The Development of Materials to Practice Communicative English in School for 1st Year English Major Students, Sisaket Rajabhat University

Fah Campbell

English Program, Faculty of Education
Sisaket Rajabhat University, Thailand
E-mail: dcperky2514@gmail.com

Abstract

The aims of this study were firstly, to develop the materials to practice communicative English in School, secondly to compare students' learning achievements before and after learning English. Thirdly, to compare students' satisfaction towards their communicative English before and after learning English.

This mixed methods study was conducted using a pre-test, post-test design. There were 58 participants used purposive sampling of 1st year English major students who were attending at Sisaket Rajabhat University, on the 1st/2016 semester. Participants were enrolled in English Speaking and Listening 1 (1551101). The research instruments included the materials to practice communicative English in School, pre- test, post- test, questionnaires and opened-end questions.

The data was collected from the pre-test and post-test, questionnaires, and opened-end questions. The statistics to measure the effective of the materials to practice communicative English in school was Computer Assisted Instruction (CAI); Empirical approach (E_1/E_2). The statistics to compare students' learning achievements before and after learning English was t-test. The statistics to compare students' satisfaction towards their communicative English before and after learning English was t-test.

Results of the data analysis revealed the affectedness of materials to practice communicative English in School was at 81.78/81.60 (E_1/E_2). The students' English learning achievement was higher significantly different at .05 levels when compared before and after learning English Speaking and Listening 1. Furthermore, this research has identified a higher significant different at .05 levels of the positive difference in students' satisfaction toward their English communication after learning English through the materials to practice communicative English in school.

Keywords: Communicative English, Listening, Satisfaction, Material, Speaking

1. Introduction

Due to economic, vocational and educational changes resulting from globalization, Thailand has acknowledged the need to prepare its people to cope with the changing world and competition in the global market place. Under the Thai National Education Act, the Thai government launched a series of educational reforms with the aim of developing Thailand into a knowledge-based society. One of these reforms focuses on using information and communication technologies (ICT) in the educational system. In addition, the government also encourages students to acquire knowledge and skills in English language and educational technologies to promote life-long learning skills.

1.1 The rationale of the study

The Thai government's policies aim to encourage students to acquire skills in English and educational technologies in order to enable them to search for knowledge and achieve their lifelong learning potential (Bacsich & Salmon, 2010; Kanthawongs & Kanthawongs, 2013; Wing & Pratt, 2013). Lifelong learning should be an important agenda for the curriculums of schools of the future (Klamma, Chatti, & Duval, 2007). Educational institutions should prepare students not just to pass examinations but also to be life-long learners as learning often occurs outside of formal education institutions. Sustainable education is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and at all stages of life. It takes place within all possible learning spaces, formal and informal – in schools, workplaces, homes and communities (Commomwealth of Australia, 2010). Lifelong learning refers to post-education or continued education offered to people in the workforce (Commonwealth of Australia, 2010). The National Information Technology Commission's ICT 2011–2020 policy framework for Thailand's telecommunications development involves the integration of broadband to help advance education reforms, social interaction, economic development and environmental awareness (NECTC, 2011; Pavasajjanant, 2014).

Learning and teaching English in Thailand has not been widely successful. There are several factors that confront students such as different cultures and different background knowledge, the economic status of students, hesitancy about learning English and using the language in daily life (Chanchaowon, 2010). In addition, the different grammar, alphabet and forms of writing combine to make learning difficult. Mostly, student's extraneous motivation to learn English is secondary to passing the proficiency and entrance tests to a university. There is infrequent contact with native English speaking people and this may affect the students' attitude and motivation. Therefore, Thai students learning English as foreign language have limited vocabulary exposure to the language so they lack proficiency (Nonkukhetkhong, 2006). Consequently, even though Thai students have to learn English as a foreign language in formal education from primary school through to university, the quality of English proficiency in a Thai classroom is low in comparison with other Asian countries (Sanprasert, 2010; Wiriyachitra, 2001). In order to tackle these difficulties Vonganusith et at.(2008) suggest that, as technology plays a significant part in most students' daily lives these days, students would enjoy learning English through technology by having fun, and this in turn will make them less challenging to teach.

