DEVELOPMENT OF A CONNECTIVISM-BASED TRAINING COURSE TO ENHANCE ENGLISH COMMUNICATIVE TEACHING SKILLS THROUGH THE INTEGRATION OF COMMUNICATIVE LANGUAGE TEACHING AND ENGLISH AS AN INTERNATIONAL LANGUAGE FOR ENGLISH MAJOR STUDENT TEACHERS AT A RAJABHAT UNIVERSITY

KOLLAWAT KASEMCHOK

A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Education in (English- (Type A 2))
2025

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by Kollawat Kasemchok

has been approved by the Graduate School as partial fulfillment of the requirements for the Master of Education in (English- (Type A 2)) of Naresuan University

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ABSTRACT

This research aimed to 1) study the components of English communicative teaching skills integrating Communicative Language Teaching and English as an International Language 2) develop a training course 3) study the effectiveness, and 4) study the satisfaction of the training course, using research and development methods with four steps: Step 1: the components of English communicative teaching skills, and so on were explored. Data were collecting through interviews with five experts and a literature review. Step 2: the connectivism-based training course was developed and assessed for appropriateness by five purposively selected experts. The data were analyzed using mean and standard deviation. Step 3 : the training course was implemented to study its effectiveness. The sample comprised 5 2 English major student teachers at Nakhon Sawan Rajabhat University, using purposive sampling. The research instrument was an assessment form, and the data were analyzed using mean and standard deviation. Step 4: the satisfaction and opinions were studied using a questionnaire and in-depth interviews. The data were analyzed using frequency, percentage, mean, standard deviation, and content analysis.

The results revealed that 1. the components of English communicative teaching skills consisted of five components: a) lesson plan design, b) using of communicative activities, c) EIL awareness, d) using of authentic materials, and e) communicative assessment competence. 2. the developed training course comprised main curriculum components: principle, learning objective, learning contents, a learning process with four stages: (1) Preparation and Motivation, (2) Exploration and Connection, (3) Collaboration and Creation, and (4) Reflection and Evaluation. The overall appropriateness of the training course was at a high level. 3. the implementation results showed that student teachers had significantly higher communicative teaching skills with a mean score of 82.75, passing the 70% criterion. 4. the student teachers reported high levels of satisfaction. Moreover, from semi-structured interview revealed that an appreciation for the networked collaborative environment and a confidence in applying EIL to their future teaching practices.

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Kollawat Kasemchok

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CHAPTER I

INTRODUCTION

Background of the Study

In today's global context, English has become the dominant language for international communication across fields, such as business, science, and education (Rao, 2019, pp. 65–79). It began with the expansion of the British Empire and was later reinforced by the influence of the United States, particularly after World War II (Bingtian, 2021, pp. 1–8). English serves as a first language for over 350 million people and a second language for more than 430 million now (Ilyosovna, 2020, pp. 22–24; Bamidele, Ali, & Abgo, 2023, pp. 173–178). It is the official and secondary language in nearly 100 countries and has been widely integrated into national policies and university curriculum (Galloway & Rose, 2021, pp. 33–41; Fitriany et al., 2022, pp. 91–101). Within ASEAN, English is the officially designated working language (Tang, 2020, pp. 22–31), and under the Thailand 4.0 policy, English proficiency is regarded as a critical indicator of national competitiveness and human resource development (Krich Rajprasit, 2022, pp. 121–138; Wilert Puriwat & Suchart Tripopsakul, 2020, pp. 89–104). In response, English has been made a core subject across all levels of education in Thailand (Attawat Khamsuk & Wararat Whanchit, 2021, pp. 1–13). Teachers thus play an essential role in achieving this vision and apply teaching methods which effectively promotes communicative skills (Tantiniranat, Fitriyah, & Pérez Gracia, 2024, pp. 112–130). Consequently, English becomes an indispensable factor for Thailand's integration into the ASEAN community. It is also emphasized in the national core curriculum. It is identified as key component for elevating English language proficiency and promoting
the nation's economic growth.

To achieve this goal, Communicative Language Teaching (CLT) has been introduced as a national policy since 2017 to promote the real-world communication in English language classrooms (Baker & Jarunthawatchai, 2017, pp. 27–44). CLT prioritizes fluency, interaction, and meaning focus over grammatical accuracy, which helps develop speaking and listening skills. The core principles of CLT consisting of learner-centered instruction, interactive learning, and the promotion of lifelong

learning are all designed to support the development of learners' communicative language competence (Patchaya Panpistharwee, & Kasma Suwanarak, 2024, pp. 655-678). Studies have supported that CLT, especially when used with authentic communicative activities, helps students develop practical speaking and listening skills (Rahmatuzzman, 2018, pp. 24–32; Qasserras, 2023, pp. 17–23). It allows learners to use English in context confidently. For example, after being taught by using CLT, students' speaking skills improved significantly, and both teachers and students showed favorable perceptions toward CLT. Moreover, integrating using natural conversation with CLT, especially large classrooms like commonly found in Thailand significantly enhances Thai students' listening and speaking skills (Chayanant Pitikornpuangpetch & Kasma Suwanarak, 2021, pp. 1–27). Therefore, CLT shows an important role in reshaping English language classrooms into interactive and purposeful learning environments, promoting learners to engage in authentic communication.

Beyond the limitations of CLT, globalization requires a broader and more adaptable approach to language instruction. In response to the changes, the concept of English as an international language (EIL) has offered as a framework which reflects the diverse ways that English is widely used around the world (Sawalmeh, & Dey, 2023, pp. 47-60; Rif'attullah & Putra, 2024, pp. 20–30). EIL highlights that English is no longer limited to native speaker norms but includes a variety of accents and culturally influenced expressions (Kleshnina & Andreeva, 2021, pp. 1-10). In Thailand, scholars have risen greater awareness of EIL to help students understand this diversity and develop communicative skills (Phongsakorn Methitham, 2017, pp.21; Pichet Prakaianurat & Preena Kangkun, 2018, pp. 92–111; Amara, 2020, pp. 22–36). For instance, Ayuthaya (2018, pp. 1-30) improved Thai students to communicate English across local contexts appropriately by using English songs with EIL approach. Wongsothorn, et al. (2019, pp. 14-27) studied innovations in teaching English as EIL for Thai universities. Its findings supported that teaching English as EIL goes beyond grammar and structure to focus on flexible, diverse, and cultural learning approaches. In addition, this perspective meets the ASEAN's vision, as stated in Article 34 of The ASEAN Charter, which has promoted English as the official working language for international communication (Naratip Jindapitak, 2019, pp. 36-

41). EIL becomes essential components in preparing Thai students to meet the demand of Thailand's goal. To support them with the competencies for global competitiveness, English teaching actively applies EIL into classrooms (Woralak Bancha, & Sudrudee Bamrung, 2023, pp. 125-169). Therefore, the integration both CLT and EIL to develop Thai students' communicative skills in global contexts should be essential.

To support this integration mentioned above, a connectivism theory provides a conceptual framework for integrating CLT and EIL. Developed by Siemens in 2005, a connectivism presents a view of learning in the digital age. It sees learning as a process of creating and exploring knowledge networks. The components in this network are called nodes. These nodes can be individuals, information, or various knowledge sources. The learner themselves also has the status of a node. They have the freedom to choose to connect with other nodes that they are interested in. This process gives rise to a personalized learning network (AlDahdouh et al., 2015, pp. 3-21; Alam, 2023, pp. 1-15; Chroenchai Wongwatkit et al., 2023, pp. 122-154). Studies have shown its value in promoting learning skills, such as reading comprehension and critical thinking (Calle & Calero, 2021, pp. 11224-11230; Al-Maawali, 2022, pp. 1–15). One of the biggest challenges for educators in the 21st century is preparing students with the skills that they need to succeed in the world that is increasing complex and constantly evolving. Particularly in Thailand, Thai educational institutions are increasingly recognizing the potential of a connectivism to promote critical thinking, creativity, and collaboration, as well as to scaffold diverse learning styles (Noawanit Songkram, et al., 2021, pp. 34-51). Furthermore, it presents by highlighting the value of making connections, forming learning networks, and recognizing the important role of nodes in the learning process (Alam, 2023, pp. 154-167). Consequently, a connectivism theory is well-suited to the integration of CLT and EIL because of encouraging learning through networks, collaboration, and digital global engagement.

Although the integration of CLT, EIL, and a connectivism presents a strong theoretical foundation for promoting international communicative competencies, its practical implementation in Thai classrooms continues to face challenges. Many Thai teachers still lack a clear understanding of CLT principles, leading them to continue using traditional, teacher-centered instruction (Pitchayada Sarikha, & Worakawee

Chumworathayee, 2022,). As a result, classroom activities often fail to support the real-world communicative teaching, limiting students' opportunities to engage with English in authentic and meaningful ways (Chuenjit Inprasit, 2016; Phramaha Budit Krongbuaban Pandito, 2024, pp. 43–57). Despite growing awareness of EIL, many teachers struggle to integrate it into their teaching effectively (Bayyurt, & Sifakis, 2017; Christou, et al., 2024). In addition, there is currently no specialized course to guide teachers in integrating CLT and EIL for communicative teaching. This gap in teacher preparation suggests that they lack not only the theoretical foundation but also the communicative skills to support students in developing international communication. Without suitable training and a strong teaching framework, students are unlikely to achieve the level of communicative competence for success in global benchmarks.

Based on challenges discussed above, it is essentially needed to develop a connectivism-based training course to enhance English student teachers' communicative teaching skills with the integration of CLT and EIL. Designed specifically for English student teachers who already possess foundational pedagogical knowledge and basic lesson planning skills, this course aims not only to introduce innovative teaching methods but also to encourage a change from traditional teacher-centered to more learner-centered contexts. By integrating CLT and EIL, this training course prepares these student teachers with advanced communicative teaching skills to promote international communication. Moreover, using a connectivism theory as the foundational framework strengthens the training course design by highlighting the value of making connections, forming learning networks, and recognizing the important role of technology and social networks in the learning process. Importantly, this training course supports a Rajabhat University in preparing future teachers who can meet both local educational needs and global language demands. At the same time, it also empowers these student teachers to become confident and professional teachers who can effectively teach English communication in diverse and international contexts. It is anticipated that the findings will provide valuable guidance for curriculum development and pedagogical innovation in English language education.

In conclusion, this study proposes the development of a connectivism-based training course through the integration of CLT and EIL. This integration of CLT, EIL,

and a connectivism theory offers innovative teaching methods for enhancing communicative language teaching through the integration of CLT and EIL, especially English major student teachers in a Rajabhat Nakhon Sawan University. Therefore, the researcher is interested in conducting this study.

Research Objectives

The research on development of a connectivism-based training course to enhance English communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University has the following objectives:

1. To study components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed

2. To develop and assess the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

3. To implement and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat Universities

4. To study student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

Research Hypothesis

The implementation of a connectivism-based training course will lead to an enhancement in English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

Scope of the Research

This study follows Research and Development (R&D) process, focusing on developing of a connectivism-based training course to enhance English

communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University. This is presented in stages based on the research objectives.

Stage 1: Studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed.

In studying the components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed, the following scope was considered:

1.1 Scope for Data Source

Data were obtained from five experts who have an experience in teaching and conducting either English communicative teaching or English as an international language, which focuses on enhancing English communicative teaching skills. In addition, documents were also reviewed to get information related to the various approaches.

1.2 Scope for Variables

The variables studied in this stage was

- Components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed.

Stage 2: Developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

Developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University considered following:

2.1 Scope for Data Source

At this stage, data was retrieved from the following sources:

2.1.1 Five experts were selected to check, evaluate, and give suggestions on the quality of the a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

2.1.2 Five experts were selected for checking, evaluating, and giving suggestions to ensure the possibility of the developed connectivism-based training course.

2.2 Scope for Variables

The specific variables were considered in a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University as following:

2.2.1 A connectivism-based training course

2.2.2 Appropriateness of the training course

2.2.3 Possibility of the training course

Stage 3: Implementing and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

Implementing a connectivism-based training course to enhance English communicative teaching skills by integrating CLT and EIL, considered following:

3.1 Scope for the Content

The content in this stage included:

1) Foundations of CLT and EIL: This topic aims to build an understanding of the theoretical foundations and key principles of Communicative Language Teaching (CLT) and English as an International Language (EIL). This provides a basis for designing and managing communicative English language teaching in today's global context. The topic includes core concepts and teaching objectives of CLT and EIL. It also focuses in the different between traditional language teaching and communicative teaching in intercultural contexts.

2) Communicative Teaching Strategies: This topic aims to develop skills to select and apply communication strategies in the classroom to create a learning environment that students can use English with fluency and confidence.

3) Authentic Materials: This topic aims to build an understanding of selecting, adapting, and integrating authentic English media into communicative language teaching. Authentic media refer to resources created for real communication

rather than for teaching purposes, such as online new articles, interview videos, or real-life conversations.

4) Assessment for Communicative Competence: This topic aims to develop knowledge and skills in designing and using English communicative competence assessment with the principles of CLT and EIL.

5) Designing Communicative Lesson Plan: This topic aims to build the knowledge and skills to design English communicative lesson plans based on the principles of CLT and EIL. It focuses on considering of learner diversity, cultural differences, and real-life language.

3.2 Scope for Data Source

The population of this study included student teachers from faculty of education at Nakhon Sawan Rajabhat university. From the population, a sample with 52 of first-year English major student teachers (who registered for the course 1234407: English Language Teaching Techniques in Practices) was selected by the purposive sampling technique.

3.3 Scope for Variable

For this stage, two variables were examined:

3.3.1 Independent variable: A connectivism-based training course.

3.3.2 Dependent variable: English major student teachers' English communicative teaching skills through the integration of CLT and EIL.

Stage 4: Studying student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

Studying student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University, considered following:

4.1 Scope for Data Source

Data were obtained from sample group, all 52 of first-year English major student teachers who participated in the a connectivism-based training course.

4.2 Scope for Variables

Levels of satisfaction and opinion of student teachers toward learning with a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL with emphasis on the input, process, and output, focusing on the instructional procedures, content, learning environment, instructional media, method of assessment, learning duration, and enhancement of English communicative teaching skills through the integration of CLT and EIL.

Definition of Terms

The following definitions are provided to clarify the terms used in this study:

1. A connectivism-based training course refers to the educational innovation developed in this study. It is a course designed by applying the principles of connectivism theory as the conceptual framework for managing learning process with the following stages:

Stage 1: Preparation and Motivation Stage.

