

Using Innovative Language Teaching through Game-based Experiential Learning to Develop Business English Communicative Competence

¹Maricel Nacpil Paras, ²Rapeepat So In, and ³Walaiporn Chaya

Southeast Bangkok University, Thailand

E-mail: ¹maricel_paras@yahoo.com, ²rappy@southeast.ac.th, ³walaiporn@sbu.southeast.ac.th

Received June 20, 2025; **Revised** September 3, 2025; **Accepted** September 22, 2025

Abstract

The specific objectives of this study were to 1) examine the attitudes of Thai students majoring in logistics and aviation toward game-based experiential learning to enhance their business English communicative competence; 2) compare students' speaking abilities before and after the learning process; and 3) strengthen creativity and higher-order thinking skills through the development and design of innovative experiential activities learning. This study employed a classroom investigation methodology, integrating a mixed-methods design within a one-group pretest-posttest framework. The participants were a group of 96 students enrolled in an interpersonal communication course, selected using a convenience sampling technique. The research instruments included a survey questionnaire, a semi-structured interview, and a pretest-posttest. Descriptive statistics and a paired sample t-test were employed to analyze quantitative data, whereas qualitative data were analyzed by content analysis. The research results were as follows: 1) Students had positive attitudes toward learning English through game-based experiential learning. Out of the 96 students, 94 (97.92%) recognized the significance of English oral communication for both academic success and professional development, with the highest percentage. 2) There was a significant difference between the mean scores of the pre-test and post-test of the speaking test at the 0.05 level, as hypothesized. 3) The students' creativity and higher-order thinking skills were enhanced and developed through game-based experiential learning. The research findings indicated that an English communicative course becomes more engaging and effective for business communication when efficient technologies and various

teaching strategies based on CLT are incorporated. Additionally, it can help students gain more exposure to real-time English outside the classroom, providing both direct and indirect experiences as they attempt to use it to develop business English communicative skills.

Keywords: Communicative Competence; English Language Teaching; Innovative Language Teaching; Game-based Learning; Experiential Learning

Introduction

In Thailand, students are required to study English from primary education through university as an integral part of the curriculum. The duration of instruction varies according to the educational level. According to the Ministry of Education (2008), it is anticipated that students will cultivate a positive attitude towards foreign languages, achieve competence in communicating in English across diverse contexts, acquire relevant knowledge, and effectively apply it in their academic and professional pursuits. The primary emphasis is placed on speaking, listening, reading, and writing skills. Despite continuous exposure to English from elementary to university levels, students often encounter difficulties and remain unable to speak English proficiently.

Previous studies highlight Thailand's low English proficiency, with students, despite over ten years of study from primary to university, still at the basic A2 level according to CEFR (Teng & Sinwongsuwat, 2015). In oral communication, they struggle with lengthy and complex conversations and respond naturally only to casual discussions. In reading and listening, they understand simple sentences and everyday expressions, but often struggle to write and speak clearly and responsibly (Tantiwich & Sinwongsuwat, 2021). Thailand ranked 101st worldwide, 22nd out of 24 Asian countries, and 8th among ASEAN nations, indicating that Thai students have lower English proficiency compared to other ASEAN countries (Bangkok Post, November 26, 2023). The EF English Proficiency Index shows that Thai students' ranking has declined for five straight years from 2017 to 2021.

Given Thai students' generally low English proficiency and the importance of English conversation skills today, the Ministry of Education requires undergraduates to achieve at least the B2 level by the time of graduation (Office of the Education Council, 2017). Improving communicative skills in English is a key responsibility for teachers in countries where English is not the native language. Students who communicate effectively through listening, reading, speaking, and writing will have better career prospects, can start their own businesses, and succeed globally. Teachers need to enhance Thai students' communicative abilities at all educational levels,

especially at the university level. They are responsible for supporting the development of Thai students' communication skills.

According to the CEFR, bachelor's graduates should have a B1 level of English. All universities, public or private, follow this policy. Southeast Bangkok University (SBU) updated its General Education Program to boost students' English skills. Both English and non-English majors are required to complete 12 credits in General English courses. However, results from the past five years' English proficiency tests have been disappointing, especially for non-English majors. While they passed the English proficiency test used as an Exit Exam, they have had difficulty speaking English.

To improve students' English proficiency, Richards (2006) proposes that the policy should have been executed more successfully and effectively, based on the CLT approach. Alternatively, teaching English through the CLT approach can enhance the English communication skills of undergraduate students at SBU, thereby elevating their English proficiency and fulfilling the standards established by TQF and CEFR.

