinion questionnaire toward the developing teaching model by using mean, standard deviation. The average was interpreted according to Watson Todd (2018) as mean score between 3.26–4.00 indicates strongly agree, mean score between 2.51–3.25 indicates agree, mean score between 1.76–2.50 indicates neutral, and mean score between 1.00–1.75 indicates disagree

Results

The results of this study are presented and interpreted based on the research objectives, as follows.

1. The English teaching model based on the CTL approach to enhance students' English communication skills. It was found that the developed English teaching model based on the CTL approach comprises eight key components shown in Figure 2.

Figure 2

The Developed Teaching Model Based on The CTL Approach



From Figure 2, it can be revealed that the developed teaching model consists of eight components including 1) principles focus on providing sufficient and appropriate language input such as vocabulary, sentence structures, and pronunciation, to enable students to use English effectively within relevant contexts. This also emphasizes enhancing student motivation, reducing anxiety, and offering regular opportunities for language use; 2) objective focuses enhancing students' English communication skills in their real-life situations; 3) instructional stages divided into four stages include stage 1 Studying contexts is defined as the process of connecting lesson contents to students' real-life experiences, stage 2 Creating real-life contexts is defined as the process of designing simulated situations that closely resemble real-life scenarios, stage 3 Applying in new contexts is defined as the process of encouraging students to apply their knowledge in new and different contexts, and stage 4 Transferring contexts is defined as the process of guiding students to create new work based on the knowledge they have acquired.

(Shown in Table 1); 4) classroom learning environment management emphasizes a positive atmosphere, fostering strong teacher-student relationships, providing regular feedback, and managing student engagement fairly; 5) instructional materials emphasizes selecting materials to help students use the language in real-life situations, capture their attention, stimulate thinking and participation, and promote purposeful use of the target language; 6) the teacher's roles are related to (1) the teacher must be responsible for consistently encouraging, supporting, and guiding students, (2) activities should be appropriately designed to foster a fully participatory learning environment, and (3) the teacher should serve as a balanced facilitator, ensuring that students are actively engaged throughout the learning process; 7) assessment and evaluation focuses on assessing students' ability to communicate effectively in real-life situations, rather than measuring grammatical accuracy; and 8) learning outcome is that students enable to communicate in English, especially, in their real-life contexts.

Table 1

The Result of Synthesizing The English Teaching Model Based on The CTL Approach

Source								Synthesis of CTL approach
Crawford (2001)	Gilbert (2006)	De Jong (2008)	Faridi (2010)	Annisa (2015)	Munir (2018)	Chongkham & Pimvichai (2023)	Lukman (2024)	
Relating	Identifying contexts	Offering contexts	Building knowledge Modeling	Defining contexts	Conveying ideas	Identifying the context Understanding the context	Context presentation	Studying contexts
Experiencing		Collecting questions Restructuring content	Jointing construction	Creating contexts	Presenting facts	Identifying the problem		Creating real-life context
Applying	Learning through action Applying in a new context	Offering a follow-up	Constructing of the Text	Actions	Learning issues	Action for knowledge	Group discussion	Applying in new contexts
Cooperating Transferring	Facing problems in daily life				Formulating action Evaluating	Exchanging knowledge Summarizing and reflecting Transferring knowledge	Context conclusion	Transferring contexts

2. The students' English communication skills before and after utilizing the developed teaching

model based on the CTL approach to enhance English communication skills for grade 10 students.

Table 2

The Results of Comparing Students' English Communication Skills

(n = 20)

Test	Full Score	M	SD	p	t	df
Pretest	60	24.60	4.67	< .001	16.9	19.0
Posttest	60	43.0	3.66			

**p < .01

From Table 2, it was found that the twenty grade 10 students scored significantly higher after learning ($M = 43.00$, $SD = 3.66$) compared to before learning ($M = 24.60$, $SD = 4.67$), with a statistically significant

difference at the .01 level. This indicates that the students' English communication skills significantly improved after receiving instruction using the developed teaching model based on the CTL approach.