In this stage, student teachers are a node. They start with their background knowledge and experiences. They connect with the instructor and their classmate to build motivation. In the training course, student teachers are introduced to the real-world problems related to English communication teaching, CLT, and EIL. Those problems are used to trigger their background knowledge and interest.

Stage 2: Exploration and Connection Stage.

In this stage, student teachers connect with other nodes. These include articles, case studies, or even instructor. This creates a wider network. It also creates a connection between theory and real experience. In the training course, student teachers create their learning process by exploring and connecting various resources to gather new information. They search online resources, create collaboration, and participate discussion to shape their understanding of teaching English communication, including CLT and EIL, in the real-world and global contexts.

Stage 3: Collaboration and Creation Stage.

In this stage, many student teachers as nodes come together for work. This allows knowledge flow and develop into new knowledge. In the training course,

after student teachers collect information, they collaborate to analyze and synthesize what they have learned to construct new knowledge, such as making group discussions and creating works

Stage 4: Reflection and Evaluation Stage.

In this stage, student teachers present their work and reflect on the learning process. The teacher and classmates jointly give constructive feedback.

Based on the stages above, the goal is to enhance communicative teaching skills in both CLT and EIL, using a networked learning process as the key mechanism for development. Importantly, participant must be able to create new nodes, connect existing nodes, and use the knowledge which flows within the network.

2. Communicative Language Teaching (CLT) refers to a theory to English language instruction which focuses on the development of a learner's communicative competence to enable them to use the language meaningfully and appropriately in real situations. This theory does not ignore the importance of grammar but shifts the focus from teaching structural rules to integrating linguistic knowledge with communicative skills in various contexts. CLT consists of five-stage learning management process with following:

2.1 Warm-up: An activity to prepare and motivate learners before the lesson.

2.2 Presentation: The stage where the instructor presents new language forms, vocabulary, or structures in a meaningful context.

2.3 Practice: The stage that provides learners with the opportunity to practice using the newly language forms in controlled situations to build accuracy and fluency.

2.4 Production: The most important stage, learners apply all their linguistic knowledge to engage in a communicative activity freely and meaningfully.

2.5 Wrap-up: The stage for summarizing and reviewing all that has been learned.

In this study, this training course aims to encourage student teachers to design contents and facilitate learning activities based on CLT.

3. English as an International Language (EIL) refers to the paradigm and a practice in TESOL. This approach changes the perspective from being native-speaker

norms to an acceptance that English is international owned by people globally to communicate with each other. Most of this communication is between non-native speakers. This concept is different from traditional frameworks like English as a foreign language (EFL), which refers to learning English in a non-English-speaking country with the goal of communicating with native speakers and English as a second language (ESL), which refers to learning in an English-speaking country for daily life. In contrast, EIL does not aim for learners to speak like native speakers. It instead focuses on developing intercultural communicative competence. In this study, EIL's content are offered to apply in communicative teaching skills with the following:

3.1 Mindset: Learning to change perspective from a focus on native-speaker correctness to a focus on intercultural communicative success.

3.2 Material Selection: Learning the skill of selecting and adapting teaching materials which reflect the diversity of global English users (e.g., different voices, accents, and cultural contexts).

3.3 Teaching Strategies: Learning strategies which promotes reflect for linguistic and cultural differences. These strategies should enable learners to express their own identity and develop the skills to negotiate meaning when facing differences.

4. A connectivism theory refers to a learning theory for the digital age. It views learning as a process of creating and exploring networks of connections. Knowledge is not limited to an individual. It is distributed across a network of information, people, and technology. In this study, A connectivism has the following characteristics:

4.1 Learning environment: The environment emphasizes the creation of a learning network. In this network, student teachers can freely connect with resources, experts, and people through digital technology.

4.2 Learning process: Learning does not come from lectures. It comes from a process that student teachers explore, connect, collaborate, and create knowledge with others in the network.

4.3 Roles of student teachers and teacher:

- The student teachers' role is to be an autonomous network creation who responsible for their learning.

- The teacher's role is to be a facilitator who designs the environment, provides consultation, and motivate learning.

4.4 Goal: The goal is to enhance skills in teaching CLT and EIL with the networked learning process.

5. English communicative teaching skills through the integration of CLT and EIL for English major student teachers refers to the practical skills of English major student teachers to design and manage learning activities by applying the methods of CLT with the paradigm of EIL. In this study, the skills are measured and evaluated based on five components in the following:

5.1 Designing a lesson plan: The skills to create learning contents and activities which emphasize authentic communication and promote the development of learners' intercultural communicative competence by integrating the principles of CLT and EIL.

5.2 Using communicative activities: The skills to select and organize activities which promote meaningful communication.

5.3 Integrating EIL awareness: The skills to incorporate content and support attitudes which promote an understanding of linguistic and cultural diversity.

5.4 Using authentic materials: The skills to select and use media which reflect the real-world contexts.

5.5 Assessing communicative competence: The skills to evaluate learners with focusing on meaningful communication.

If student teachers have an overall percentage score of 70 or higher, it is considered that English communicative teaching skills through the integration of CLT and EIL is significantly enhanced.

6. English Major Student Teachers refers to the first-year undergraduate students majoring in English in the Faculty of Education at Nakhon Sawan Rajabhat University. In this study, it designates the student teachers enrolled in the course 1234407: English Language Teaching Techniques in Practices who participated as the target group for the implementation of the connectivism-based training course.

7. Quality of a connectivism based-training course refers to the overall characteristics of the developing training course. In this study, it will be evaluated based on two main criteria:

7.1 Appropriateness: The level of the various component within the draft training course evaluated by experts in relevant fields. The instrument used for this measurement is the course appropriateness evaluation form, which covers the suitability of the principles, objectives, content, activities, media, and evaluation methods. The appropriateness of this training course is analyzed data with a 5-level Likert scale. A mean of 3.50 or higher indicates that a connectivism-based training course is appropriate.

7.2 Effectiveness: The degree that the training course can produce the outcomes in participant (English major student teachers). This will be measured when student teachers' English communicative teaching skills through the integration of CLT and EIL is enhanced after the implementation based on a criterion of 70%.

7.3 Possibility: means a plan, project, or model can be successful developed and implemented with constraints, such as time, resources, and context. In this study. The possibility covers evaluating whether the components of the training course involving principles, objective, learning content, learning process, and assessment and evaluation were possibly implemented and practical to enhance English communicative teaching skills through the integration of CLT and EIL or not.

8. English major student teachers' levels of satisfaction refers to the positive feeling or attitude of the participant (English major student teachers) toward the connectivism based-training course. This satisfaction results from an evaluation of overall experience received from the course, including content, activities, instructor, and expected benefits. In this study, the level of satisfaction will be measured quantitatively using a satisfaction questionnaire, which is a 5-point rating scale. The resulting scores will be analyzed by calculating the mean to interpret the level of satisfaction (e.g., lowest, low, medium, high, highest). A mean score of 3.50 or higher is indicated high levels of satisfaction for this study. High levels of satisfaction mean that a training course is effectively designed and successfully implemented in the classroom contexts.

9. English major student teachers' opinion refers to the thoughts, perspectives, feeling, and suggestion of the participant (English major student teachers) toward the connectivism based-training course in all dimension. In this study, these opinions will be systematically collected after the experimental

implementation of the course. The data obtained from these opinions will be used in content analysis for in-dept discussion of the results and important data for the future revision and improvement of the course.

Significance of the Study

This study offers research and development to construct a connectivism-based training course to enhance English communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University. The outcomes of the study provided several expected benefits as below:

1. This study provides a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University. This serves as an innovation for student teachers' development.

2. This study serves as a practical guideline for student teachers' development in preparing them with English communicative teaching skills through the integration of CLT and EIL. This is a guide for professionalism in teaching.

3. The findings can support the faculty of education at a Rajabhat University in establishing a new course and revising curriculum to systematically prepare student teachers' skills to teach international communication effectively. Moreover, introducing this specific training course can increase the faculty's reputation, especially promoting the quality of teaching practice and meeting international educational benchmarks.

CHAPTER II

LITERATURE REVIEW

The primary goals of this study were to 1) To study components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed. 2) To develop and assess the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University. 3) To Implement and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University. 4) To study student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University. The researcher reviewed relevant literature and research studies to establish conceptual framework for conducting this study following:

1. Curriculum and Curriculum Development

1.1 Definition of Curriculum

1.2 Components of Curriculum Design

1.3 Curriculum Development Process Models

1.4 Training Course

1.4.1 Definition of Training Course

1.4.2 Objective of Training Course

1.4.3 Characteristics and Components of Training Course

1.4.4 Types of Training Course

1.4.5 Training Course Management

1.5 Training Course Development

1.5.1 Definition of Training Course Development

1.5.2 Approach Related to Training Course Development

2. Connectivism Theory

2.1 Definition of Connectivism Theory

2.2 Principle of Connectivism Theory

2.3 Teaching Process of Connectivism Theory

2.4 Connectivism in Language Learning

2.5 Advantage of Connectivism in Language Learning

3. Communicative Language Teaching (CLT)

3.1 Definition of CLT

3.2 Key Principle of CLT

3.3 Teaching Process of CLT

3.4 CLT Learning Activities for Teacher

3.5 CLT Teaching Skills

3.6 Implementation of CLT in Classroom

3.7 Assessing and Evaluating CLT Teaching Skills for Teacher

4. English as an International Language (EIL)

4.1 Definition of EIL

4.2 Characteristics of EIL

4.3 Components of EIL

4.4 Teaching EIL

5. Satisfaction

5.1 Definition of Satisfaction

5.2 Characteristics and Methods for Assessing Satisfaction

6. Related Studies

6.1 National Research

6.2 International Research

1. Curriculum and Curriculum Development

1.1 Definition of Curriculum

A curriculum is an essential tool as a roadmap to guide a clear direction for how teaching and learning should be for achieving educational goals. The term of curriculum has been defined in many ways over time.

Office of the Education Council (n.d.) defined a curriculum which is clear standards and learning indicators, serving as goals for teacher when designing teaching. These standards and indicators include knowledge, skills, and characteristics or attributes that student must develop. The aim of a curriculum is to ensure that teaching and learning are relevant to those standards and indicators in meaningful and measurable way.

Educators have defined the term of curriculum in following ways:

Derr (1977, pp. 145–152) viewed the term of curriculum that can be defined as a structure set of knowledge, skills, and values, which is organized with a clear purpose and designed for both teachable and learnable with educational contexts. A curriculum composes three essential characteristics:

1) It must be something that can be taught by a teacher.

2) It must be something that can be presented to learners for learning.

3) It must be something that can be assigned to learn either by the teacher or by the learner.

Titporn (2565) defined a curriculum that is an educational plan which systematically organizes content, experiences, and learning activities. It includes specific components, such as educational principles, learning goals, teaching methods, teaching materials, and assessment methods. These components are designed to guide students' improvement, following the learning outcomes.

Taba (1962, p. 10, as cited in Mahachai, & Kositpimanwer, 2022, pp. 168-185) defined a curriculum as a formally developed document that outlines learning goals and objectives, content, learning activities or experiences, and assessment methods.

El-Astal (2023, pp. 188-196) defined a curriculum as a systematic and structured plan which outlines what will be teach, who will teach and learn, which tools and methods will be used in what context, and how learning outcomes will be

measured. It describes not just the content but the entire learning process from design to evaluation

Isnaeni (2023, pp. 95-103) referred to a curriculum that could be defined as a roadmap for life, which helps guide students toward becoming thoughtful and capable people who reflect the values and goals of their society. It brings experiences, learning processes, and shared practices, all of which must be thoughtfully co-designed by teachers, schools, and communities. Hence, a curriculum aims not only to help students earn qualifications but to prepare them for lives of meaning and purpose.

Wyse and Manyukhina (2024) defined a curriculum as a systematically learning plan of activities and experiences which is organized to help students achieve their learning goals at classroom or school.

According to definitions of curriculum provided by various educators above, it could be defined that a curriculum is a structured and purposeful framework that outlines what students should learn, how they will learn it, who will teach, and how learning outcomes will be assessed. It consists of interconnected components, such as objectives, content, teaching methods, learning activities, and assessment tools. A curriculum reflects a continuous, collaborative process among educators and stakeholders to ensure learning is both measurable and meaningful. Moreover, a well-designed curriculum prepares students not only for academic achievement but also for personal growth and participation in society.

1.2 Components of Curriculum Design

An effective curriculum should include all essential components which support meaningful teaching and learning. Educational scholars generally agree that a well-designed curriculum should incorporate the following key elements:

Tyler (1971, p. 1 as cited in Khaisaeng, 2022, p. 20) guided specific questions that led into the four key components of curriculum development.

1) Educational purpose - What educational goals should the school aim for learners to achieve?

2) Educational experience - What kind of learning experiences should be provided to help learners attain those goals?

3) Organization of educational experience - How can these experiences be effectively organized to support learning?

4) Determination of what to evaluate - How can we know whether the educational goals achieve, and what tools should be used to measure students' learning outcomes?

According to Tyler's four questions above, the components of a curriculum can be defined based on "Tyler's rational", consisting of four essential components: objectives, content, organization of learning experiences, and evaluation (ประทินทิพย์, 2564, p. 18).

Similarly, Taba (1962, p.10) proposed that a well-structured curriculum should include four essential components: general and specific objectives, content and learning experiences, instructional processes, and evaluation. Each component is interconnected, as illustrated in the following diagram.

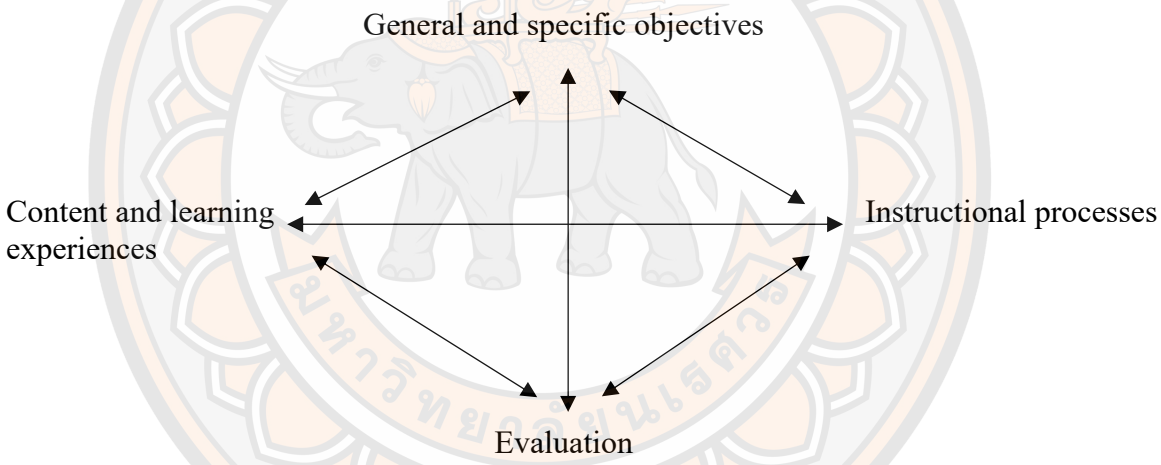

Figure 1: The relationship among the components of the curriculum

Source: Taba, H., 1962, p.10

Vibulphol et al. (2021, pp. 128-143) proposed that components of curriculum should include: curriculum goals, learning standards and indicators, course structure, and learner-centered instructional design.