CLT is a highly effective pedagogical approach for instructing foreign languages (Richards & Rogers, 2001). It involves classroom activities that promote meaningful language use, thereby improving teaching and learning. CLT is an innovative approach that integrates modern methods, games, interactive activities, and technologies (Misirova, 2022). Combining communicative activities with practical techniques in an English classroom may enhance Thai students' English proficiency.

This study primarily examined whether innovative language teaching through game-based experiential learning enhances the business English communicative competence of Thai students majoring in Logistics and Aviation. The most crucial element in teaching English to both young and adult learners is the introduction of innovative teaching methods, specifically the role of modern methodologies (Harmer, 2015). According to Innovative Language Teaching, researchers created a teaching model based on CLT, which incorporates interactive activities, role-playing, and discussion-based, collaborative, and problem-based methods. These models promote increased participation and help students gain a deeper understanding of the language. This, in turn, enables students to acquire language skills in a natural context and observe how they are used in real-world situations (Wongsothorn et al., 2019).

More importantly, innovative teaching has gained significant attention as a teaching approach that emphasizes student-centered and active learning. Misirova (2022) notes that

students prefer to study in innovative ways; therefore, there is no need to use outdated techniques or methods. Regarding innovation, it is becoming a vital component of the curriculum, allowing students to engage in active participation throughout the class. Teachers must utilize these innovations effectively in the English language class. Few studies on game-based experiential learning have been conducted with tertiary-level students; most previous studies have investigated this approach with primary and secondary school students. To fill the gap, this current research addressed the following research objectives.

Research Objectives

1. To examine the attitudes of Thai students majoring in Logistics and Aviation towards game-based experiential learning to develop business English communicative competence.
2. To compare the differences in speaking ability of the students before and after learning English through game-based experiential learning.
3. To strengthen creativity and higher-order thinking skills through the development and design of innovative language teaching through game-based experiential learning.

Literature Review

Innovations in English Language Teaching

Numerous investigations have been conducted regarding innovative approaches to teaching for improving English learning and speaking skills. However, no study has provided adequate information about these teaching methods.

To begin with, “innovation” involves an improvement that is only successful when implemented, a change that did not previously exist, the introduction of something new in a specific context, or a combination of these elements (Reinders & Wattana, 2014).

Innovative language teaching emphasizes active learning by integrating technology, diverse teaching strategies, engaging activities, and effective communication. It involves interactive techniques such as discussions, group work, and simulations, utilizing technology to enhance the learning experience. This teaching approach is practical in various settings, including dynamic classrooms, project-based learning, game-based learning, cooperative learning, flipped classrooms, and inquiry-based learning. By employing these strategies, English teachers can establish an engaging and effective learning environment that enhances language acquisition and

cultivates a deeper appreciation for the English language. Innovative teaching techniques also contribute to the development of a student-centered environment.

According to Subramanian and Kelly (2019), an innovative teaching strategy is expected to increase student participation. These strategies often involve students working together and actively engaging in the learning process, which helps foster collaboration and increases student engagement. Innovative learning measures students' achievements, including knowledge, skills like critical thinking, problem-solving, creativity, and communication. It also encompasses interpersonal competence, including teamwork, collaboration, and self-management, as well as interpersonal skills such as working effectively with others and managing emotions. Its goal is to develop human resources proficient in information, data, and technology, essential for competing in the global job market. (Paragae, 2023). This research employed innovative language teaching in combination with game-based learning and experiential learning to enhance the communicative competence of tertiary-level students. The study aims to investigate whether the CLT model of teaching, specifically innovative language teaching through game-based experiential learning, can enhance students' English proficiency levels and foster a positive attitude toward this innovative teaching method.

Game-Based Experiential Learning

Currently, active learning has gained significant attention as a teaching method that emphasizes student-centered approaches and practical activities. Educational games, language games, board games, word games, story games, and question games serve as innovative tools for active learning, encouraging diverse thinking and enhancing outcomes for students. They also promote hands-on participation, promoting experiential learning (Phuangchampa, 2019).