Table 3

The Results of Students' English Communication Skills Through Simulations

($n = 20$)

Lesson	First Attempt (%)	Second Attempt (%)
Buying a bus ticket	44.38	62.50
Buying Thai food at a Thai restaurant	72.50	80.00
Visiting a doctor for health checkup	53.75	72.50
Buying groceries	82.50	87.50

From Table 3, the data analysis from communication exercises in each lesson indicates that grade 10 students showed improvement in their English communication skills through simulations. The findings are 1) In Lesson 1, the second attempt (62.50%) was higher than the first attempt (44.38%). 2) In Lesson 2, the second attempt (80.00%) was higher than the first attempt (72.50%). 3) In Lesson 3, the second attempt

(72.50%) was higher than the first attempt (53.75%), and 4) In Lesson 4, the second attempt (87.50%) was higher than the first attempt (82.50%).

3. The students' opinions toward the developed teaching model based on the CTL approach were analyzed in three aspects including learning content, instruction, and materials as follows:

Table 4

Students' Opinions on Learning Content

Evaluation Issue	<i>M</i>	<i>SD</i>	Level of Opinion
The lesson content is suitable for developing English communication	3.35	0.58	Strongly agree
The learning content is clear and beneficial for communication skills	3.40	0.66	Strongly agree
The lessons present diverse and creative content	3.25	0.83	Agree
The content enhances confidence in using English in various situations	3.25	0.70	Agree
The lessons help improve speaking and listening skills	3.40	0.58	Strongly agree
The content promotes the application of English in diverse situations	3.10	0.70	Agree
Overall	3.29	0.68	Strongly agree

From Table 4, students strongly agreed on the learning content ($M = 3.29$, $SD = 0.68$) that can enhance English communication skills. When considering each issue, it found that they strongly agreed that the content helps improve speaking and listening skills ($M = 3.40$, $SD = 0.58$), was clear and beneficial ($M = 3.40$, $SD = 0.66$),

and was suitable for developing communication skills ($M = 3.35$, $SD = 0.58$). In this regard, they also agreed that the content enhanced their confidence in using English ($M = 3.25$, $SD = 0.70$), was presented in a diverse and creative way ($M = 3.25$, $SD = 0.83$), and could be applied in various situations ($M = 3.10$, $SD = 0.70$).

Table 5

Students' Opinions on the Instruction

Evaluation Issue	<i>M</i>	<i>SD</i>	Level of Opinion
Activities are linked to real-life situations and everyday contexts.	3.25	0.767	Agree
Activities are designed to stimulate interests and promote participation.	2.85	0.79	Agree
Activities are connected to real-life situations and applicable in daily life.	3.53	0.67	Strongly agree

Table 5
(continued)

Evaluation Issue	M	SD	Level of Opinion
Activities are aligned with the students' knowledge and skill levels.	3.05	0.80	Agree
Pair or group activities promote English communication skills.	3.30	0.78	Strongly agree
Activities enhance confidence in using English.	3.15	0.79	Agree
Activities encourage teamwork and collaboration with others.	3.10	0.94	Agree
Activities help motivate students to learn English.	3.10	0.77	Agree
Activities help develop listening, speaking, and communication skills.	3.15	0.73	Agree
Activities stimulate and support students' participation.	3.05	0.97	Agree
Overall	3.15	0.80	Agree

From Table 5, students agreed on the instruction ($M = 3.15$, $SD = 0.80$) that can enhance English communication skills. When considering each issue, it found that they strongly agreed that activities are linked to real-life situations and everyday contexts ($M = 3.53$, $SD = 0.67$), promoted pair or group work to develop communication skills ($M = 3.30$, $SD = 0.78$), and can be applied in daily life contexts ($M = 3.25$, $SD = 0.76$). In this regard, they also

agreed that activities helped developing listening and speaking skills ($M = 3.15$, $SD = 0.73$), promoted confidence ($M = 3.15$, $SD = 0.79$), motivated to learn ($M = 3.10$, $SD = 0.77$), supported teamwork ($M = 3.10$, $SD = 0.94$), aligned with students' knowledge and skill levels ($M = 3.05$, $SD = 0.80$), stimulated participation ($M = 3.05$, $SD = 0.97$), and stimulated interests ($M = 2.85$, $SD = 0.79$).