1) Curriculum goals aim to promote the holistic development of students. These goals are expressed through five core competencies and eight desirable characteristics that schools are required to integrate into their teaching and learning practices.

2) Learning standards and indicators represents the minimum benchmarks that all schools must concern. These standards can be designed to be flexible and adaptable to local contexts.

3) Course structure is defined within Basic Education Core Curriculum, which organizes subjects into three main categories: core subjects, and additional subjects, and student development activities.

4) learner-centered instructional design values student individuality and diversity. This component encourages student to think critically, solve problems, create, and participate in the learning contexts.

To sum up, the components of a curriculum refer to the guiding principles, structure, and coherence of curriculum documents. An effective curriculum should have four fundamental components to make purposeful and meaningful learning: curriculum objectives, relevant content, implementation of a curriculum, and evaluation methods.

1.3 Curriculum Development Process Models

In education creation and reform, curriculum development serves as the core of change. A process cannot rely on intuition alone but requires systematic models to guarantee direction and quality. A curriculum development model provides a conceptual framework that offers a systematic guide for planning, design, implementation, and evaluation (Fatoni et al., 2024, pp. 280-292; Humaedah, 2018) These frameworks function as “patterns that serves as guidelines to action,” enhancing both the efficiency and productivity of the development process (Lunenburg, 2011, pp. 1-8). For the purpose of this research, a curriculum development model is operationally defined as a systematic model which guides making processed at each stage of development, ensuring that the resulting curriculum effectively meets learners and societal needs and achieves educational goals.

For this research and development (R&D) study, the selection of an appropriate development model is strategically important. A coherent and systematic framework is essential for transforming the educational policies into classroom practices within the proposed training course. The curriculum development is generally classified these frameworks under two primary philosophical paradigms: the deductive (top-down) and the inductive (bottom-up) approaches. These two

perspectives are explained for the main contrasts. The deductive model is characterized as linear and prescriptive, typically coming from general objectives by a central authority. In contrast, the inductive model is presented as nonlinear and descriptive, directly coming from the realities of classroom practice and often initiated by teachers (Diori, 2021, pp. 1-9; Härkki, et al., 2021).

1.3.1 Deductive models

Deductive models are distinguished by their organized and structured. The rational-linear mode presented by Tyler (1945) is the basic. It is based on four main questions: 1) What educational purposes should the school try to find? 2) What educational experiences can be provided that probably achieve these purposes? 3) How can these educational experiences be effectively organized? 4) How can it be determined whether these purposes are being achieved? The logical sequence of these questions established Tyler's framework, emphasizing a rational, linear progression from goals to evaluation as illustrated in the following figure 2.

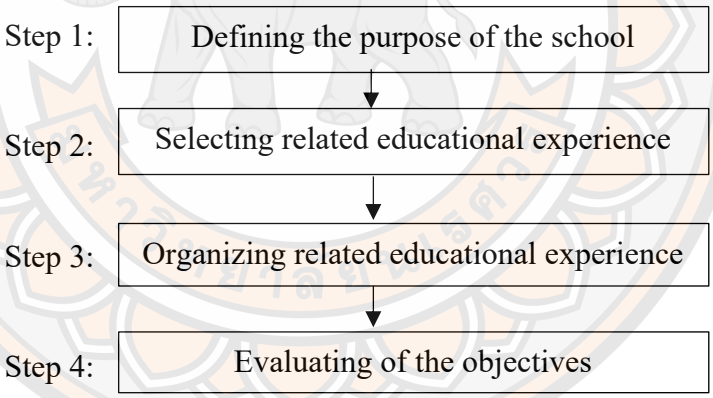

Figure 2: Four basic steps of Ralph Tyler's curriculum development model

Source: Bhuttah, et al., 2019, pp. 14-22

This model is called a linear model because it follows a sequence of steps. The method is logical, which shows that planning a curriculum requires careful consideration and close attention.

Another important model in the deductive models is the one presented by Saylor, Alexander, and Lewis (SAL), which uses an administrative approach to curriculum development. Taufik and Firdaus (2021, pp. 91-98) explained that this model begins by specifying the major educational goals and objectives to be achieved.

The SAL model consists of four main steps: 1) Goals and Objectives, 2) Curriculum Design, 3) Curriculum Implementation, and 4) Curriculum Evaluation. The goal-setting stage of this model is influenced by a variety of external forces, such as legal requirements, research data, recommendations from professional associations, and state guidelines, as well as the bases of the curriculum, especially society, learner, and knowledge (Almadani et al., 2023, pp. 1-10).

A unique characteristic that distinguishes the SAL model from a linear framework is its explicit feedback mechanism. Bouhali and Bahloul (2024, pp. 122-144) pointed out that although this model begins deductively like Tyler's, the evaluation stage is not the end of the process. The results from the evaluation are fed back to review and revise the initial goals and objectives. For this reason, despite its top-down starting point, this cyclical feedback feature makes the SAL model more flexible and dynamic that Tyler's model, linear approach. This represents a significant evolution in deductive curriculum theory, attempting to respond more effectively to change.

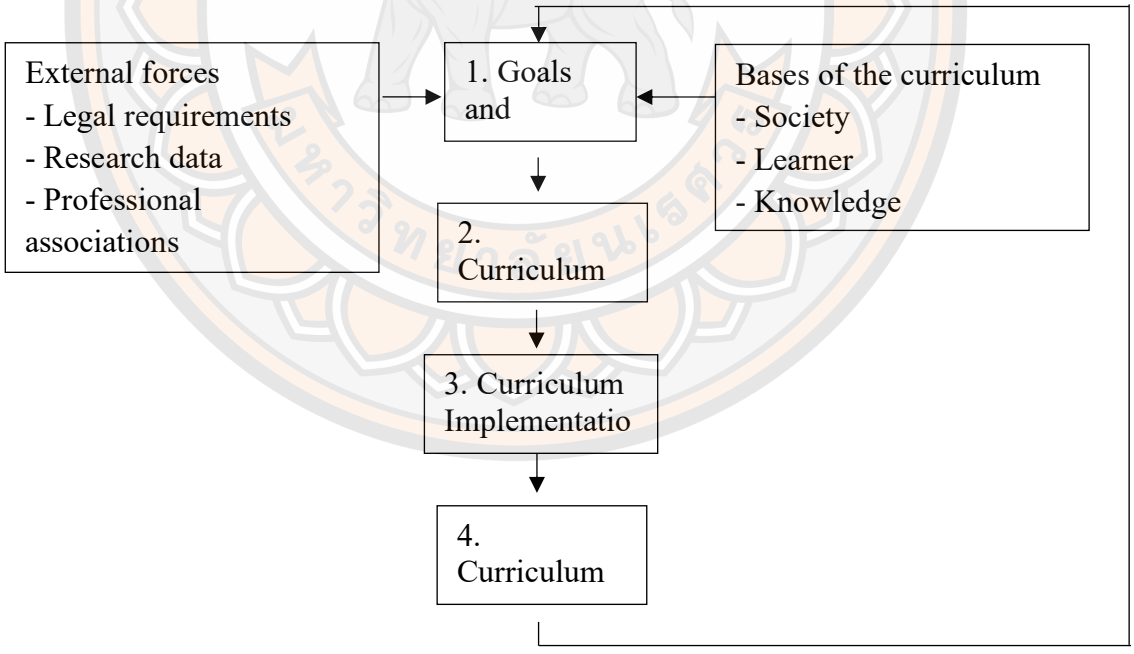

Figure 3: SAL curriculum model

Source: Bouhali, S., & Bahloul, A., 2024, pp. 122-144

1.3.2 Inductive models

Inductive models were developed to challenge the limitations of top-down approaches. Based on the belief that meaningful innovation should come from teachers who are closet to the learners. The most well-known example is the model developed by Taba (1962). Taba argued that curriculum development should begin with teachers designing and experimenting with specific “teaching-learning units” with their own classrooms. This strategy encourages teachers to be creative and innovative. The process begins with diagnosing learner needs, following by creating, testing, and revising these parts with developing a theoretical framework.

Taba’s framework is a specific implementation of a greater inductive philosophy called the Grass-roots approach. This method views changes to the curriculum not as orders from above, but as a movement that starts at the bottom. It is driven by the authentic challenges and needs that teachers experience directly every day, positioning them as the primary educators of curriculum innovation. As highlighted by Tunç Toptaş & Erdem (2024, pp. 729-758), Taba did not see teachers as just ‘technicians’ but respected them as the true curriculum designers. Taba believed that learning is not just about receiving information but is a process which promote critical thinking and problem-solving skills, making students face a rapidly changing world. Taba proposed the model with the importance of teachers with eight key steps (Djamolovna, & Gopalan, 2024, pp. 70-77).

Step 1: Diagnosing needs

Step 2: Formulation of specific objectives

Step 3: Selecting appropriate and relevant content and activities

Step 4: Organizing the content

Step 5 and 6: Selecting and Organizing the experiences of teachers and students

Step 7: Evaluating the unit

Step 8: Checking for the balance and sequence of activities

Taba insisted that the process should begin at the point closest to the learners. This involves teachers diagnosing the needs of their students and starting the creation of teaching-learning units. This model emphasizes inductive and critical thinking. Taba viewed the acquisition of these skills as something which must result from carefully designed learning experiences.

As discussed in the previous information, a review of the literature identifies two primary models in curriculum development: the deductive (top-down) and the inductive (bottom-up) approaches. Prominently represented by the Tyler model, it is a linear process which begins with the determination of general objectives before planning content and learning experiences. In contrast, Taba model inverts the process by starting at the classroom level driven by teachers through a grass-roots approach. However, Bhuttah et al. (2019, pp. 14-22) introduced a third model, the Cyclical model, proposed by the Wheeler model. This concept views curriculum development not as a process with a definitive end, but as a continuous cycle that evaluation is not the final step.

3) Wheeler model

The Wheeler model is a significant evolution of Tyler's original concept. This prominent model is its transformation of the structure from a linear one to a cyclical one which reflects continuity and flexibility in curriculum development. The core philosophy of this model is that all components within the curriculum system are interconnected. A change in one-part leads to a chain of adjustments in others. Prihantoro (2021, pp. 507-519) described in detail the five interconnected stages in Wheeler's cycle as the following figure 2

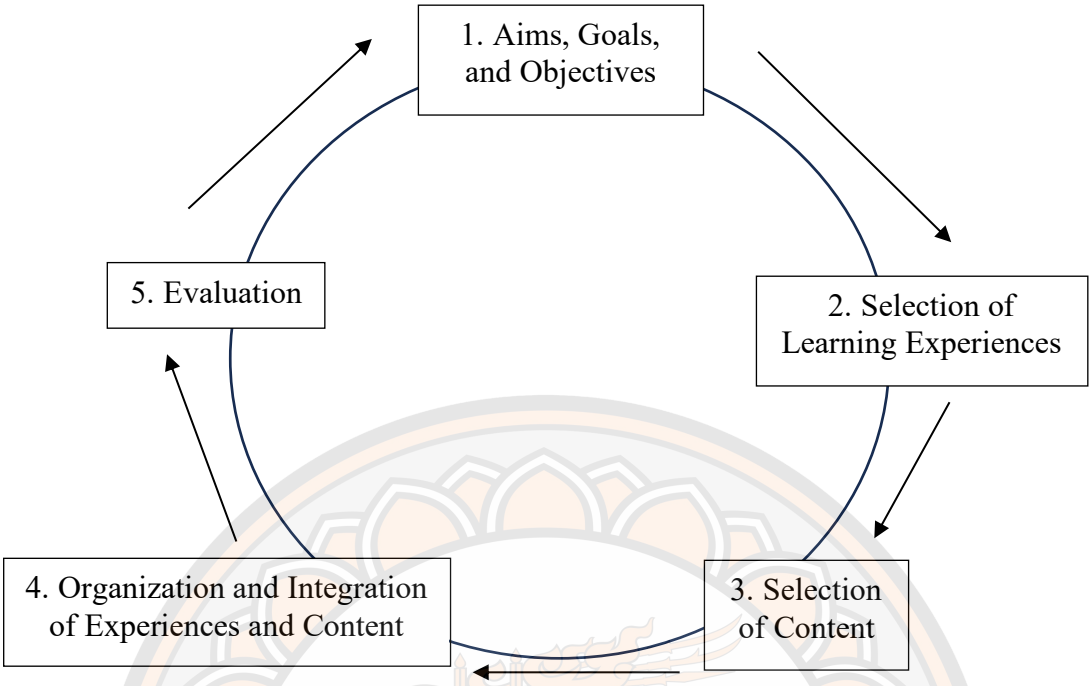

Figure 4: The Wheeler's cycle model

Source: Prihantoro, C. R., 2021, pp. 507-519

The Wheeler's cycle consists of: Stage 1: Aims, Goals, and Objectives, which sets the overall direction and defines measurable outcome; Stage 2: Selection of Learning Experiences, the process of designing activities through students' interaction with their environment for learning, which must meet the objectives; Stage 3: Selection of Content, which involves determining the necessary subject based on the designed learning experiences. Then, Stage 4: Organization and Integration of Experiences and Content, connecting the content and activities systematically. The key of this model lies in Stage 5: Evaluation, which is not just about measuring student achievement but collecting data to determine whether the objectives are met. Most importantly, the feedback is used to review and revise the aims in the first stage, beginning a new development cycle. However, each cycle's situational analysis takes a lot of time and resources, which becomes a barrier to its implementation in time constraints (Bagodi, & Mahanty, 2023, pp. 464-490).