This study investigates the effectiveness of materials to practice communicative English in 1st year English major at Sisaket Rajabhat University. The participants studied English Speaking and Listening 1. The study employed a mixed methods approach. Researching the use of materials to practice communicative English may provide Thai students with a more authentic

pedagogy than is currently available. This study expanded the useful of texts and necessary contexts through which these students may learn English.

1.2 Theory

There are three theories applied in this study were the Communicative Approach in English as a Foreign Language Teaching, Communicative Language Teaching (CLT) and the Audio-lingual Teaching Method. The researcher used these theories as a modal to create the materials to practice communicative English and also applied them in the learning processes.

The Communicative Approach in English as a Foreign Language Teaching

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will very according to their reactions and responses. The real-life simulation change from day to day. Students' motivation to learn come from their desire to communicate in meaningful ways about meaningful topics (Enviado, 2018).

Communicative Language Teaching (CLT)

The communicative Method is in reality term- abroad approach rather than a specific teaching methodology, and now become the accepted ' standard' in English teaching. The communicative approach emphasizes the ability to communicate the massage in term of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in term of how much the learner have developed their communicative abilities and competencies. As the method is broad approach to teach English, rather than a rigid series of activities, there are some popular conceptions of what CLT involves: Learning a language is interactive, co-operative, learner-centered and content based. CLT focus on interaction, authentic communication and negotiating meaning. CLT's characteristics are understanding of English through active student interaction; role play, game, information gap which was supported by David Nunan, (Alex, 2018).
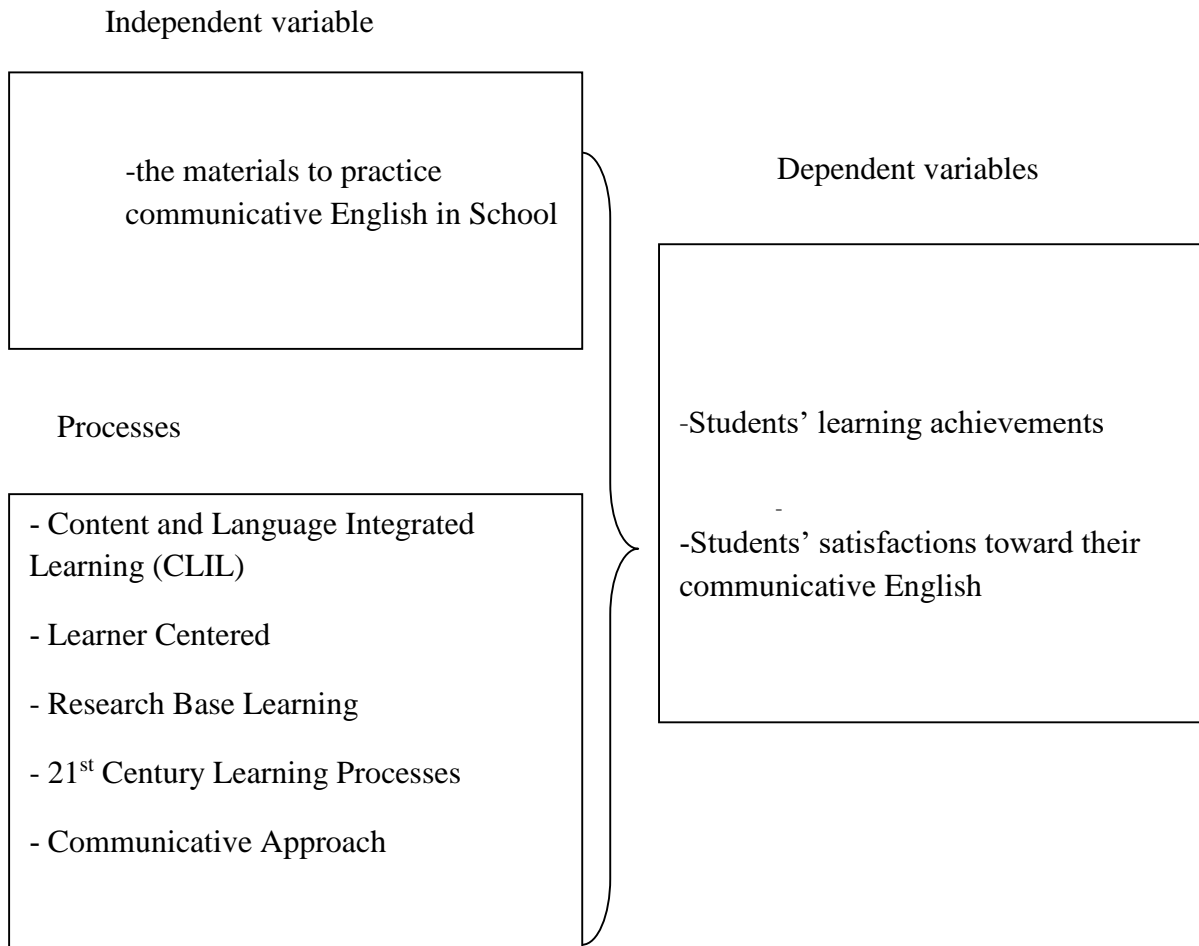
The Audio-lingual Teaching Method