Furthermore, incorporating games into the teaching process creates a unique learning environment that motivates students and makes learning more enjoyable. As an innovative approach, game-based learning can enhance student engagement and motivation throughout the learning process (Duangrattanaekchai, 2019). Sittiwong's (2021) research on the use of board games in education found that undergraduate students' learning achievements significantly improved after using board games, and students generally reported high satisfaction with this learning method. Ho et al. (2022) emphasize that game-based learning fosters enjoyment, enhances engagement, and improves concentration, thereby facilitating the development of skills such as planning, problem-solving, creativity, and motivation, ultimately leading to improved learning outcomes. In a study, Arnanteerakul and Asanok (2024) developed an experience-based

learning method using board games to boost strategic thinking among undergraduate students through hands-on and game-based learning. Students exhibited enhanced strategic thinking post-completion of the course, with significant improvements observed in Thinking, Vision, and Knowledge.

Communicative Competence

Savignon (1997) discusses “communicative competence” as the central theoretical concept in CLT. Hymes (1972) introduced the term in second/foreign language learning. According to Hymes (1972), “competence” means the expression, interpretation, and negotiation of meaning. It also considers psycholinguistic and sociocultural perspectives in the ESL/EFL environment. In language teaching, many linguists have discussed the terms ‘competence’ and ‘performance.’ Campbell and Wales (1970) argued that the competence–performance distinction does not sufficiently explain the appropriateness of a sociocultural informed utterance within its situational and verbal context. However, they came up with “a broader notion of competence and that is communicative competence which includes not only grammatical competence (or implicit and explicit knowledge of the rules of grammar) but also contextual or sociolinguistic competence (knowledge of the rules of language use)” (Canale & Swain, 1980). That is, communicative competence involves both language knowledge and the ability to use it effectively in communication within appropriate contexts. It includes understanding what to say, what to avoid, and how, when, and where to communicate successfully with different audiences.

A key requirement for improving communication competence is the development of speaking skills (Saha & Singh, 2021). A speaker's knowledge and skills must be quickly activated in real time. Incorporating effective language teaching pedagogy is essential for establishing a strong foundation for English language learners. This approach enables them to develop their fundamental language skills, which include speaking, listening, reading, and writing (Alamri, 2018). More importantly, communicative competence leads to the integration of both grammatical competence and sociolinguistic competence in syllabus designing, teaching methodology, and assessment (the actual demonstration of knowledge in real-life situations and for authentic communication purposes (Savignon, 2002).

Conceptual Framework

The conceptual framework of research can be explained as follows.

First, introducing innovative language teaching introduces new strategies to achieve better learning outcomes. It emphasizes active learning through technology, personalization, creativity, and communication. Innovative language teaching can be applied in various settings, including project-based learning, game-based learning, cooperative learning, and inquiry-based teaching.