1.3.4 Oliva's model

Beyond the classic models of Tyler, Taba, and Wheeler, another interesting model which attempts to offer a comprehensive and systematic framework is the Olive Model. Peter Oliva developed this model with the goal of creating a curriculum development plan that is simple, comprehensive, and systematic (Burggraff, 2015, pp. 397-414; Muslim, & Harisca, 2021, pp. 66-81). A key feature of this model is its clear integration of the curriculum development process with instructional planning, dividing its structure into two main parts: a Curriculum Sub-model and Instructional Sub-model.

Oliva's model consists of twelve systematically linked components (Daud, Ahmad, & Johari, 2012, pp. 217-228). It begins with Component 1, the statement of the institution's aims and philosophy from the needs of students and society. Then, Components 2-4 involve analyzing the needs of the community and learners to create the curriculum's goals and objectives. Following this, Component 5 is the organization and implementation of the curriculum. The process moves into the Instructional Sub-model from Component 6-8, which specifies instructional goals and select appropriate teaching strategies. Components 9-10 involve the selection of evaluation techniques and the implementation of teaching strategies. Finally, Component 11-12 consist of the evaluation of instruction and the evaluation of the curriculum

A review of the literature reveals the models in curriculum development, which reflects differently educational philosophies. The first is the deductive or top-down paradigm. For the Tyler and Saylor, Alexander and Lewis (SAL) model are the most significant approaches. They are linear and focuses the determination of objectives from a central authority, viewing teachers as implementers of policy. However, the SAL model shows an evolution with this model by adding a feedback loop from evaluation back to goal revision. In contrast, the inductive or bottom-up paradigm, proposed by Hilda Taba, inverts the entire process by starting from the classroom and viewing teachers as a curriculum designer. Beyond these two models, there are models that attempt to overcome the previous limitations. The Wheeler's cyclical model introduces the concept of continuous improvement through

feedback. For Oliva's model attempts to create a comprehensive and systematic framework by combining the strengths of various approaches.

The analysis of these models is critically important because it provides the theoretical foundation for making strategic decisions for this research study. The primary goal is to develop a training course for student teachers. Therefore, using top-down approach for developing the curriculum that views teachers as passive receivers of content is inappropriate because it places teachers in the role of passive receivers of content. Conversely, Taba's grass-roots model trusts in the ability of teachers to create and solve problems, Meanwhile Wheeler's cyclical process facilitates the systematic use of feedback from course's trial implementation for improvements. Consequently, the most powerful framework for this study is a Hybrid approach, integrating the systematic process of Oliva and SAL, working with the cyclical model of Wheeler, and being driven by the Taba's attitude of empowering teachers. This ensures that this synthesized model develops a training course not just a theory on paper but a practical innovation.

1.3.5 Integrating model for curriculum development

This model integrates the strengths of various classic models to create a development process which is flexible, participatory, and systematic. It consists of four main steps:

Step 1: Diagnosis and Contextual Analysis

This is a foundational phase, combing both bottom-up and top-down approaches to gather comprehensive data. The process begins with Taba's grass-roots principle of "Diagnosis of Needs", first identifying the backgrounds, interests, and learning target of the learners. This process ensures that the designed curriculum is relevant and meaningful. In addition, a "Situational and Contextual Analysis" is conducted, which involves looking from a macro perspective to understand the environmental factors that impacts the curriculum. These factors include institutional policies and labor market demands, a principle of the SAL model. The output of this stage is a rich understanding of both micro-level (learner needs) and macro-level (contextual forces) realities.

Step 2: Goal Setting and Structure Design

The comprehensive data from Step1 serves as the basis for systematic design in this stage. The process begins with the formulation of clear aims, goals, and objectives for the curriculum. This step is influenced by the systematic model of Oliva and SAL, which emphasizes clear goals. The next sequence is a curriculum design. This involves the selection and organization of core content and the learning experiences that will make learners to achieve the objectives. The output of this stage is an outline for the curriculum that clearly specifies what has to be learned, why and how.

Step 3: Development and Implementation

This stage develops the design from step 2 into teaching and learning materials in keeping with Taba's concept. Instead of receiving a curriculum from a central authority, teachers take on the role of co-developer. They are involved in creating the specific teaching-learning units, activities, and materials. Following this, an implementation is conducted with a small target group. The purpose is to test the effectiveness of the content and activities in a real environment. The output of this stage is a developed curriculum that is practically tested as well as data regarding its strengths and limitations.

Step 4: Evaluation and Improvement Cycle

The final stage is the key which makes this hybrid model dynamic, influenced by Wheeler's cyclical concept. Evaluation in this stage is a continuous process for progress rather than an ending assessment. Data gathered from step 3 is systematically analyzed to assess how well the curriculum achieves the objectives in step 2. The results from the evaluation are used to improve the curriculum. This improvement can occur at the teaching activities, the curriculum structure, or even a reassessment of the objectives. If the diagnosis is found to be incomplete. This cycle ensures the curriculum remains dynamic to change over time.

In conclusion, this hybrid model is an integrative framework which synthesizes the strengths of key theories to create a process. This balances the systematic model of both the top-down and the bottom-up approach with an emphasis on the real-world context. The key of this model is the encouragement of teachers as innovators, following Taba's concept and preserving the structured goal of the Oliva

and ASL models. With the continuous improvement cycle of Wheeler, this model not only creates a complete curriculum but also ensures that the curriculum can develop, adapt, and respond to the needs of learners and society.

Dimension	Hybrid Model	Tyler / SAL Model (deductive)	Taba Model (inductive)	Wheeler Model (cyclical)	Oliva Model
Starting point	Diagnosis and Contextual Analysis	Determination of Objectives	Diagnosis of Learner Needs	Determination of Aims and Objectives	Determination of Aims from Society and Learners Needs
Direction	Mixed (bottom-up and top-down)	Top-down	Bottom-up	Cyclical	Top-down, but comprehensive
Role of teacher	Co-developer and Innovator	Implementer	Primary Designer and Initiator	Practitioner and Feedback Provider	Instructional Designer and Implementer
Flexibility	Very high (adaptable and reversible at all steps)	low (linear)	High (driven by real context)	High (continuous improvement)	Moderate (clear structure but has feedback)
Evaluation	A continuous process for improvement at all steps	A final step to judge achievement	Part of the process to improve learning units	A feedback mechanism to start a new cycle	Comprehensive and systematic (evaluates both instruction and the curriculum)

Table 1: Comparative Analysis of Curriculum Development Models

Step	Description	Core Principle	Synthesized from
1. Diagnosis and Contextual Analysis	Begin with a grass-roots approach by diagnosing learner needs with analyzing environmental factors, such as policies and society.	Grounded Reality	Taba / SAL
2. Goal Setting and Structure Design	Use data from step1 to set the aims, goals, and objectives of the curriculum, then design the overall curriculum structure (selection of content and learning experiences).	Systematic Purpose	Oliva / Tyler
3. Development and Implementation	Develop the design from step2 by involving teacher as co-developers in creating learning units and materials, which are implemented in a real classroom.	Co-developer and Practitioner	Taba
4. Evaluation and Improvement Cycle	Evaluate the implementation and use the feedback to improve and develop components from previous steps, creating an endless development cycle.	Dynamic improvement	Wheeler

Table 2: The integrating model framework for curriculum development

1.4 Training Course

A training course is a systematic training which is a process of reshaping employee behavior. It provides them with new knowledge, skills, and a more positive mindset. This development encourages continuous self-improvement and directly boosts overall work performance. In the global education today, a training course is a part of the New Forms of Education that develops to satisfy the needs of modern society. Berezovska et al. (2020, pp. 107-118) explained that modern education has expanded to promote the concept of lifelong learning. This is especially true in the area of Vocational Education and Training (VET) that a training course is specially designed to prepare individuals directly for particular occupations. As a result, a training course can coexist with other innovative educational models like Dual Education and Distance Education. They all aim to create a flexible educational ecosystem that can effectively respond the various needs of learners and the labor market.

1.4.1 Definition of Training Course

According to the dictionary of education from the Royal Society of Thailand (2012, p.550), a training is defined as a type of instructional process with clearly established objectives, practice methods, and outcome levels. The methodology emphasizes hands-on practice guided by the instructor's demonstrations and recommendations. The process simultaneously integrates reinforcement, discipline building, character development, and a focus on knowledge, skills, and morals.

In the fields of education and human resource development, the training course is considered as an important tool. Gurmeva-Ivanova and Kostadinova (2010, pp. 355-357) explained upon this by describing training as an educational process that includes the development of both knowledge and the social skills of participants.

Enyashina et al. (2017, pp. 753-763) defined a training course as a structured educational program designed to enhance participants' professional and personal development, improving skills, knowledge, and competencies necessary for effective professional activity within a supportive and emotionally safe learning environment.

Sharma (2018, pp. 22-35) defined a training course as a program designed to help employees acquire specific knowledge, skills, and abilities to enhance their performance. It involves planned activities based on a needs analysis to cover gaps between current and desired performance levels.

Jassmin (2021, pp. 497-513) expanded upon this as a series of lectures or teaching sessions aimed at developing specific skills for a particular job or activity.

Based on the definitions from various educators, the researcher concludes that a training can be defined as a systematic process aimed at enhancing the knowledge, skills, and attitudes of trainees. In other words, it is a process of developing person to improve one's performance and effectiveness at work.

1.4.2 Objective of Training Course

The clear objectives are considered the key and the most critical foundation of a quality of training course. Objectives not only serve as the guiding direction for the entire program but are also an essential tool which allows developers to measure the success and evaluate the value of the course in a systematic way. Quinn and Karp (1986) said that having defined goals helps teachers focus their teaching directly on learning outcomes and also serves learners and the organization what the training aims to achieve. Without clear objectives, evaluating the effectiveness of a curriculum is impossible.

To facilitate a deeper and more systematic approach to set objectives, Quinn and Karp (1986) introduced a hierarchical framework which classifies objectives. This includes:

1) Ultimate Objectives are high goals or problems that the course aims to solve (e.g., improving the effectiveness of teacher's communicative teaching skills).

2) Intermediate Objectives are the expected changes in behavior or capabilities of the participants to achieve the goals (e.g., the ability to plan a CLT-based lesson).

3) Instructional Objectives are the foundational knowledge or skills that participants must acquire to achieve the intermediate objectives (e.g., understanding the principles of CLT and EIL). This hierarchical framework allows course developers to design both contents and activities in interconnected way.

However, having a conceptual framework is only the beginning. The key challenge depends on measurable objectives. Baker, Almerico, and Thornton (2008, pp. 27-34) highlighted that learning outcomes is a significant challenge for educators. To concern this, the widely accepted BCD (behavior-Condition-Degree) criterion for writing objectives is often applied. This consisted of:

- Behavior (the expected and observable learning behavior).
- Condition (the circumstances under the behavior will occur).
- Degree (the accepted standard or level of success).

Writing objectives according to this criterion requires the use of action verbs with a cognitive framework like Bloom's Taxonomy to specify the level of learning from knowledge to evaluation and creation. Finally, structurally well objectives must be grounded in reality that they must have both relevance to the learners' needs and possibility of achievement. Le and Tran (2021, pp. 40-57) showed this issue through an evaluating of an English curriculum. Despite having good objectives, graduates were unable to use English effectively in their professions, showing a gap between objectives and outcomes. Conversely, de Souza Fleith and Rodrigues Virgolim (1999, pp. 258-264) provided an example of a successful training course with objectives specifically designed to meet the needs of its target participants. Therefore, creating objectives is a process that requires balancing goals with a consideration of the learners' needs and context.

In summary, the determination of objectives for a training course is a critically important step and serves as the foundation which determines the entire course's success. However, the challenge concerns about determining objectives which are measurable, using principles, such as the BCD criterion. Finally, the strongest objectives are those that balances between challenging goals and practical possibility. This ensures that the designed training course can bring about sustainable change.

1.4.3 Characteristics and Components of Training Course

Designing an effective training course involves more than transferring knowledge. It is about creating an experience which can lead to significant change. Esilvita (2023, pp. 985-991) identified several key characteristics that a good training course should have. Firstly, it must be participative, which means actively involving

participants in the learning process, not as passive recipients of information. Secondly, it must be interactive, which promotes engagement between learners and the instructor, as well as among the learners themselves. Group activities or role-playing games are examples of strategies which help build this interaction.

In addition to participation, a good training course must also concern the practical application of concepts and skill development. Learners must not only understand the theory but also be given opportunities to practice and apply those skills in a context that is related to reality. To achieve this outcome, the course needs to be contextual and adaptive to participant needs, which means adjusting the content and teaching methods to meet the backgrounds and goals of each individual learner.

Gurmeva-Ivanova and Kostadinova (2010, pp. 355-357) added that one of the most important elements in managing a training course is the creation of a warm atmosphere. It is important because it provides a safe space which allows each participant to openly receive feedback on their own behavior and share and discuss the problems they face. Therefore, the effective training is not only aimed knowledge but must be designed to create change in the participants across all three dimensions: a cognitive component (understanding), an affective component (attitudes), and a behavioral component (actions).

1) The Human Component: Participants and Instructors

Beyond those components above, the success of a training course also depends on the human component, which refers to those directly involved in the learning process, such as the participants and the instructors. Ciraso (2012, pp. 1776-1780) identified that personal implication is one of the most significant factors, which refers to the learner's level of engagement and sense of responsibility towards the organization and the goals of change. Furthermore, motivation to transfer is another key component which directly influences whether the learner will apply the knowledge and skills in their work. Therefore, an effective training course must be designed to stimulate these factors by creating active participant engagement and ensuring that learners see the value and importance of what is being taught.

At the same time, the instructor or facilitator is considered an equally important component. Esilvita (2023, pp. 985-991) suggested that one of the essential components of the preparation is the selection of instructors who are

expertise and have an experience in the topic. The role of the instructor delivers contents, facilitates the learning process, creates a safe and trustworthy environment, and manages group interactions to support effective collaborative learning. A quality instructor can adjust teaching methods to suit the learners' needs and can stimulate deep and meaningful discussion. Therefore, the quality and skills of the instructors are a component which determines how well the plan is implemented and whether it can bring about change in the learners.

2) The Contextual Component: Factors that Promote Training Transfer

The success of training does not end when the classroom activities are over but depends on whether the learners can apply knowledge and skills in their work. This process is called training transfer, which is influenced by contextual or environmental factors. Ciraso (2012, pp. 1776-1780) studied and classified these factors which are important to the effectiveness of a training course. Understanding these components helps organizations create an ecosystem that promotes sustainable development.