Based on Skinner's Behaviourism, it assumed that a human being can be trained using a system of reinforcement. Correct behaviour receives positive feedback, while errors receive negative feedback. This approach to learning is similar to the Direct Method, in that the lesson takes place entirely in the target language. The Audio-lingual Method emphasis is on the acquisition of patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic. Some characteristics of this method are as following.

- Drills are used to teach structural patterns
- Set phrases are memorised with a focus on intonation
- Grammatical explanations are kept to a minimum

- Vocabulary is taught in context
- Audio-visual aids are used
- Focus is on pronunciation
- Correct responses are positively reinforced immediately

Alex (2018).

1.3. The Research Framework

Independent variable

Dependent variables

-the materials to practice communicative English in School

Processes

- Content and Language Integrated Learning (CLIL)

- Learner Centered

- Research Base Learning

- 21st Century Learning Processes

- Communicative Approach

-Students' learning achievements

-Students' satisfactions toward their communicative English

1.4. Related Literature Review

The researcher reviewed the literature related to teaching English as foreign language context which included Learner Cantered Approach, Framework for 21st Century, Learning Content and Language Integrated Learning (CLIL) and satisfaction.

Learner Cantered Approach

A learner centred approach is one where the complete learning experience is focused on the learners. The first step toward the success of any learning program is participation. Learner centered course provide the opportunity to foster collaborative learning. Teacher should design

learning course I such a way that learners have to involve their peers/ superiors/ pair work and group exercises, which make the learners come together to solve problem, and thereby share learning (Anand, 2015 and Nonkukhetkhong, 2006).

Framework for 21st Century Learning

P 21 framework for 21st Century Learning was developed with input from teacher, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning out comes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning.

English is one of fundamental subjects and the 21st themes which is essential for student in the 21st century. Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepare for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future, P 21 framework for 21st Century learning (2007).

Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) has become the term describing both learning content subject through the medium of a foreign language and learning a foreign language by studying a content-based subject. English is integrated into the broad curriculum. Knowledge of the language becomes the means of learning content. Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purpose (John, 2018).

1.5 Objectives of the study
There were three aims of this study.
1. To develop the materials to practice communicative English in School.
2. To compare students' learning achievements before and after learning English.
3. To compare students' satisfaction towards their communicative English before and after learning English.