Table 6
Students' Opinions on Instructional Materials

Evaluation Issue	M	SD	Level of Opinion
Have diverse and enhancing learning effectiveness.	2.90	0.89	Agree
Suitable for the content taught and enhances English communication skills.	3.20	0.68	Agree
Stimulate interests and creates motivation for learning English.	3.10	0.83	Agree
Link to real-life situations and applicable in daily life.	3.55	0.59	Strongly Agree
Modern and suitable for learning in the current era.	3.30	0.56	Strongly Agree
Help students understand the content more easily.	3.20	0.60	Agree
Clear, easy to understand, and appropriate for the students' level.	3.30	0.71	Strongly agree
Overall	3.22	0.69	Agree

From Table 6, students agreed on instructional materials ($M = 3.22$, $SD = 0.69$) that can enhance English communication skills. When considering each issue, it found that they strongly agreed that the instructional materials were linked to real-life situations and applicable in daily life ($M = 3.55$, $SD = 0.59$), were modern and suitable for learning in the current era ($M = 3.30$, $SD = 0.56$), and were clear and aligned with the students' abilities ($M = 3.30$, $SD = 0.71$) In this regard, they also agreed that

the instructional materials helped them understand the content ($M = 3.20$, $SD = 0.60$), enhanced speaking skills ($M = 3.20$, $SD = 0.68$), stimulated interests ($M = 3.10$, $SD = 0.83$), and were diverse ($M = 2.90$, $SD = 0.89$).

To gain a deeper insight from the interview, it was found that students had significantly a positive attitude toward the developed teaching model. They mentioned that they have hardly been educated in English communication since teaching and learning mostly grammar

and structures were focused. When they were taught with the teaching model based on the CTL approach, it can enhance their English communication skills since the learning content and materials was pertinent to their real-life situations which they would apply in the similar situations. Therefore, the teacher's instruction was a crucial role in learning English communication because the teacher fostered positive atmospheres and supported strongly teacher-student relationships. However, some students would still like the teacher add the native language (Thai language) explanations in some parts of the lessons for their review.

■ Discussion

The developed teaching model was designed to enhance students' English communication skills. The systematic processes through analyzing English teachers' expectations, students' needs and English communication problems, stakeholders' expectations toward the developed teaching model, documentary review, along with group discussion for tools' quality evaluation were implemented. In the discussion part, it revealed that principles based on CTL approach related to linguistic concepts, for example, Second Language Acquisition hypotheses focusing on language input, production, and affective filter factors. Furthermore, instructional stages, classroom learning environment management, instructional materials, and learning assessment were suitable for the developed teaching model since all eight components are relevant, that is to say, component 1 Principles emphasize contextually relevant language input, motivation, anxiety reduction, and regular opportunities for language use, as component 2 Objective focuses on enhancing students' English communication skills by utilizing real-life contexts and positive learning environments in the language classroom and component 3 Instructional stages consisting of four stages—stage 1: Studying contexts, stage 2: Creating real-life contexts, stage 3: Applying in new contexts, and stage 4: Transferring contexts focus utilizing the language in students' real-life contexts. Likewise, component 4 Classroom learning environment management focuses on creating a positive atmosphere, providing constructive feedback, and ensuring equitable participation and component 5 Instructional materials emphasize selecting materials that should be engaging, level-appropriate, and relevant to real-life situations. Ultimately, component 6 Teacher's roles emphasize teachers' facilitation and learning support, particularly in anxiety-inducing tasks such as role-plays. While component 7 Evaluation and assessment learning outcomes prioritizes real-world communication over grammatical accuracy (Plengkham & Wasanasomsithi, 2023), values accent diversity (Mourchid et al., 2023), and promotes learner confidence through meaningful evaluation (Hu, 2021; Rahimi, 2024), in line with

the researcher' communicative focus, and component 8 Learning outcome is that students enable to communicate in English, especially, in their real-life contexts.