The first important contextual component is the organization climate. This refers to the overall work culture within the organization, which includes cohesion, teamwork, and the employees' sense of belonging. It also includes the organization's willingness to change, which reflects attitude towards innovation and development. The organization with a positive climate that opens to change provides an environment that encourages employees to learn new skills and to improve their work.

The second is transfer organization. This component does not refer to the environment but the structures and processes that the organization plans and manages to specifically support the application of new knowledge (Jensen, & Meckling, 2009, pp. 17-38). For example, in school, teacher can gain the new knowledge from training and adapt it to create new teaching materials, develop new pedagogical approaches, or revise the curriculum.

The final component is the relationship with educative administration. This refers to the perceived support from high-level management. Leithwood, Steinbach and Jantzi (2002, pp. 94-119) found that a lack of clear or

visible support from leadership can negatively affect teacher's motivation to apply what they have learned. Therefore, administrators demonstrating support for projects, valuing the role of teachers as agents of change, and allocating appropriate resources are significant contextual components which help ensure the long-term success of training.

3) The Evaluative Component: Tools for Development

Evaluation is not a final step but a critical component which are in every phrase of a quality training course. Campbell (1998, pp. 323-344) described the results of an evaluation as the essential tools for making about whether a course or program accomplished what it was designed to succeed. Evaluation helps to determine the relevance and effectiveness of the training. Consequently, a systematic evaluation plan is a required component.

An effective evaluation system consists of various processes and tools. The evaluation is divided in to formative evaluation, which occurs during the training to monitor progress and provide feedback to learners. Next is a summative evaluation or post-program evaluation, which focuses on measuring long-term impact and behavioral changes (Han, & Noh, 2014, pp. 930-943; Rodrigues, & Oliveira, 2014, pp. 30-41; Esilvita, 2023, pp. 985-991). These evaluations require valid and reliable assessment tools. The use of pre- and post-testing is an effective tool for measuring change objectively.

In the end, the evaluation component is complete when it leads to a plan for corrective action. Campbell (1998, pp. 323-344) concerned that identifying problems and making recommendations is not enough. The training participants must collaboratively develop a detailed plan to identify its weaknesses. This action plan specifies what needs to be done, when, and who is responsible. Thus, the evaluation is not just a judgement of value but a critical tool which drives the developmental cycle, making the training course the valuable and effective tools for improvement.

To sum up, the key characteristic of an effective training course is its nature as a learner-centered process, which must be participative and interactive to allow learners to be co-creators of knowledge, not passive recipients of content. Additionally, the course must focus on application and skill development with a warm atmosphere which facilitates constructive feedback. These characteristics are not just

teaching techniques but reflect a complete pedagogy in education from a content delivery to an aim of creating a transformation within the learners across all three dimensions: cognitive, affective, and behavior.

1.4.4 Types of Training Course

Training courses take on various forms and can be classified along several dimensions: 1) Purpose and Provider, 2) Presentation Method, and 3) Career Stage.

1) Classification by Purpose and Provider

The first and most fundamental classification is purpose and provider, which reflects the different goals and target participants of the course. Jassim (2021, pp. 497-513) proposed a framework, dividing training course into three main types: General Training Course, Special Training Course, and Rehabilitation Training Course. Understanding this classification helps to see that a training course is not just an instructional activity but a strategic tool used by both public and private organization to achieve their objectives This can elevate the standards of state employees, create specialized skill, and respond the market's needs.

General Training Course is typically defined by government agencies with the primary goal of raising the knowledge, capabilities, and work culture of person across various departments. The objective of this type focuses on individual skill development and creates an understanding of policies. Jassim (2021, pp. 497-513) pointed out that this general course also serves as a platform for exchanging experiences and building collaborative networks among different agencies, which contributes to overall development of the public sector.

Special Training Course, in contrast, is often designed by private institutions or organizations to meet the demands of the labor market. The process of this type begins with market needs analysis to survey which skills are currently in demand by various industries or organizations. A curriculum is designed to intensively build those specific skills. Jassim (2021, pp. 497-513) indicated that this type is highly popular among individuals to learn new skills, such as language or other crafts with the main goal of skills acquisition rather than focusing on certification. It can be said that this special course is driven by the market mechanism of supply and demand.

Rehabilitation Training Course is that the private organization often requires as a preparation for employment or for the skill development. The term rehabilitation does not mean recovery but refers to qualifying or preparing individual to have the specific skills required by the organization. Since the private organization is highly competitive and demands particular skills that may not be taught specifically in universities, this type of the training course plays a role in filling this gap (Đekić, & Ravić, 2018, pp. 159-176). Jassim (2021, pp. 497-513) explained that this course is essential for working in the private organization because these companies ensure that new employees are ready for the job for technological and business changes.

2) Classification by Presentation Method

As the classification by purpose discussed above, another critically important dimension in the digital age is presentation method. Technological advancements revolutionize training formats, moving beyond the traditional classroom to more flexible models. This type of the training course can be categorized into three main forms: Traditional Course, Online Course, and Blended or Hybrid Course.

Traditional Course refers face-to-face training conducted in a physical location, such as a classroom or a conference. This traditional course has been used for a long time with its main advantage because of direct interaction between learners and instructors, allowing for full verbal and non-verbal communication. However, the digital era revealed challenges in adapting course for traditional classrooms to an online format. Ray (2009, pp. 263-276) stated that it is difficult to move a course from a physical classroom to the online course, and it cannot be accomplished by simply moving teaching documents to an online platform. This requires a systematic redesign of the instruction itself.

Online Course become a highly popular format today and can be divided into two types based on the interaction, The first type is asynchronous online course, known as self-paced online course. Blagoev et al. (2022) explained that this is the core of large MOOC (massive open online course) platforms and is popular in organizations because it allows learners to access content and learn at their own convenience without fixed schedules with an instructor. The second type is synchronous online course, also known as instructor-led online course. This is closely similar to traditional classroom teaching but replaces that classroom with virtual

classroom through programs like Zoom or MS teams. This type requires learners and instructors to be online simultaneously for real-time instruction and interaction. However, Blagoev et al. (2022) pointed out that live instruction in a digital environment is not effective since it requires good preparation, ready technology, and experienced learners, which is difficult to achieve.

Blended or Hybrid Course is increasing popular. According to the different advantages of the two types above, a blended course systematically combines the strengths of various formats. Blagoev et al. (2022) explained that this format involves a combination of letting learners study content on their own through online in advance and scheduling a synchronous session. This makes the real-time meeting valuable because the instructor does not need to spend time lecturing on basic content. The class instead focuses on activities which promotes critically thinking, such as discussion, case study problem-solving, or group activities. Moreover, the blended course can effectively integrate other activities like games or stimulations into the assessment process, which make it the comprehensive and flexible learning experience.

3) Classification by Career Stage

An individual's training needs change over the course of their professional career. The classifying training courses by career stage is another dimension which reflects the necessity of lifelong learning. Educational institutions need to cover a variety of target groups from young people just entering the labor market to those already employed or the unemployed who want to change careers. Courses can be categorized by career stage as follows:

Initial Vocational Training is designed for young people or those with no work experience to provide the foundational skills and knowledge for specific occupation. This type of course is a part of Vocational Education and Training and focuses on preparing learners to enter the labor market with quality skills.

Up-skilling and Development is a course for a person who wants to develop skills to a higher level or learn new skills related to interest. Only a one-time education is no longer sufficient. This type of training is therefore at the part of lifelong learning concept.

In summary, the classification of training courses across the various dimension discussed above highlights that there is no single best type of course for every situation. The selection and design of effective training course is a systematic process which requires many components. It must begin with a clear analysis of the training's objective. If the objective is to deliver knowledge to a large number of people in a short time, an asynchronous online course can be efficient option. Furthermore, the selection of a format must also consider the target group and the contexts. For a group of working with time constraints, a flexible online course may be a better choice. Therefore, the effective practice for curriculum developers is not to fixed to a single format. The process of selecting and blending various types of courses to meet the objectives, target group, and contextual resources is critically significant. This can create a learning experience which leads to truly sustainable learning

1.4.5 Training Course Management

Training course management is the systematic process of planning, organizing, implementing, and evaluating training activities to achieve goals effectively. The concept of management in this concept refers to the art and science of coordinating various activities and overseeing both human and non-human resources to complete tasks. When applied to training, it signifies a systematic effort to guide and develop participants in terms of their knowledge, skills, and attitudes. Effective training management is essential and ensures that the creation of a learning environment becomes creative and meaningful. Fundamentally, the functions of training management can be divided into four main principles which are systematic steps. The first function is planning, involving the decision-making of what to do, how, and for what purpose. Secondly, organizing is the process of integrating all necessary resources, including people, materials, and supporting factors. This ensures that the training course achieves its planned objectives. The third is implementation. This is the step of carrying out the prepared plan. The final one is evaluation. It is a process of controlling and monitoring all activities to see whether they can proceed as effectively as expected. Those four functions are the key which drives the entire training course management process.

1.4.5.1 The Planning Phase

This phase is the first and most important step in the training management process. Since planning itself determines the goals and success of all activities throughout the entire training course. Santika (2017, pp. 86-89) stated that good planning helps an organization to focus clearly on its goals and to consider the future impact of its various activities. The key components of the planning consist of several main activities. The process must begin with a training needs analysis, which is an initial diagnosis to identify the gap analysis between existing capabilities and the capabilities expected by the organization. This analysis can be conducted at various levels from the organizational and departmental down to the individual. The next step is defining training objectives. These objectives can be divided into three types: knowledge, skills, and attitude. The final step is curriculum design, which is a collaborative process. It requires engaging stakeholders from various fields to plan the course content, define the teaching strategies, and choose the right materials for meeting specific goals and learner requirements.

1.4.5.2 The Organizing Phase

After systematical plaining, this phase is organizing, which focuses on integrating human and other resources to prepare for the planned implementation. This step emphasizes cooperation and interaction among all involved personnel to ensure that every component can work together smoothly. Without this step, even the most perfect plan may fail to achieve its efficiency. The key components of organizing a training course cover several factors. The first is communication. It requires a deliberate plan for the channels and strategies of delivering information to every stakeholder group, such as executives, speakers, and participants. The next is logistics. It concerns with the complete physical requirements of the training environment, such as searching the location, setting up equipment, organizing handouts, and providing any other essential items. The third is personnel. This consists of two main parts: speakers and participants. The speakers are required an expert who are suitable for the course. Importantly, providing objectives and goals of the training course must be necessary. The other part is participants, which includes the process of announcing, selecting target participants, and systematic registration.

Organizing these components is a key factor which allows the implementation of the course in the next phrase to proceed smoothly and successfully.

1.4.5.3 The Implementation Phase

The implementation phase is the heart of all training activities because it is the stage that the plan is transformed into practice. This stage is the process of educational interaction between learning resources and learners to achieve the goals. The success of this phase depends on the readiness during the planning and organizing phrases. However, before implementing the course, Santika (2017, pp. 86-89) pointed out the importance of conducting a pilot first. The purpose of this pilot is to verify that the designed curriculum can truly meet the needs and to confirm the appropriateness of the design. Piloting helps to discover some weaknesses and flaws that that may overlook during the planning phase and provides an opportunity for revision before taking all resources to a full operation. To implement the curriculum effectively, it is essential to consider the principles of adult learning models. The training environment must be designed for the characteristics of adults. A variety of teaching methods must be selected, and instructional strategies must be systematically integrated with various media and techniques (Dunlap, & Grabinger, 2003, pp. 6-25). An effective training can bring about the development and enhancement of participants' knowledge, skills, and attitudes. Therefore, implementation is not just about following scheduled activities, but it is a process that requires qualitative details to elevate the quality of human resources following the goals.

1.4.5.4 The Evaluation Phase

Evaluation is the systematic process of determining whether the educational objectives achieve. Santika (2017, pp. 86-89) further explained that evaluation is the process of collecting and analyzing data to summarize it into useful information for those involved in the training course. In the context of training management, this component is not just the final step but is a main mechanism which completes the management process and leads to development. The evaluation is not only focused on the learning success of the participants but also covers the assessment of the entire training course as a whole.

Evaluation should occur at multiples times: before, during, and after the training. Pre training evaluation helps to get the background knowledge of

the participants. Mid-training evaluation allows for proper adjustments to teaching activities. Post-training evaluation helps to determine the final outcomes and long-term impact Torre, Ulloa Severino, & Ligorio, 2024, pp. 1-40; Meadows, et al. 2020, pp. 132-141). The results obtained from the evaluation will highlight the strengths and weakness of the course, which becomes important feedback for the administration to use in formulating policies for future training courses.

However, one of the significant weaknesses of many training courses is the lack of follow-up after the training course. The evaluation and follow-up are important for understanding the failure, weaknesses, and strengths of all training activities and processes (José Tarí, 2010, pp. 19-33). Without follow-up, an organization can never know whether the participants apply the knowledge or there were any obstacles in its implementation. Hence, evaluation and follow-up are the components which connects classroom learning with the real-world results in the workplace and the key of an endless cycle for development.

In conclusion, effective training management is a systematic process consisting of planning, organizing, implementing, and evaluating, in which each stage is logically interconnected. However, success is not measured by completing these steps but creating a development cycle. Using data form the evaluation phase to improve the next planning phase is the feedback loop. Effective implementation results from the combination of systematic planning, which is supported by a deep needs analysis, and careful organization. As a result, effective management is that changes training from an ordinary activity into a strategic tool for sustainable development.

1.5 Training Course Development

1.5.1 Definition of Training Course Development

Training course development is a systematic process of planning, designing, creating, and evaluating a set of purposeful learning experiences. The process goes beyond simply gathering content. It is the systematic development of learning activities to improve individual's knowledge, skills, and attitudes, enabling them to accomplish objectives.

Educators have defined the term of curriculum in following ways:

Gupta (2013, pp. 1-9) explained the training course development that involves systematically creating programs. It enhances employee's knowledge, skills, and attitudes necessary for their job performance.

Akhmed-Zaki, Mansurova, and Pyrkova (2014, pp. 1-4) defined the training course development that it involves creating educational programs focused on student outcomes, emphasizing competence acquisition through methods like knowledge application, theoretical study, peer discussions, material presentation, skills, and multimedia tools, lining up with market demands.

Sato (2015, pp. 1129-1139.) described the training course development as the process of improving, changing, or modifying an education program, which reflects its nature as dynamic process that must adapt to change. Importantly, the training course development is a systematic effort to build a bridge between a learner's current abilities and the competencies that they are expected to have after the training.