1.6 Researcher Questions
There were three questions for this study.
1. Does the material to practice communicative English in School effective at 80/80?
2. Does students' learning achievement before English differ from after learning English? How?
3. Does students' satisfaction towards their communicative English before learning English differ from after learning English? How?

1.7 Researcher Hypothesis

1. The material to practice communicative English in School was effective at 80/80.

2. Students' learning achievement before learning English differed from after learning English. Students' learning achievement after learning English was higher than before learning English.

3. Students' satisfaction towards their communicative English after learning English differed from before learning English. Students' satisfaction towards their communicative English after learning English was higher than before learning English.

2. Method

This research's methodology was a mixed method designed. Participants used purposive sampling from 1st year English major students in Sisaket Rajabhat University which enrolled in the 1st/ 2016 semester. The research instruments were the materials to practice communicative English, pre-test, post-test, questionnaires and open-ended questions. The data were collected from pre-test, post-test, questionnaires and open-ended questions. The data analysis used computer assisted instruction (CAI), t-test and descriptive statistics.

2.1 The Methodology

This study was a mixed method designed. This study collected quantitative data from the pre-test, post-test and questionnaires. Qualitative data was obtained from open-ended questions. The participants sat for the pre-test and completed the satisfaction questionnaires before the course began. The post-test was conduct after the course, prior to completing the satisfaction questionnaires. In addition open-ended questions were used to examine participants' opinions regarding an effectiveness of material to practice communicative English in school. The research design was developed and guided by the work of Wiersma & Jurs (2009).

2.2 Participants

Participants were 58 students whom were attending at Sisaket Rajabhat University. They were chosen using purposive sampling from 1st year English major students who were in the 1st/2016 semester. Participants enrolled in English Speaking and Listening 1 (1551101).

2.3 Variables

There are two main types of variables: Independent variable was the materials to practice communicative English in school. The other dependent variables were students' learning achievement and students' satisfaction toward their communicative English.

2.4 Research instruments

This section presents the five instruments used in the research. Research instruments included the materials to practice communicative English in School, pre- test, post- test, questionnaires and opened-end attitude questions.

1. In order to examine students' satisfaction towards their communicative English two instruments were used. The satisfaction questionnaire was used to collect data from the participants to explore students' opinions about their communicative English learning via the materials to practice communicative English (Zhang et al., 2008). In addition, 6 open-ended questions were used to elicit students' opinions about learning through materials to practice communicative English.

2. The six open-ended questions with a blank space for students to compose their own answers or give their opinions on learning via the materials to practice communicative English in School (Appendix A). This open-ended attitude questionnaire was adapted from surveys of learner attitudes about instruction and asked students to express their ideas or give suggestions about learning English through the materials to practice communicative English in School (Suwanbenjakul, 2002).

3. There were parallel 40 items interview tests for pre-test and post-tests. The topics related to the contents in the materials to practice communicative English which participants were constructed during the study. The parallel tests were examiner used Index of item objective congruence (IOC) by three English teachers. There were 15 points to consider, therefore the IOC was 0.67 +1+0.67+1+0.67+1+1+0.67+0.67+1+0.67+0.67+1+1+0.67/ 15= 11.36/15= 0.76. The researcher conducted the pre-test prior to the course and completed the post-test after the course (Prapasara, 2018).

4. The materials to practice communicative English base on English major curriculum. The researcher analyzed the course definition of English Listening and speaking 1 which is listening and speaking skills necessary to communicate successfully, vocabulary, phrases, pronunciation and accent, understanding and usage of idioms to communicate in variety of daily situations. Then the researcher did the need analysis to explore the contents which students desired to improve the most, therefore these contents were required by English major students, so they were chosen to create the material to practice communicative English in this research.