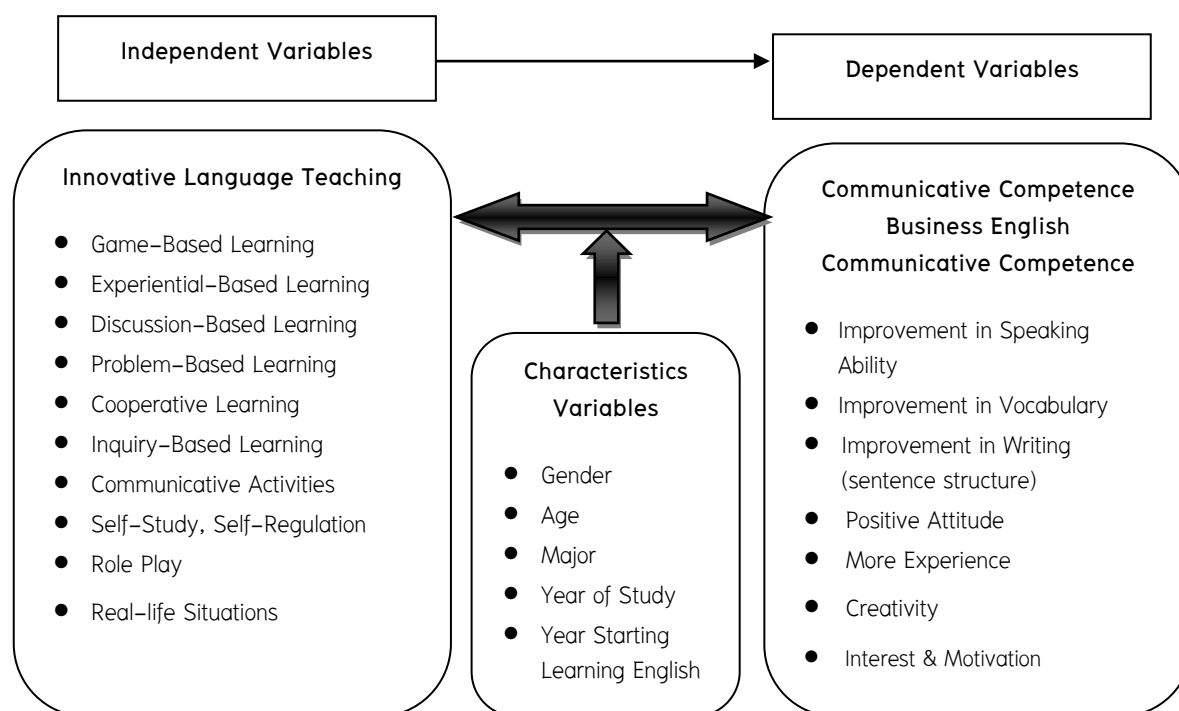


Figure 1 Conceptual Framework of the Research

Second, Communicative Language Teaching is an approach that enhances students' communicative competence, or their ability to communicate effectively in real-life interaction scenarios. CLT is seen as an innovative development in English language education. Third, experiential learning is a process through which students acquire knowledge through experience, and it is more precisely described as "learning through reflection on doing." By actively engaging students in hands-on experiences and subsequent reflection, they become better prepared to connect theoretical knowledge with real-world application contexts.

Finally, game-based learning integrates gaming principles into real-world contexts to enhance user engagement. It encompasses competitive activities that challenge students and motivate them to extend their boundaries, thereby improving the effectiveness of the learning

process. these methods are integrated into the English classroom, emphasizing interactive activities like speaking, discussions, role-playing, problem-solving, and group work. More successful students assist less successful peers in groups, learning from each other until the latter can communicate independently.

Research Methodology

Population and Participants

This study involves adult learners enrolled in weekend programs located in Chonburi Province, Thailand, who were pursuing degrees in Logistics and Aviation while concurrently undertaking a General English course during the 2022 academic year at Southeast Bangkok University. The population comprises ninety-six students with diverse levels of English proficiency and age ranges. Participants were selected via purposive sampling from those enrolled in the General English (GE) courses, which are a requirement for undergraduate students at Southeast Bangkok University.

Research Design

This study employed a classroom research approach using a mixed-methods design with a one-group pretest-posttest design. As the research questions indicated, a model of English Language Teaching through Game-Based Experiential Learning was developed to enhance the communicative competence of Business English. The scope and framework of the study were presented by the theoretical instructional design, which included in-depth interviews, ongoing investigations, observations, continuous practices, reflection, and the formulation of various teaching strategies. The implementation duration was six weeks. This speaking course is essential for meeting university requirements and preparing for various logistics companies in Thailand, where oral communication skills are the most critical factor among the four English skills in their job routines, as they interact with colleagues and foreign customers.

Research Instruments

Questionnaires

The questionnaire aimed to assess students' attitudes and perceptions of learning English through game-based experiential learning, as well as the specific behaviors associated with their learning. The survey questionnaire was primarily constructed based on students' experiences with innovative language teaching through game-based experiential learning. This study employed a checklist, a list of items focusing on the tasks the students performed during implementation, to

ensure that it accurately reflected their experience both inside and outside the class. Three experts validated the questionnaire. After validation and improvement, the developed research instruments were administered to the participants as scheduled.

Pre-test and Post-test

The English pretest and posttest were designed to assess students' English proficiency at the beginning and end of the study. The pretest and posttest are parallel tests. A pretest was administered to determine a student's baseline knowledge or preparedness for a learning experience or course of study; whereas, the posttest was administered after implementation to assess the improvement in speaking ability.

Research Results

Demographics of the Participants

Table 1 Demographic Characteristics of Participants (N=96)

Demography	Demographic Categories		No of Participants	Percentage
Gender	Male		15	15.63
	Female		81	84.37
Age	26–30		77	80.21
	31–35		9	9.38
	36–40		7	7.29
	41–45		3	3.12
Major	Logistics and Aviation		96	100
The year of study	First year		61	63.54
	Second year		35	36.46
Age started Learning English	8–13	14–	57	59.37
	19	20	24	25
			15	15.63

The demographics of ninety-six students (100%) are majoring in Logistics and Aviation across various disciplines and occupations. The students' ages range from 26 to 45, including 15 males (15.63%) and 81 females (84.37%). Regarding the year of study, 61 students are in their first year (63.54%), and 35 students (36.46%) are in their second year. Ten percent of the student population has attended private schools (International Program) since primary school, while the remaining 90% are enrolled in public schools.

Examine the attitudes of Thai students majoring in Logistics and Aviation towards game-based experiential learning for developing business English communicative skills.