After utilizing the developed teaching model, it indicated significant students' improvement in English communication skills, with posttest scores ($M = 43.0$, $SD = 3.66$) notably higher than pre-test scores ($M = 24.60$, $SD = 4.67$), and the students' simulations in each lessons had a higher development. These findings support the developed teaching model based on the CTL approach which fosters student engagement and motivation in line with Yan et al. (2024) research, for example, during the classroom implementation, students frequently demonstrated active participation with their peers, initiated questions related to real-life situations, and shared personal experiences relevant to the lesson content. Many students voluntarily took part in role-playing tasks and contextual problem-solving activities, showing enthusiasm and sustained attention. In several cases, students were observed using new vocabulary and expressions in meaningful ways, indicating that they were internalizing and applying the language in real-life contexts.

Apart from the quantitative data the researcher found, the qualitative data highlighted that the instruction was implemented systematically and followed a clear sequence of steps with utilizing the content relating to students' real-life contexts which were different from the instruction focusing mainly on grammar and structures. English language instruction emphasized grammar and structures as the primary focus serve as a supportive component. Therefore, English learning should prioritize the use of authentic language in meaningful contexts rather than beginning with grammatical rules. This perspective is supported by AL-Garni & Almuhammadi (2019), Kaewlai (2022), and Nongkawee & Ngamnin (2024), in line with the researcher' approach. Furthermore, students reflected that this teaching model enhanced their participation and established relaxing learning atmosphere due to its principles supporting positive learning and its classroom learning environment management discarding anxious leaning environments.

■ Conclusions

This research focusing on developing the English teaching model based on the CTL approach is a model framework for the secondary school teachers to improve or enhance their students' English communication skills since the developed teaching model based on the CTL approach consisted of 1) principles, 2) objective, 3) four instructional stages including stage 1: Studying contexts, stage 2: Creating real-life contexts, stage 3:

Applying in new contexts, and stage 4: Transferring contexts, 4) classroom learning environment management, 5) instructional materials, 6) teacher's roles, 7) assessment and evaluation of learning outcomes, and 8) learning outcome. Since all components are relevant each other, the study of teaching model principles along with its components before implementing in the English-speaking classroom is essential for teachers or researchers. If any component is missing, it could affect the instructional management both directly and indirectly. Conversely, a thorough understanding of the concept can also contribute to the improvement of students' English-speaking instruction.

The evaluation results of the developed teaching model quality by experts in English language teaching, linguistics, and instructional and curriculum design revealed that the developed teaching model, in all five areas—Principles, instructional stages, classroom learning environment management, instructional materials, and assessment and evaluation of learning outcomes is highly appropriate. Moreover, the results of the trial implementation of the developed teaching model showed a statistically significant improvement in students' English communication skills after receiving instruction according to the developed teaching model. Student interviews reflected positive attitudes toward the developed teaching model, particularly regarding its enjoyment, understanding of content and lessons, and increased confidence in using English for communication in various situations.

Even though the findings of this study illustrate that the developed teaching model can be effectively applied to enhance students' English communication skills. If the researcher plans to conduct research in the future, researchers may utilize it across different educational levels or compare the utilization of traditional and this teaching model along with the integration of AI tools such as ChatGPT, Copilot, and Google Gemini to support students' English communicative practice and autonomy. These could yield further insights into pedagogical impact.

Author Contributions

Wanchalerm Nanan: Writing – original draft, Writing – review & editing, Conceptualization, Methodology, Investigation, Data curation, Formal analysis, Visualization.
Yada Atanan: Writing – review & editing, Supervision, Validation.

Declaration of Competing Interest

The author declares that there are no conflicts of interest related to the conduct of this research study.

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