Khaisaeng (2022) defined the training course development that it is a systematically developed document which serves as a guideline for instruction. Its purpose is to enhance the knowledge, abilities, and attitudes of individual and to modify their behavior, enabling them to perform their jobs more effectively.

According to definitions of training course development provided by various educators above, it is a systematic process of creating learning programs with the primary goal of elevating the knowledge, skills, and attitudes of participants to meet the market demands. This process is not just the creation of a document but a cycle of improving, changing, and modifying educational programs. Finaly, the outcome is a systematically developed document which functions as a clear instructional guideline, designed to modify behavior and enhance learners' potential for maximum effectiveness.

1.5.2 Approach Related to Training Course Development

1.5.2.1 Conceptual Approach: Training vs. Development

An understanding of curriculum development must begin with an analysis of its philosophical framework, which can be divided into two opposing keys: the training approach and the development approach. A Richards (1989, pp. 76-84) explained that these two approaches hold fundamentally different assumptions

about the learner, the process, and the goals, which directly impacts all aspects of curriculum design.

The training approach, which is the traditional and still dominant model, is founded on a deficiency view of the learner, it assumes that participants begin in a state of lacking either content knowledge or necessary skills. Consequently, the process is characteristically top-down, driven by the theory and knowledge or external experts. The primary goal of this approach is to create measurable change with building skills and techniques that learners can demonstrate through performance-based tasks. Under this framework, the learner's role waits to be supplied with knowledge and trained in skills by the expert.

In contrast, the development approach does not begin from the view that the learner is deficient. It believes that every learner possesses the potential for growth and development. Instead of aiming to correct weaknesses, this approach values what learners already have and provides them with tools to explore and understand knowledge or experience more deeply. The process is characteristically bottom-up, driven by the learner's own inquiry. The goal of this approach is not directly measurable behavioral change, but rather the establishment of awareness and the promotion of reflection. In this framework, the learner's role is as an investigator, examining and analyzing their own classroom. The trainer acts as a consultant and facilitator. Choosing between these two strategies essentially comes up to a philosophical choice: choosing to see teacher training as promoting long-term intellectual development or as merely developing skills.

1.5.2.2 Theoretical Design Approaches

A deeper look into curriculum design theory reveals a variety of approaches which reflect different learning philosophies. Kessels and Plomp (1996, pp. 143-148) classified these approaches into groups, which helps to view the ideas in curriculum design.

1) The Systematic Approach is considered the most influential traditional approach. As the model of Ralph Tyler, the key of this approach is its rational and linear nature. The process begins with the definition of clear objectives that learning experiences and evaluation methods are designed to achieve those

specific objectives. The strength of this approach is its clear and easy to implement, but it is challenging by its inflexibility and may not concern on values of stakeholders.

2) The Deliberative Approach came to play a significant role to respond to those limitations proposed by Walker. This approach does not view curriculum design as a linear, technical process, but rather as a process that requires discussion, exchange, and negotiation among all stakeholders. Kessels and Plomp (1996, pp. 143-148) explained that in this approach, reaching consensus serves as a necessary step before beginning the practical design phase. This approach recognizes that each stakeholder has different beliefs, values, and goals that good curriculum design must be integrate these diverse perspectives. This helps create a shared ownership and reduces challenge to implement, but it takes a time-consuming and highly complex process.

3) The Constructivist Approach transformed the field by putting the learner and the learning process while the previous two approaches concentrated on structure and procedure. Kessels and Plomp (1996, pp. 143-148) explained that this approach is based on the philosophy that knowledge is not something external but something that learners construct for themselves through interaction with experiences and their environment. The goal of curriculum design is to create learning environments which allows students to create their own knowledge, not to provide fixed activities and contents. This approach is related to the development philosophy because it values the learner's autonomy. Hoic-Bozic, Mornar and Boticki (2009, pp. 19-30) further pointed out that this approach changed the role of the teacher from a lecturer to a facilitator of the learning process, which is a core of modern education.

4) Needs Assessment Approach is considered the most critical starting point and the foundation for all success. Chuenchaikit, Kiddee, and Ratanaolarn (2022, pp. 406-415) explained that a need assessment is systematic process of gathering data to identify whether and what kind of training is necessary to help an organization achieve its goals. Without this initial analysis, the training is irrelevant to the actual goal. The approach is an essential tool for ensuring that the curriculum has true relevance to the needs of both the learners and the organization.

5) Collaborative Approach is the development process to ensure that the resulting curriculum is comprehensive and accepted by all people. Some past

curriculum development, often conducted by only a few experts, was limited by a lack of understanding of the context. Smythe et al. (2018, pp. 1-12) presented an example of successful curriculum development process which relied on this approach. The process began by establishing collaboration with diverse stakeholders, such as from international experts and regional trainers to the ground service providers. The decisions did not come from a single individual but from achieving consensus through workshops, online meetings, and feedback on draft document. Furthermore, piloting the curriculum multiple times and using the feedback to make improvements in each cycle was a key factor which made the final curriculum both appropriate and effective in different contexts.

6) Outcome and Integration Approach have a significant shift, moving the focus from teaching content to creating measurable outcomes and integrating technology to enhance learning. The competency-based outcome is one of the clearest reflections of this change. Akhmed-Zaki, Mansurova, and Pyrkova (2014) explained that this approach highlights the result of training, which are expressed in the form of competencies that learners can demonstrate upon completing the course. This approach shifts the focus from the teacher to the learner and from teaching to training or practice. Learning methods are chosen to support the transition from knowledge to skills. Consequently, learning activities consist of practicing the application of knowledge, study of theory, discussion with classmate, practicing presentation skills, and the use of multimedia tools.

7) Blended Learning Approach becomes a highly popular and effective delivery model in the contemporary era. This approach begins to respond the limitations of traditional learning which can lack flexibility and online learning which can lack interaction. Hoic-Bozic, Mornar, and Boticki (2009, pp. 19-30) defined this approach as the integration of face-to-face classroom learning with an online learning technology. The most effective models combine self-paced learning, live E-learning, and traditional classroom sessions. This blend not only increase flexibility for learners but also allows for the integration of diverse teaching methodologies, such as collaborative learning and problem-based learning. The goal is to create a learning environment which stimulates participation and promote active learning.

Concepts of the integrating Approach	Practical Guidelines
1. Philosophical Foundation: Development	- The model concerns about the development approach, respecting learners' background experience, knowledge, and potential as capable co-creators, not just as passive recipients.
2. Starting Point: Needs Assessment	- This process must begin with a needs assessment. The step is essential to identify the true gap between the current knowledge and desired one, ensuring the course solves the problem.
3. Design Process: Collaboration	- The design and development process is driven by a collaborative approach, creating a space for all stakeholders (experts, trainers, learners) to co-create the curriculum.
4. Final Goal	- The goal is to build competencies that learners can use. Defining clear and measurable competencies sharpens the design of learning activities and ensures a focus on effective results.
5. Blended Learning	- The model begins to respond the limitations of traditional learning and online learning, creating a learning environment which stimulates participation and promote active learning.

Table 3: Concepts of the integrating Approach

According to the analysis of the various approaches to training course development from the philosophy to the practice, it is clear that no single model can perfectly respond to the challenges of modern education. The training approach with its focus on specialized skills may affect in short-term, but it overlooks in long-term development. On the other hand, the development approach support growth and reflection but can lack clear structure and measurable outcomes. Similarly, the systematic approach can be too strict to respond to various contexts while the deliberative approach can become a time-consuming. Therefore, the strong and relevant approach to curriculum development for the various contexts is not about

choosing a side. It is about strategically creating an integrating approach. This synthesizes and integrates the strengths of each approach systematically.

The integrating approach must begin by holding the development approach as its main core. Starting with this perspective is about respecting the background experience, knowledge, and potential of the learners that they can be co-creators of knowledge, not as empty vessels waiting to be filled. The next practical process must begin with the needs assessment approach. This is the scientific process that allows developers to clearly identify the gap between the current knowledge and desired one. It ensures that the curriculum is created with the real problem, not just what the developer believes to be the best solution. When the needs are clearly identified, the design and development process should be driven a collaborative approach. This approach essentially overcomes the limitations of top-down approaches by giving every involved stakeholder. They collaborate on curriculum development process. This not only makes the curriculum is more relevant to the context, but it also promotes a sense of ownership, which is a factor for successful implementation. Finally, the goal of the curriculum should be focused on building an outcome approach. Defining the clear goals and measurable competencies helps to sharpen the design of learning activities and effective results.

In conclusion, to provide the most flexibility and the best learning experience for learners in the digital era, the course should make using of an integrating learning approach. The combination of online learning and in classroom learning effectively support learning styles and the time restrictions The synthesis of these approaches results in a training course which is not only a theory but is also practical in its process, meaningful to learners, and capable of creating sustainable impact. This promotes learner-centered and respect approach, driven needs, participation, and measurable outcomes.

1.5.2.3 The Integrating Conceptual Framework for Training Course Development

This integrating conceptual framework for training course development is a synthesized model which merges practical processes with philosophical driving concepts to create an effective model. Its goal is to develop

innovative training curriculum which are responsive to learners and create sustainable learning. The framework consists of four systematical stages.

Stage 1: Diagnosis and contextual analysis are driven by the concept of needs assessment. This confirms that the entire process must concern needed data, ensuring the curriculum is based on real problems and needs.

Stage 2: Goal and design are guided by the concept of competency. The course's final goal is focused on practical and measurable outcomes, which sharpens the design of all content and activities.

Stage 3: Development and piloting is the key of the process, driven by the concepts of collaboration and development. It promotes learners (teachers) to become co-developers. This not only makes the curriculum relevant but also builds a sense of ownership.

Stage 4: Evaluation and improvement cycle is driven by the concept of continuous development to create an endless cycle. The curriculum becomes innovative and sustainable.

Step	Process Stage	Conceptual Approach	Guidelines
1.	Diagnosis and Contextual Analysis	Needs Assessment	Begin the process with a systematic data analysis to identify the gap between the current knowledge and desired one, making sure the course solves the problem.
2.	Goal and Design	Competency	Define the goal as a competency that learners (teachers) can apply, the clear and measurable goals can sharpen the design of all content and activities.
3.	Development and Piloting	Collaboration and Development	Design and develop by promoting learners (teachers) as co-developers, creating ownership and relevance to the contexts

Step	Process Stage	Conceptual Approach	Guidelines
4.	Evaluation and Improvement Cycle	Development	Use evaluation as the continuous development cycle. The results are fed back all previous stages, allowing the curriculum to sustainably adapt over time

Table 4: The Integrating conceptual framework for training course development

2. Connectivism Theory

2.1 Definition of Connectivism Theory

Connectivism, a learning theory developed by George Simen and Stephen Downes, was introduced to explain learning process within the context of the digital age (Yakın, & Tınmaz, 2015, pp. 67-83). It began as conventional theories developed in a pre-technological era, including behaviorism, cognitivism, and constructivism. The limitation of these earlier models focuses on learning as an internal and individual process only, which overlooks the role of organizational and technological networks (Transue, 2013, pp. 185-195; Gvozdii, Litvinova, & Tymchenko, 2023, pp. 133-142). Connectivism was proposed to provide this theoretical gap, offering a framework which emphasizes on learning in today's network information environment.

The connectivism defines learning as the process of constructing and navigating networks. For this paradigm, knowledge is not viewed as an internal person's brain. Instead, it is distributed across a big network composed of diverse nodes. These nodes can include human and non-human sources such as individuals, communities, databases, and technological appliances. Learning process happens at the process called a new connection between these nodes. Consequently, the primary competencies for modern learners are not about memorization. It is the ability of network creation and self-learning choices.

Educators have defined the term of the connectivism in following ways:

Transue (2013, pp. 185-195) defined the connectivism as a learning theory which provides knowledge as networked relationships. The learning involves

constructing and navigating these networks. It highlights the importance of diverse connections, including experts and resources in the process of acquiring knowledge.

Martínez and de Frutos (2018, pp. 21-37) referred the connectivism as a learning theory promoting the role of social and cultural contexts that knowledge comes from interactions within network. It provides the collaborative construction of knowledge through technology-mediated connections among individuals in communities of building knowledge.

Wu and Cui (2022, pp. 47-53) referred the connectivism as a learning theory suited for the information society and internet age. It promotes the interconnectedness of knowledge, learning, and interaction. This challenges traditional learning theories and provides modern teaching methods and resource construction in educational contexts.

Yuono, Huda, and Eka (2025, pp. 306–317) defined the connectivism as a learning theory emphasizing the significance of networks and connections in the learning process, particularily in the digital age. The information is accessed through various online sources, supporting interactions between learners and technology.

According to definitions of curriculum provided by various educators above, the connectivism offers a different definition of learning. It points out that learning and knowledge are the same, and the network of relationships and connections are created. It shifts the learning from an internal individual process to an external networked activity driven by technology. Therefore, under the connectivism, the learning is defined as the process of building and maintaining the knowledge networks to enable lifelong adaptation and learning.

2.2 Principle of Connectivism Theory

The key of the connectivism is summarized in a set of principle proposed by George Simens. This is not just practical guidelines but it is also a philosophical foundation that attempts to complete redefine learning for the digital age. While traditional theories focused on explaining what happens inside a learner's mind, the connectivism shifts the key to what happens between the learner and their external knowledge network. Kropf (2013, pp. 13-24) stated that Siemens' principles challenge the fundamental educational assumption that learning is an individual process. The

principles offer a new vision of learning as a complex and dynamic social and technological phenomenon. Therefore, understanding each principle is not about memorization but a new paradigm, which refers to the ability to connect and build networks as the key of learning in the 21st century.

2.2.1 Analyzing Principles of Knowledge and Learning

1) Learning and Knowledge are on diversity of opinions.

This principle suggests that knowledge results from the synthesis of various perspective, challenging the notion of a single truth. In the digital age, anyone can access and create information, and networks have developed new repositories of different point of view. Learning is not the search for a single answer but the ability to navigate, evaluate, and integrate these multiple views to construct one's own understanding. Jenny (2024, pp. 22-30) connected this principle to the creation of classrooms which support critical thinking that learners must learn to listen to and analyze views different from their own.

2) Learning is a process of connecting nods.

This is the key of the connectivism, which views learning as the activity of network creation. Nodes in this context can be individuals, organizations, online communities, databases, or any digital information source. Learning occurs when a connection is made between these nodes.

Khatibi and Fouladchang (2015, pp. 82-92) explained that the larger and more diverse the network is, the greater the learners are potential for learning. This principle shifts the goal of learning from accumulating knowledge to building and expanding a Personal Learning Network (PLN).