The Students' Attitude of Learning toward Game-based Experiential Learning

The results from the survey questionnaire revealed that Thai undergraduate students gained a positive attitude toward learning the communication course of the 96 students, 94 (97.92%) recognized the importance of English oral communication for both academic success and professional development, which is the highest level of acknowledgment. Ninety-two students (95.83%) believed vocabulary improved through class discussions. Eighty-eight students (91.66%) found that interactive activities, such as role-playing, enhanced their pronunciation. Seventy-seven students (90.63%) gained self-confidence through class activities. Regarding daily-life use of English, most students (35.42%) said they "Sometimes" use it, followed by 28 students (24.54%) who said they "Often," and 18 students (18.75%) who said they "Usually." Only two students (2.08%) said they "Always" use English daily. This indicates students have positive attitudes toward game-based experiential learning.

The Comparison between Students' Speaking Ability of Pretest and Posttest

Research objective 2 aimed to determine whether there is a significant difference in students' speaking ability before and after learning English through game-based experiential learning.

Table 2 shows the range of raw scores for the frequency and percentage of the pretest and posttest. Fig. 2 and 3 compare the raw scores of the participants' speaking pretest and posttest.

Table 2 Range of Speaking Pretest and Posttest Scores of the Participants

Pretest Score	Frequency (f)	Percentage (%)	Value level	Posttest Score	Frequency (f)	Percentage (%)	Value level
90>	46	47.92	Excellent	90>	90	93.75	Excellent
80–89	30	31.25	Very good	80–89	4	4.17	Very good
70–79	18	18.75	Good	70–79	2	2.08	Good
61–69	2	2.08	Fair	60–69	–	–	Fair
Below 60	–	–	Poor	Below 60	–	–	Poor
Total	96	100		Total	96	100	

Table 3 The Comparison between the Mean Scores on the Speaking Test of the Pretest and Posttest of the Students.

Group of Students	N	Speaking Test		Mean Differences	t-test	df	p-value
		M	SD				
Pretest	96	89.71	7.40	4.86	5.475	95	0.00**
Posttest	96	94.57	9.47				

** Significant difference at the 0.05 level ($p > 0.05$)

According to Table 4, the results showed a significant difference between the mean scores of the English pretest and posttest at the 0.05 level ($t = 5.475$, $p\text{-value} < 0.05$), as hypothesized. The mean scores of the post-test ($M = 94.57$, $S.D. 7.40$) were higher than those of the pre-test ($M = 89.71$, $S.D. 9.47$). This indicates that learning English through game-based experiential learning improved the students' oral English communicative competence.

Strengthen creativity and higher-order thinking skills through the development and design of innovative language teaching through game-based experiential learning.

The implementation based on the intercultural communication course involved students completing six weeks of instruction, totaling 60 hours. During instructional sessions and class activities, the instructor systematically observed and documented the students' learning behaviors and performances using an observation form. Furthermore, during reflective observation, students were asked to review their gameplay, consider its meaning, examine the problem-solving actions they took, and discuss whether they had fulfilled the learning objectives through game-based experiential learning. The qualitative data collected from both the students and instructors were subsequently transcribed to ascertain the relevance of the variables and to analyze whether they exhibited the creativity or critical thinking skills of the students. Figure 2 presents the key concepts and terminologies employed in the research as follows.