1. Greeting and introduction
2. Questioning about daily life
3. Asking permission
4. Appreciation and apologizing
5. Expression and compliment
6. Direction command and promise
7. Helping and suggestion
8. Participating in class discussion
9. Agreeing and disagreeing
10. Clarification and Emphasizing

The materials to practice communicative English was considered by three examiners used Index of item objective congruence (IOC). There were 9 points to consider, therefore the IOC was 0.67 +0.67+1++1+1++1+1+1+1= 7.34/9= 0.82. Then the researcher developed the materials to practice communicative English and revised by three examiners, (Prapasara, 2018).

Table 1. The Index of Consistency (IOC) of the Materials to Practice Communicative English

No.	Points	The examiners			IOC
		1	2	3	
1	The contents base on the course definitions	+1	+1	0	.67
2	The contents math the objective	+1	+1	0	.67
3	Activities base on Lerner- Centered	+1	+1	+1	1
5	Communicative Approach	+1	+1	+1	1
6	Collaborative learning, Interactive learning	+1	+1	+1	1
7	The difficulty of the t contents is suitability	+1	+1	+1	1
8	The contents is useful for daily life	+1	+1	+1	1
9	The content is grammatical.	+1	+1	+1	1

The IOC was 7.35/ 9= 0.82, therefore the materials to practice communicative English was approved to instruct the participants in this study

2.5 Data collection

The data was collected from the pre-test and post-test, questionnaires, and opened-end attitude questions.

The satisfaction questionnaire completed at the beginning and at the end of the semester was a survey checklist, which used a Likert Scale to measure students' responses. This is a scaling procedure commonly associated with attitude measurement. A graded response is made to each item or statement. In scoring, responses to questions were assigned numerical values and the individual's score was derived from the sum of the numerical values. The attitude questionnaire consisted of six closed questions and a descriptive rating scale was applied. There were six open-ended questions for students to express their ideas or suggestions. This questionnaire was adapted from surveys of learner attitudes instruction developed by Jeon et al. (2005). Students were asked to read a question/statement and then indicate their satisfactions. The results of comparing the satisfactions of the students pre-course and post-course were used to determine whether there was any difference between satisfactions at the beginning and at the end of the semester (Pallant, 2011).

Open-ended questions were conducted at the end of the course with the 58 students. In the data coding process, SPSS version 18.0 was used to analyse and compute the data by ascertaining the percentages of similar responses from the students. To report the results from the open-ended questions, the percentages of respondents giving the most common responses were used (Wiersma & Jurs, 2009).

2.6 Data Analysis

The data obtained using the different methods was analysed and interpreted using quantitative and qualitative data analysis. Analysis of the quantitative data obtained from pre-test and post-test results was used to examine the learning achievements of participants. Qualitative data was obtained from open-ended questions. The SPSS for Windows, Version 18 software was used for the analysis (Siljaru, 2012).

2.6.1 The Efficiency of the Materials to Practice Communicative English

The efficiency of the materials to practice communicative English used Computer – Assisted Instruction Program (CAI). This study used empirical approach which the CAI was set at E1/ E_2 = 80/8. The formula used in this study was presented as followed.

1. Processes efficiency (E_1)

$$E_1 = \frac{\frac{\sum X_1}{N}}{A} \times 100$$

เมื่อ E_1 Processes efficiency

     $\sum X_1$ Participants' processes totals marks

     N Participants

     A Processes Total Mark

2. Outcome Effectiveness (E_2)

$$E_2 = \frac{\frac{\sum X_2}{N}}{B} \times 100$$

เมื่อ E_2 Outcome Effectiveness

     $\sum X_2$ Participants' post-test totals marks

     N Participants

     B Outcome แทน Total Mark

(Kritsamo Wattananarong , 2018)

2.6.2 Learning achievement

This study involved a pre- and post-test comparison. The statistics to compare students' learning achievements before and after learning English was t-test. The statistics to compare students' satisfaction towards their communicative English before and after learning English was t-test.