3) Learning can be from non-human appliances.

This is one of the most challenging concepts in the connectivism theory. Simens proposed that knowledge is no longer confined to the human brain, but it can exist externally in the form of database, algorithms, or artificial intelligence. Nazari, Hussin, and Niknejad (2021, pp. 461-468) introduced that technology is not just a tool for accessing information but becomes an inseparable extension of the cognition. Google Search or a GPS navigation are clear examples. This principle implies that future learning may be defined by the ability to collaborate with these technologies to solve complex problems.

4) Ability of knowing-where is necessary in the digital age.

In the digital age, information is immersed and rapidly becomes obsolete. Attempt to memorize everything is impossible and unnecessary. Utecht and Keller (2019, pp. 107-119) pointed out that this principle represents a paradigm shift from knowing-what and knowing-how to knowing-where. The necessary skill is not memory but the ability to navigate, filter, and evaluate the credibility of information found within the network.

5) Maintaining connections is needed to facilitate learning.

Building a Personal Learning Network (PLN) is only the beginning. Sustainable learning requires the maintenance of that network. Kropf (2013, pp. 13-24) explained that maintaining these connections involves participating in online communities, sharing knowledge, engaging in discussions, and following developments in one's field of interest. The connectivism learning is not an event which begins and ends in a classroom but a lifestyle requiring consistent enthusiasm and interaction with network.

6) Ability to see connections between ideas or concepts is an important skill.

This is the meta skill at the top of the connectivism learning pyramid. It is the ability to synthesize and create new knowledge by connecting unrelated information. Jeny (2024, pp. 22-30) suggested that promoting this skill in the classroom can be achieved through Project-Based Learning, which gives learners the opportunity to draw upon knowledge from multiple disciplines to solve problems. This skill reflects that the goal of learning is not just to consume information but to be a creator of new knowledge for the network.

7) Currency is the key of connectivism learning activities.

This principle is critical in the world that knowledge is dramatically short. That is, new knowledge emerges and makes old knowledge obsolete. In this context, the main goal of learning is not to memorize a set of data but for the learners to be able to connect to the network to access the most current and accurate information at that moment. This principle implies that the curriculum is not defined by an instructor, but the network becomes the changing curriculum. Effective learning

means the ability to evaluate and select the most current information from the network.

8) Decision is a learning process.

This principle expands the definition of learning. Siemens pointed out that in the world of information abundance, the choice to learn something is as important as the learning. The decisions of which nodes to connect with, such as sources to follow or pieces of information flowing into the network are parts of the learning process. The learners is not a receiver of information but an active filter and interpreter. Therefore, learning does not only happen while studying content, but in every moment a decision is being made about information and knowledge.

In conclusion, the eight principles of the connectivism present a significant challenge to traditional educational paradigms. These principles shift the center of learning from inside the individual to the network; they change the goal from knowing to connecting. This provides a conceptual framework for understanding and designing education for a 21st-century world that is complex, interconnected, and driven by technology.

2.2.2 Changing Role of Learner and Instructor under the Connectivism Principles

The principles of the connectivism have a direct impact on the traditional roles of the learner and instructor, redefining of their roles and responsibilities.

The role of the learner shifts from a consumer of information delivered by an instructor to a creator and consumer in one. Kropf (2013, pp. 13-24) explained that learner has a degree of autonomy and is directly responsible for creating and managing their own Personal Learning Environment (PLE). They are explorers, evaluators, and synthesizers of information, choosing which nodes to connect with and assessing the credibility of those connections. Meanwhile, the role of the instructor is a complete transformation. Utecht and Keller (2019, pp. 107-119) pointed out that the instructor is no longer on the stage as the center of all knowledge. Instead, the role shifts to a facilitator who helps filter initial resources, network administrator, or a master node with more experience. Jeny (2024, pp. 22-30) further added that the duty of the instructor is not content transmission but creating modeling effective learning

behavior within network, helping learners build their networks and participating in the learning process as a member of the learning community. Hence, the instructor becomes a facilitator of connections, rather than a controller of content.

2.2.3 Applying the Principles in Learning

Applying the principles of the connectivism in practice is a significantly pedagogical shift. Jenny (2024, pp. 22-30) explained that this is a transition from classrooms to networks. Instead of a closed environment controlled by instructor, it becomes an open environment connected to the outside world. Individual assignments are replaced by collaborative projects. Learning no longer ends when the class period is over but continues through the network. The examples of this application are abundant. Utecht and Keller (2019, pp. 107-119) provided examples of using various digital tools in the classroom, such as using social media like Twitter to build learning networks and follow experts in various fields, using online collaborative document editors to promote teamwork, and encouraging learners to create their own Personal Learning Environment (PLE). Through blogging. Furthermore, the Massive Open Online Course (MOOCs), pioneered by Siemens and Downes, is considered the clearest example of the connectivism philosophy put into practice on a big scale. Nazari, Hussin, and Niknejad (2021) pointed out that the connectivism principles, such as learner autonomy, an emphasis on interaction, and community building can lead to the success of E-learning systems.

2.3 Teaching Process of Connectivism Theory

2.3.1 The Paradigm Shift: From Delivery to Facilitator

The instructional process based on the connectivism theory represents a major paradigm shift from traditional forms of education. Wu and Cui (2022, pp. 48-52) explained that this significant shift is the transition from teaching which emphasizes content delivery and a teacher-center with fixed knowledge to a process, focusing on designing and facilitating for networked learning. In a traditional classroom, knowledge is seen as complete and stored within the instructor or the textbook. In the connectivism view, knowledge is dynamic and distributed in the network. Consequently, the instructional process can no longer be limited to the transfer of knowledge from one point to another. The challenge for traditional pedagogy in the digital age is its inability to respond to the change of knowledge.

Dziubaniuk, Ivanova-Gongne and Nyholm (2023, pp. 1-22) stated that instruction must be able to reflect the complex and interconnected environment of the real world. The connectivism pedagogy shifts the focus from content to the process of learning and access to deliver and current knowledge. Instead of asking “what has the learner learned?” the question in this approach is “how can the learner connect to resources and learn what they need to know?”. Thus, the instructional process does not aim to create learning outcomes for all but build the ability for learning and adapting within each individual learner.

2.3.2 The Teacher’s Evolving Role: From Expert to Network Facilitator

This paradigm shifts in the instructional process directly impacts the educator’s role, requiring a redefinition of their responsibilities that is more diverse and complex. In the connectivism approach, the educator is no longer on the stage and the center of knowledge. Instead, their role transforms into a network facilitator, including several functions:

1) Environment Designer. The first and critical role of the educator is to be an architect, designing the digital learning environment that enables network creation. Dziubaniuk, Ivanova-Gongne and Nyholm (2023, pp. 1-22) explained that the educator must select and prepare resources, such as articles, videos, or interesting website to serve as a starting point for the learners’ exploration Additionally, the educator acts as a facilitator, helping to filter and recommend important nodes in the network whether they are experts in the field, online communities, or reliable database to help learners begin building their own networks.

2) Co-Learner and Consultant. In the connectivism environment, the educator is no longer know everything. Gvozdii, Litvinova, and Tymchenko (2023, pp. 133-142) explained that educator must change from an expert to a co-learner, learning alongside the students. When learners explore the network, they may discover new information that educator themselves did not know before. The educator’s role shifts to consultant and a more experienced node in the network, providing guidance on how to learn, evaluate sources, or solve problems. Rather than providing a single correct answer.

3) Promoter of Critical Thinking. For the information overloads of the network, effective learning does not come from simple making the connections but

from evaluating the value and credibility of the information. Al-Maawali (2022, pp. 173-186) proposed the concept of Digital Connectivism Critical Thinking (DCCT), highlighting the necessity for educators to integrate critical thinking skills into the process. The educator must ask challenging questions, motivate discussions, and encourage learners to analyze, synthesize, and evaluate information. This is aimless data collection, but the network-building leads to deep understanding.

2.3.3 The Learner's Evolving Role: From Recipient to Autonomy Network Creator

In the Connectivism paradigm, the transformation does not happen to the educator alone. The role and responsibilities of the learners are also elevated and changed. Learners are no longer in the status of passive recipients of information delivered by an instructor but instead become the center of the learning process as the role of Autonomous Network Creator. Dziubaniuk, Ivanova-Gongne, and Nyholm (2023, pp. 1-22) emphasize the importance of learner autonomy in this new learning environment. Learners must take direct responsibilities for their own learning from setting goals and seeking resources to self-assessing their progress. The learners' role is more complex and active, following this:

1) Explorer and Network Creator. The learner is an explorer who journeys into the big network of information. More importantly, they must be creator and manager of their own Personal Learning Network (PLN). Learners must learn to identify important and reliable nodes and connections with those nodes. Building a strong and diverse PLN is the key of learning in this approach.

2) Knowledge Constructor. Learners in the connectivism approach are not collectors of information but constructors of knowledge. Wu and Cui (2022, pp. 48-52) explained that learners must synthesize information received from various sources, evaluate diverse perspectives, and create their own understanding. This process requires a degree of critical thinking to be able to distinguish between credible and inaccurate information and to create original work of viewpoints.

3) Collaborator. Learning within a network is not a private activity. Learners must take on the role of a collaborator, interacting and working with other members of the network to achieve goals. Gvozdii, Litvinova, and Tymchenko (2023, pp. 133-142) pointed out that cooperative learning is a key component which

helps learners exchange ideas, build knowledge, and develop social skills simultaneously.

2.3.4 Stages of the Connectivism Teaching Process

To clear implementation of the connectivism concepts in a real classroom, the instructional process can be summarized in a sequence of stages. Although learning within a network is flexible and non-linear, having a structure helps guide both the instructor and learners. By integrating the concepts of Gvozdii, Litvinova, and Tymchenko (2023, pp. 133-142) and Wu and Cui (2022, pp. 48-52), the instructional process can be divided into four main stages:

1) Preparation and Motivation Stage. This is the initial stage that the instructor's role is essential. The instructor creates a learning situation by posing a challenging open-ended question, presenting a complex real-worl problem or defining an engaging project topic. The goal of this stage is to motivate learners, promoting curiosity and the desire to explore for answer. Moreover, the instructor may provide resources and introduce necessary digital tools.

2) Exploration and Connection Stage. In this stage, the role shifts to the learners. They begin the process of exploration, navigating the information network to find data relevant to the problem or topic. They must use skills in searching, filtering, and evaluating sources. Most importantly, this stage is about connection. Learners connect not only with documents but also with people, classmates, experts, or online communities to build their own Personal Learning Network (PLN).

3) Collaboration and Creation Stage. When learners gather initial information and build their networks, the next stage is collaboration to synthesize information and create new product. Activities in this stage includes small group discussions on online platforms, co-authoring documents, or creating works in various formats like videos, podcasts, or websites. Wu and Cui (2022, pp. 48-52) highlighted that this is the stage of new knowledge creation, which results from integrating the diverse perspectives of each learner.

4) Reflection and Evaluation Stage. The final stage of the cycle is reflection and evaluation. In this stage, learners present their work and reflect on the learning process itself., such as what they learned, how they learned it, and how

effective their network was. Gvozdii, Litvinova, and Tymchenko (2023, pp. 133-142) noted that evaluation in this approach does not just focus on the final product but also highlight the assessment of the learners' process and development. The instructor and learners jointly evaluate and provide feedback to one another, which informs and improves the next learning cycle.

In conclusion, to implement a teaching and learning process based on the connectivism is to make a transition from a content-focused classroom to a network-focused and from a teacher-focused classroom to a learning community-focused classroom. The key is to create an environment that learners are not just receivers of knowledge but active participants in creating, discussing, and evaluating knowledge with others. This transformation requires a shift in three main dimensions: Pedagogy, Technology, and Mindset of both instructor and learners. The instructor must shift from lecturers to facilitators and learners must shift from listeners to network creators. Technology must be seen as an extension of the learning process, not as a supplementary tool. Therefore, creating a successful connectivism classroom is not about implementing new technology. It is about cultivating a culture of connection, collaboration, and lifelong learning.

Stage	**Focus of the Stage**	**Teacher's Role**	**Learner's Role**	**Example Activities**
1. Preparation and Motivation Stage	- Motivating curiosity and providing direction.	- Ask challenging questions and provide resources	- Participate in challenging questions and prepare to explore for answers.	The process is about motivating. - Present the real-world case study. - Ask a challenging open-ended question.

Stage	Focus of the Stage	Teacher's Role	Learner's Role	Example Activities
2. Exploration and Connection Stage	- Building and expanding the Personal Learning Network (PLN).	- Guide and recommend nodes. - Give a consulting on effective search and strategies.	- Search and connect with diverse people and information. - Build their Personal Learning Network (PLN).	The process is about expanding personal learning ecosystem. - Use social media to follow experts. - Join online community.
3. Collaboration and Creation Stage	- Synthesizing information and co-creating new knowledge.	- Provide the tools and space for a group work.	- Work with others to discuss and synthesize diverse information.	The process is about building something new together. - Write a document with co-authoring or produce a group podcast.
4. Reflection and Evaluation Stage	- Assessing outcomes and learning process.	- Guide reflection and provide feedback.	- Present their work and assess the effectiveness of their Personal Learning Network (PLN).	The process is about assessing the outcome. - Write a reflective blog or engage in peer assessment.

Table 5: Stages of the Connectivism Teaching Process

In conclusion, to implement a teaching and learning process based on the connectivism is to make a transition from a content-focused classroom to a network-focused and from a teacher-focused classroom to a learning community-focused classroom. The key is to create an environment that learners are not just

2.4 Connectivism in Language Learning

2.4.1 A New Paradigm for Language Learning: English2.0

In the 21st century driven by networks digital technology, English undeniably becomes the international language of the world. However, despite an increase in the demand for English learning, many teaching and learning methods remain stuck in traditional approaches for a pre-digital era. Bozkurt and Ataizi (2015, pp. 155-168) stated that these traditional approaches can no longer meet the characteristics of learners, the learning environments, and the changing needs of the network age. A paradigm shift is unavoidable, and the connectivism theory plays an essential tool in providing the theoretical foundation for this new paradigm.