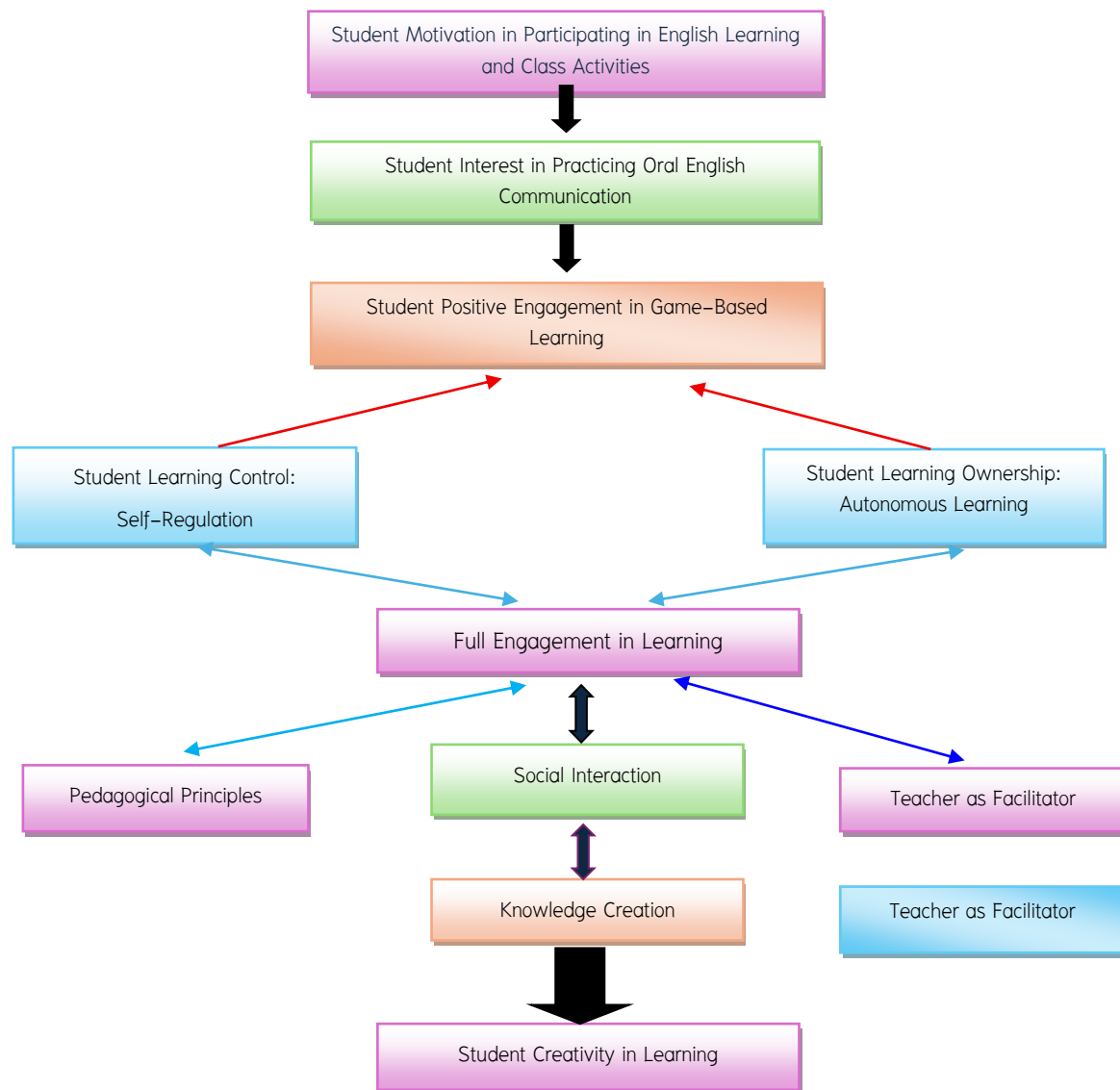


Figure 2 A Conceptual Model for Creativity and Higher-Order Thinking Skills

Discussion

The Students' Attitude of Learning toward Game-based Experiential. Concerning the first research question, which explored students' attitudes toward game-based experiential learning for developing Business English Communicative Competence, the results indicated that, on average, students hold positive attitudes toward learning English through game-based experiential learning. The top four items exhibited the highest level of agreement, with over 90% of participants supporting them. These items include item 3, "English speaking is essential to my academic performance and future career," item 6, "My vocabulary knowledge grows due to my participation in the class discussion," item 5, "Practicing English speaking through classroom

activities such as role-playing and discussions has contributed to improvements in my pronunciation,” and item 4, “My confidence has grown due to my participation in English class activities.”

Additionally, the qualitative data revealed that the students had positive feelings about their learning experience. They also expressed that they enjoyed playing games as a team, which made learning more interesting. They found that learning through games was a practical educational approach that combined entertainment with education. Moreover, the students described that learning through games is easy to play and understand, and they can play games independently. Importantly, their responses confirmed the survey finding (90.63%); they reported that participation in the interactive activities increased their confidence.

The research shows students have positive attitudes and high motivation due to a relaxing, engaging environment that promotes development. This space offers diverse activities, encourages group work and experience sharing. Students improve vocabulary via interactive games, practicing speaking, and learning independently, which builds confidence. These findings align with previous research.

The Improvement of the Students’ Speaking Ability

The findings revealed significant differences in students’ speaking abilities before and after the implementation of game-based experiential learning. The findings aligned with Reinders and Wattana (2014), who studied how online role-playing games affect English courses. They suggested that embodying characters in games fosters student comfort, boosts confidence, and encourages participation. They also highlighted that these games can significantly improve students’ communication skills. This study confirmed that games improve students’ speaking in English classrooms. Game-based learning boosts confidence, fluency, and group conversations. Findings highlight how teachers aim to enhance students’ oral skills.