2.6.3 Students' satisfaction towards communicative English

There were two facets to the analysis students' satisfaction towards communicative English. There were pre-post satisfaction survey and open-ended questionnaires.The statistics to compare students' satisfaction towards their communicative English before and after learning English was t-test. The open-ended attitude questionnaire survey was conducted at the end of the course (Siljaru, 2012).

3. Results

There were three questions for this study.1. Does the material to practice communicative English in School effective at 80/80? 2. Does students' learning achievement before English differ from after learning English? How? 3. Does students' satisfaction towards their communicative English before learning English differ from after learning English? How?

3.1 The Efficiency of the Materials to Practice Communicative English

The efficiency of the materials to practice communicative English used Computer – Assisted Instruction Program (CAI). This study used empirical approach which the CAI was set at $E_1/E_2 = 80/8$. However the result of this study found the CAI was at $E_1/E_2 = 81.78/81.60$ which was acceptable, (Kritsamo, 2018).

3.2 Learning achievement

This study involved a pre- and post-test comparison. The statistics to compare students' learning achievements before and after learning English was t-test.

Table 2. Pre-test and Post-test Score

Test	N	X̄	S. D.
Pair 1 Pre-test	58	15.55	5.27
Post-test	58	32.64	7.25

Paired samples T- Test was used which the result revealed that the participant gained the pre-test score at 15.55 out of 40. On the other hand, after took the course t the participant gained the post-test score at 32.64 out of 40.

Table 3. Comparison of Pre-test and Post-test Score

Test	X̄	S. D.	t	Df	Sig (2-tailed)
Pair 1 Pre-test-Post-test	-17.09	-1.98	-26.81	57	0.00

*Significant at .05 level.

Paired Samples T- Test, SPSS was used to compare pre-test and post-test scores. The data described in Table 3 established a significant different between pre-test and post-test scores at .05 level

2.5.3 Students' satisfaction towards communicative English

There were two facets to the analysis students' satisfaction towards communicative English. There were pre-post satisfaction survey and open-ended questionnaires. The statistics to

compare students' satisfaction towards their communicative English before and after learning English was t-test.

The criteria of satisfactions

4.5-5.0 Very satisfied
3.5-4.49 satisfied
2.5-3.49 Neutral
1.5-2.49 dissatisfied
1.0-1.1.49 Very dissatisfied

Table 4. The satisfaction Survey Pre- Course

No.	How would you rate your English communication?	$\overline{X}$	S.D.	Levels
1	The confident to communicate in English	3.36	0.69	Neutral
2	Understand English medias when you hear it.	3.50	0.76	Satisfied
3	You can respond in English conversations.	3.43	0.53	Neutral
4	You can communicate and present the project in English.	3.28	0.56	Neutral
5	You can communicate in English at school or in daily life.	3.47	0.63	Neutral
6	You can communicate in English to order, suggest, or express your ideas.	3.38	0.64	Neutral
	Mean	3.41	0.09	Neutral

The satisfaction survey pre-course data reveals participant carry a neutral satisfied of their English communication at the mean of 3.41.

Table 5. The satisfaction Survey post course

No.	How would you rate your English communication?	$\overline{X}$	S.D.	Levels
1	The confident to communicate in English	4.22	.85	Satisfied
2	You understand English medias when you hear it.	4.16	.82	Satisfied
3	You can respond in English conversations.	4.40	.81	Satisfied
4	You can communicate and present the project in English.	4.43	.79	Satisfied
5	You can communicate in English at school or in daily life.	4.45	.70	Satisfied
6	You can communicate in English to order, suggest, or express your ideas.	4.84	.36	Very satisfied
	Mean	4.42	.28	Satisfied

The satisfaction survey post-course data reveals participant carry a satisfied of their English communication at the mean of 4.42.

Table 6. Comparison of participants' satisfaction pre-course and post course

No.	participants' satisfaction	$\overline{\text{X}}$	S.D.	Sig.
1	Pre-course	3.40	0.24	.00*
2	Post-course	4.42	0.29	

*Significant at .05 level.

The t-test was use to compare the participants' satisfaction pre-course and post-course revealed significant differences at the .05 level.

3.4 The open-ended questions

The open-ended attitude questionnaire survey was conducted at the end of the course by the 58 participants. SPSS version 18.0 was used to analyse and compute the data. The responses were placed into the appropriate groups for analysis using descriptive statistics (Siljaru, 2012).

Table 7. Open-ended questions

Questions	Results		
1. Does the Materials to Practice Communicative English useful?	96.50% useful	3.50% Useless	-
2. Does the Materials to Practice Communicative English encourage you to speak English?	86.20% Encourage	8.60% discourage	5.20% Neutral
3. What skills did the Materials to Practice Communicative English improve the most?	48.27% Speaking	34.49% Listening	17.24% Interaction
4. What is the disadvantage of the Materials to Practice Communicative English?	72.40% No device at home	17.30% No time	10.30% Inconvenience
5. What is the advantage of the Materials to Practice Communicative English?	53.40% Improve listening and speaking skills.	29.30% Students can learn at home.	17.30% Drill the useful phrases in daily life.
6. Did the Materials to Practice Communicative English improve your English?	98.20% Improved English	1.80% Neutral	-

Table 7 illustrates that the majority of participant believed the improved their English communication through the use of materials to practice communicative English. Only a few students considered they had some negative view point.

4. Discussion and Conclusion

This study explored the use of the Materials to Practice Communicative English and examined the students' learning achievement and satisfaction. There were three questions for this study, firstly whether the material to practice communicative English in School effective at 80/80. The CAI shown that the efficiency of the materials to practice communicative English was at $E_1/E_2 = 81.78/81.60$ which was effectively. The finding is accepted the research hypothesis which the material to practice communicative English in School was effective.

The most satisfying feather of this study was the successful introduction of the Materials to Practice Communicative English which was developed for Sisaket Rajabhat University students who learn English as foreign language. In addition, students' learning achievement was significantly higher than pre-test. The finding related to the studies of Kritsamon, (2018) and Wiriyachitra, (2001).

The second research question was whether students' learning achievement before learning English differs from after learning English? How? The finding presented in the comparison of pre-test and post-test score in Table 3 established a significant different between pre-test and post-test scores at .05 level. The finding is accepted the research hypothesis which students' learning achievement before learning English differed from after learning English. Students' learning achievement after learning English was higher than before learning English. This finding was supported from others studies who found communicative approach improved learning's leaning achievement, (Best, 2007; Howison, 2003 and Sanprasert, 2010).

The third research question was whether students' satisfactions towards their communicative English before learning English differ from after learning English? How? The comparison of participants' satisfaction pre-course and post-course was described in Table 6 revealed significant differences at the .05 level. The finding is accepted the research hypothesis which students' satisfaction towards their communicative English after learning English differed from before learning English. Students' satisfaction towards their communicative English after learning English was higher than before learning English.

This study provided evidence of the potential of the Materials to Practice Communicative English assist student overcome language barriers. Students revealed satisfied with their English communication Ruchika Sharma, (2018)

The suggestions

This study found some barriers that might affected the research's results and also the suggestions from participants are as following.
1. University should provide high technology, computer or CD player and WiFi in the classroom to support the learning in 21st century.

2. University should develop its information communication technology (ICT) in the whole University's area such as inside and outside the classroom to support students, lecturers and all university's staff.

3. Thai Universities should have some English native speakers as lecturers to help students get use to foreigners' accent, cultures and learning styles.

4. Thai Universities should have air condition classroom because the hot weather was the problem of learning distraction.

The suggestion for the next research

This study found that Speaking and Listening class should be conducted in the small classroom because the large class was difficult for teacher to focus for all students. In addition, it was hard for all students in a large class to take part or participate in the conversation or discussion in classroom. The next research can be integrated Speaking and Listening English skills with other subjects or use the participants from other majors.

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