Knowledge from Research

This study offers new insights into teaching business English communication. It finds that combining innovative, communicative, and game-based methods helps develop tertiary students’ skills and provides a new strategy for EFL teachers. These approaches foster dynamic, meaningful learning environments.

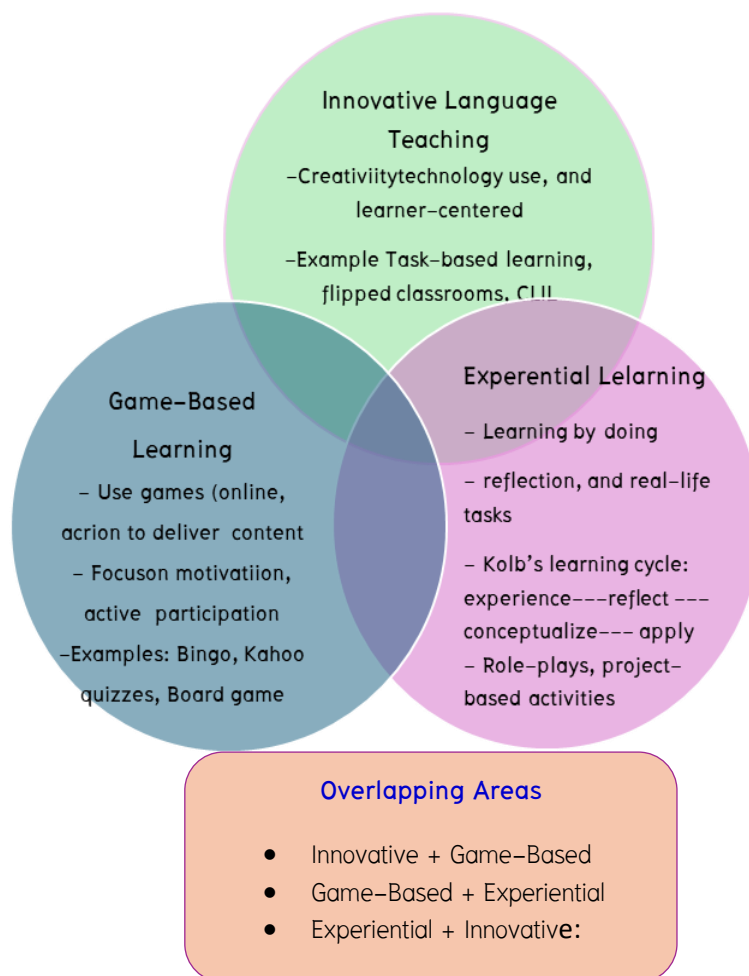


Figure 3 illustrates the relationship between Innovative Language Teaching, Game-Based Learning, and Experiential Learning

According to Dichev and Dicheva (2017), cooperative learning is a key educational element, with game-based learning being highly effective in promoting it. Cooperative learning involves sharing information, while game-based learning fosters a constructivist environment where students apply skills to solve problems, aiding deeper understanding. Therefore, game-based experiential learning that involves teamwork and collaboration brings students to share their ideas and communicate effectively to achieve a common goal. Following the steps of learning English through game-based experiential learning (Adipat et al., 2021). The findings from the research have implications for English teachers at all educational levels.

Conclusion

This study examined students' attitudes toward game-based experiential learning and its effect on developing business English communicative competence. The findings showed students had positive attitudes, and games are an innovative, enjoyable language teaching method. The students actively engaged in learning and had more opportunities to experience English in real-world settings through activities such as role-plays and simulations. They were more motivated to showcase their speaking skills, and games helped build confidence in performing in front of the class. Group instruction and discussion activities enhanced students' energy, unlocked potential, shaped attitudes, and improved motivation, habits, and performance through game-based experiential learning. Furthermore, the findings from teachers' observations indicated that the teaching process through a game-based learning experience contributes to students' creativity and higher-order critical thinking skills. In summary, the findings suggest that integrating games into the business English communication course benefits students and actively engages the interest of EFL tertiary students in speaking topics.

Suggestions

Although the research design had some limitations, notably the lack of a comparison between experimental and control groups, the study has strengths worth noting:

1) For ELT researchers, the study's limitations should guide future research. It recommends conducting an experimental study with both an experimental and a control group to compare teaching methods across different proficiency levels and ages. The study suggests extending the implementation period to allow more time for students to engage with game-based experiential learning, possibly leading to different results in a second long-term session with the same participants.

2) Curriculum designers should encourage educational institutions to integrate well-planned, game-based experiential learning initiatives into their classrooms and revise the curriculum for English courses, emphasizing business English communication to prepare students for marketing jobs and to meet the needs of the 21st century.

3) Integrating effective technologies and online communication will enhance the English classroom for business communication. Creating interactive multimedia teaching materials is innovative, including static and animated text, sound, voice, graphics, diagrams, icons, maps, animated graphics, and videos.

References

- Adipat, S., Laksana, K., Busayanon, K., Asawasowan, A., & Adipat, B. (2021). Engaging students in the learning process with game-based learning: The fundamental concepts. *International Journal of Technology in Education (IJTE)*, 4(3), 542–552. <https://doi.org/10.46328/ijte.169>
- Arnanteerakul, A., & Asanok, M. (2024). Development of an Experiential Learning Model using Board Games to enhance strategic thinking for undergraduate students. *Nanotechnology Perceptions*, 20(S8), 806–820. <https://doi.org/10.62441/nano-ntp.vi.1400>
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/l.1.1>
- Campbell, R., & Wales, R. (1970). The study of language acquisition. In J. Lyons (Ed.), *New horizons in linguistics*. Harmondsworth: Penguin Books.
- Dichev, C., & Dicheva, D. (2017). Gamifying education: What is known, what is believed and what remains uncertain: A critical review? *International Journal of Educational Technology in Higher Education*, 14. <https://doi.org/10.1186/s41239-017-0042-5>
- Harmer, J. (2015). *the practice of English language teaching*. London: Pearson.
- Ho, S. J., Hsu, Y.-S., Lai, C. H., Chen, F.H., & Yang, M. H. (2022). Applying game-based experiential learning to comprehensive sustainable development-based education. *Sustainability*, 14(1172), 1–20. <https://doi.org/10.3390/su14031172>
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Harmondsworth: Penguin.
- Ministry of Education. (2008). *The basic education core curriculum*. Bangkok: Ministry of Education.
- Misirova, N. (2022). Teaching English and innovations at schools. *International Journal of English Literature and Social Sciences*, 7(5), 141–147. <https://dx.doi.org/10.22161/ijels.75.23>
- Paragae, N. S. (2023). Innovative teaching strategies in teaching English as a foreign language. *English Teaching and Linguistics Journal*, 4(1), 1–9. <https://doi.org/10.30596/etlij.v4i1.12990>
- Phuangchampa, J. (2019). *Application of active learning in teaching*. NSRU BLOG. Retrieved from [https://blog.nsrุ.ac.th/60111806048/5616](https://blog.nsrु.ac.th/60111806048/5616)
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. (2nd ed.). Cambridge: Cambridge University Press.

- Saha, K., & Singh, S. (2021). Investigating the development of speaking skill through language games in technologically underequipped EFL classroom. *MEXTESOL Journal*, 45(3), 1–15. <https://doi.org/10.61871/mj.v45n3-10>
- Savignon, S. J. (1997). *Communicative competence, theory and classroom practice: Texts and contexts in second language learning*. (2nd ed.) New York: McGraw-Hill.
- Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. New Haven: Yale University Press.
- Sittiwong, T. (2021). The effects of using board game to promote learning for undergraduate students Faculty of Education Naresuan University. *Journal of Education and Innovation*, 23(4), 187–200. Retrieved from https://so06.tci-thaijo.org/index.php/edujournal_nu/article/view/250067
- Subramanian, D. V., & Kelly, P. (2019). Effects of introducing innovative teaching methods in engineering classes: A case study on classes in an Indian university. *Computer Applications in Engineering Education*, 27(1), 183–193. <https://doi.org/10.1002/cae.22067>
- Teng, B., & Sinwongsuwat, K. (2015). Improving English conversation skills through explicit CA-informed instruction: A study of Thai university students. *Pasaa Paritat Journal*, 30, 65–104. Retrieved from <https://so07.tci-thaijo.org/index.php/PasaaParitat/article/view/1056>
- Wongsothorn, A., Yordchim, S., Thitivesa, D., & Pongsurapipa, S. (2019). Innovative use of English language teaching as an international language in graduate studies in Thai universities. *LEARN Journal: Language Education and Acquisition Research Network*, 12(2), 14–27. Retrieved from <https://so04.tci-thaijo.org/index.php/LEARN/article/view/205048>