The concept of English 2.0 was born as a new paradigm for learning English in the networked world, founded on the principles of the connectivism. Bozkurt and Ataizi (2015, pp. 155-168) explained that English 2.0 views language learning not as a linear process which occurs sequentially in a classroom. That is, the process is chaotic, continuous, and networked. In this paradigm, language learning is not limited to memorize vocabulary and grammar from a textbook. It focuses on navigating and interacting within the limitless ecosystem of English information. Learners can access diverse resources, interact with native speakers, and create their own Personal Learning Network (PLN). Hence, English 2.0 represents a shift in perspective from viewing English as subject matter to a life skill for connecting in the global society.

2.4.2 Mobile-Assisted Language Learning (MALL) as the Connectivism Practice

One of the learning models which concretely reflects the application of the connectivism principles to language learning is Mobile-Assisted Language Learning (MALL). In the past, language learning was restricted by time and place, but some mobile devices like smartphones and tablets completely bring down those limitations. Al-Shehri (2011, pp. 10-31) proposed that the connectivism is the most

suitable theoretical framework for explaining and promoting language learning through mobile devices. This is because the key of the connectivism is the creation and exploration of networks. A mobile device is a strong node that a learner can carry with them anywhere, which allows them to connect to the learning network at all times.

MALL transformed the landscape of language learning by making it personalized, contextual, and social. Al-Shehri (2011, pp. 10-31) explained that learners can access diverse content, use translation or dictionary applications in real-world situations. Most importantly, interaction with communities of language users through social media apps. This is directly related to the connectivism principle that learning is the process of creating connections. Instead of learning in a classroom, learners in a MALL approach learn by being part of the global network of language users. The mobile device is a tool for creating interaction and endlessly expanding learning network.

2.4.3 MOOCs as the Connectivism Language Learning Communities

One of the phenomena that reflects how the connectivism is applied at a macro level in practice is Massive Open Online Course (MOOCs). MOOCs are open online courses which support a number of learners from every corner of the world. Theoretically, MOOCs represent an idea of the connectivism learning environment because they are “open” for all to access, “networked” to connect a large number of people, and promote diverse “interaction”. Fontana, and Leffa (2017, pp. 481-502) analyzed in the field of language learning that the potential of MOOCs is not the content provided by instructor but a community which is formed. The opportunity to connect and interact with native speakers and other learners from around the world is an opportunity for language practice in an authentic context, which is difficult to find in a traditional classroom.

However, Fontana, and Leffa (2017, pp. 481-502) also proposed a significant critical notice that many MOOCs for language teaching fail to use the potential of their community. The early MOOCs known as cMOOCs (Connectivist MOOCs) were designed based on the principles of the connectivism, focusing on network creation and collaborative learning among learners. But today, many MOOCs on large platforms are xMOOCs (extended MOOCs), which regresses to a traditional

instructional model, focused on content transmission from an instructor via video lectures, decreasing peer interaction. Their study found that MOOCs did not create the kind of interaction environment. Thus, although MOOCs have potential to be the connectivism language learning communities, their success depends on design that learner can have a strong interaction and network creation, not just a content presentation.

2.4.4 The Motivation of Connectivism Language Learning

Motivation is undeniably factors which influences success in a second language learning. Learning which lacks motivation always leads to failure. The connectivism learning approach show a remarkable potential to promote learner motivation. A comparative study by Borna and Fouladchang (2018, pp. 103-116) between the connectivism instructional method and communicative language teaching (CLT) found that the connectivism group showed significantly higher motivational development in both term of academic self-efficiency and task value.

There are several reasons why the connectivism approach is more effective in motivation. The first is Learner Autonomy. In the connectivism environment, learners have the freedom to choose their own learning paths, resources, and the people with whom they connect. Making decisions with more authority provides a sense of ownership of learning and increases motivation. The second is Authenticity and Relevance. Instead of learning from textbook content which may be disconnected from real life, the connectivism learners can directly access and interact with authentic content and communities on the internet. Learning about things that they are personally interested in and can apply in everyday life increases the value of the learning activity. The final reason is the Sense of Community. Connecting and exchanging ideas with people from around the world reduces the feeling of isolation in learning and creates supporting network (Chen, & Hu, 2018, pp. 12-23; Handabura, 2020, pp. 38-42). Therefore, the ability of the connectivism approach to provide learners with autonomy, real-world relevance, and a community is the key factors which increases the potential of their motivation to learn a language.

2.4.5 A Modern Foreign Language Teaching Model

From the analysis of all the concepts and practical approaches discussed from the English2.0 paradigm and the use of MALL and MOOCS to the

importance of motivation and critical thinking, this can synthesize these elements into a modern foreign language teaching model based on the connectivism theory. Handabura (2020, pp. 38-42) proposed a structure for the model, characterized by its learner-centered, self-directed, and technology-integrated features.

This modern teaching model consists of several core. The goal of the model is not just linguistic competence but the development of intercultural communicative competence and essential 21st-century skills. The content is not confined to a textbook but is drawn from diverse and current resources on the internet. The methods focus on project-based learning, problem-based learning, and collaborative learning through digital platforms. The learner's role is an autonomous network creator and responsible for their own learning while the instructor's role is a facilitator, consultant, and co-learner. Finally, technology, especially mobile devices (MALL) and social platforms, functions as the ecosystem that the entire learning process happens.

However, the connectivism learning approach opens the limitless world of information and connection. It also comes with a challenge: the risk of learners facing information overload and encountering incorrect or biased information. Learning in an open network means that learners are inevitably confronted with a number of sources. Hence, the effective learning is this environment does not come from simply making the connections but requires critical thinking skills. Chen and Hu (2018, pp. 12-23) highlighted the need to integrate the teaching critical thinking skills into the connectivism approach. They explained that many second language learners may have the ability to find and gather information but still lack the skills to evaluate credibility, analyze perspectives, and synthesize information from diverse sources to construct their own knowledge.

In summary, the modern foreign language teaching model with the connectivism has completely transformed the face of language education. It demolished the traditional classroom, shifting language learning from an event with a specific time into a lifelong process. The goal of this model is to teach learners to know a language and promote them to use the language as a tool to connect, collaborate, and create new knowledge in the interconnected world.

2.5 Advantage of Connectivism in Language Learning

The connectivism theory offers some benefits to the world of 21st-century language learning advantages which cannot be found in traditional instructional approaches. To understand these benefits requires looking deeper than just the implementation of new technologies or interesting one. Obviously, the advantage of the connectivism is the fundamental paradigm shift in how the entire process of language learning is viewed and accessed. While traditional theories views language learning as a linear and individual process with the teacher at the center of knowledge transmission, the connectivism completely demolishes this framework. Bozkurt and Ataizi (2015, pp. 155-168) pointed that language learning in the network era is chaotic and continuous that traditional concepts cannot explain. Consequently, the benefits of the connectivism provides the effective tool and presents a new conceptual framework. It accepts the complex and interconnected nature of the digital world to create language learning experiences which are authentic, meaningful, and sustainable.

One of the benefits of the connectivism approach promotes autonomy and empowerment for learners, allowing them to choose their learning path and content. This approach encourages learners to connect with resources and communities which meets with their interests, leading to motivation. Learners can access and interact with authentic English content on the internet. That is, authenticity and relevance are key factors in this approach.

Next, the connectivism offers a significant advantage by breaking down classroom walls and providing access to authentic learning communities. This technology, particularly Mobile-Assisted Language Learning (MALL) allows learners to connect with the global network of language speakers anytime and anywhere. Mobile devices become a gateway to this global community, making language learning as a part of daily life. Massive Open Online Courses (MOOCs) are another example of the connectivism learning. An interaction with diverse cultural backgrounds promotes intercultural understanding and skill development.

3. Communicative Language Teaching (CLT)

3.1 Definition of CLT

Communicative Language teaching (CLT) is an approach to teach a second or foreign language. The goal of language learning is the development of communicative competence. Thamarana (2015, pp. 90-100) explained that CLT emerged in the 1970s as a reaction against traditional teaching approaches, such as Grammar-Translation Method and Audio-Lingual Method, which were criticized for failing to produce learners who could communicate in real situations. This concept represented a major paradigm shift, moving the focus from instruction of form or perfect grammatical structures to an emphasis on the function and meaning of language in real communication.

Educators have defined the term of Communicative Language Teaching in following ways:

Nasimova (2022, pp. 222-228) defined that CLT is an approach which promote teaching materials and activities reflecting real-life language use, contrasting with previous non-communicative methods like Grammar-Translation Method and Audiolingual Method.

Alsubhi and Adnan (2022, pp. 45-63) referred CLT as an approach focused on enhancing learners' speaking and communication skills through interactive activities. It promotes real-life relevance, allowing students to use the language meaningfully while moving away from tradition memorization and rule-based learning methods.

Bai (2024, pp. 1-4) referred CLT as an approach emphasizing communicative competence as the goal of language learning, focusing on meaningful communication and interaction in the classroom to enhance learners' language skills and fluency, rather than concerning on grammar.

Pemberton (2024, pp. 47-67) defined that CLT is an approach to language education that emphasizes interaction and communication. It incorporates authentic materials, active learning, and various activities, aiming to enhance language proficiency through meaningful use rather than focusing on structural forms.

In summary, CLT, promoting meaning over form, can lead to the misunderstanding which grammatical accuracy is unimportant. The creation of authentic activities and the materials which promote meaningful interaction demand a

high level of instructional design from the teacher. Therefore, the success of CLT does not depend on an acceptance of principles. It emphasizes the teacher's ability to balance between fluency and accuracy.

3.2 Key Principle of CLT

To understand CLT at a deep level, it is essential to recognize that CLT is not a method with steps which must strictly follow. Rather, CLT is an approach based on a set of flexible principles which act as a guiding approach for classroom teaching. Sato and Kleinsasser (2002, pp. 494-517) summarized that although CLT has theoretical consistency for concepts of language and learning, for design and implementation, it is more open to diverse interpretations and applications than other teaching methods. These principles are teaching techniques and revolutionize the perspective on language learning for every component of the classroom, such as setting goals, selecting content and activities, and redefining the roles of the learner and the teacher.

3.2.1 Principle 1: Communication as Both Means and Goal

The important principle of CLT is the view that communication is both the means and goal of learning. CLT's assumption is that the process of attempting to communicate in the target language is the best way to learn a language (Gebrie, 2018, pp. 536-545). This principle represents a shift from viewing language as an object whose structure and rules must be studied to viewing it as a tool that must be used to achieve communicative goals. Classroom activities should provide learners with opportunity to use language for meaningful communication.

To facilitate authentic communication in the classroom, activities should possess three key characteristics as proposes by CLT approach: 1) information gap, 2) choice, and 3) feedback. An information gap refers to a situation where a learner has information, but others lack it. This creates a necessity to communicate to exchange that information. Next, choice means that learners have the freedom to select the linguistic forms and vocabulary to communicate their thoughts, not recite a dialogue. Lastly, feedback refers to the learners receiving feedback whether their communication is successful or not. Öz (2015, pp.) concluded that activities which stimulate learning involves real communication, and learners can use language in those activities meaningfully, which promotes the best learning.

3.2.2 Principle 2: Focus on Meaning and Fluency

A subsequent principle is directly linked to the first. CLT focuses on meaning and fluency over perfect grammatical accuracy. Traditional teaching approaches always treated grammatical accuracy as the goal, and errors were corrected immediately. CLT offers a different perspective. According to Azizova and Gapparova (2021, pp. 601-605), the attempt to successfully communicate meaning is more important. This does not mean accuracy is unimportant. Instead, it is about creating a balance. Fluency is prioritized in the initial stages of learning. The approach helps to build learner confidence and reduces their anxiety.

Under this principle, errors are viewed from a new perspective. CLT does not view errors as failure. It views them as a natural part of the language development process. Alghamdi (2021, pp. 1-13) pointed out that learners make mistakes when they try to use a language naturally. Constant and immediate correction can interrupt the flow of communication, and it can undermine a learner's confidence. Error correction in a CLT classroom should be handled creatively and thoughtfully. A teacher might collect errors for a group discussion after an activity. The focus could also be on correcting only those errors which impact the understanding of meaning. The goal is to create an environment where learners feel safe to make some mistakes with the language. They should not worry about having to speak perfectly all the time.

3.2.3 Principle 3: Use of Authentic Language and Materials

The third principle of CLT is the necessity of bringing authentic language and materials into the classroom. Authentic means language and materials created for real-life communication purposes. It does not refer to language which was created or modified for teaching grammar. Gebrie (2018, pp. 536-545) explained that using authentic language is extremely important. It builds a bridge between classroom learning and the real world. When learners experience language as it is actually used, they learn more than just vocabulary or grammar. They also implicitly learn about culture, social context, and the communication strategies that native speakers use.

Using authentic materials is the application of this principle. These materials can be anything from newspaper articles, radio program, podcast, or even restaurant menus. Bringing these materials into the classroom is highly motivating for learners because they are more interesting and relevant to real life. It also prepares

learners to handle the complexity of the language that they will encounter outside the classroom. Practicing with authentic materials helps to develop skills in interpretation and guessing meaning from context. These are essential for real communication (Yusupalieva, 2024, pp. 59-62). Hence, this principle rejects the idea that learners should only learn from simplified language. It promotes learners to face the challenges of real language from an early stage.

3.2.4 Principle 4: Learner-Centeredness

The final principle of CLT is learner-centeredness. This principle reforms the traditional classroom, and it redefines the roles of both teacher and learner. In a traditional classroom, the teacher is always the center of everything. They are the transmitter of knowledge. In CLT classroom, however, the learner becomes the center of the learning process. Azizova and Gapparova (2021, pp. 601-605) described this is a significant change from being teacher-centered to learner-centered. In this principle, the teacher's role changes completely. The teacher is no longer just an instructor but becomes a facilitator who manages and creates activities that enable learning through communication. Sato and Kleinsasser (2002, pp. 494-517) supported that the teacher also acts as an advisor during activities and co-communicator who participates along with the learners. Meanwhile, the learner's role changes from passive learners to and active learners who are responsible for their learning. They are expected to interact with others, negotiate meaning, and make their best effort to understand and communicate.

In summary, CLT's principles include a focus on communication, an emphasis on meaning and fluency, the use of authentic materials, and a learner-centered approach. They transform language teaching from activity of memorizing rules into a meaningful process for learners. However, CLT challenges a practical implementation within the limitation of a real classroom. Alghamdi (2021, pp. 1-13) and Gebrie (2018, pp. 536-545) both highlighted a significant gap between teachers' beliefs in CLT principles and their classroom practice. Many teachers may agree with the principles, but they still use traditional methods which focus on grammatical accuracy. There are several reasons for this gap. These include pressure from an exam system which still tests grammar, a lack of appropriate material, and the teachers' unfamiliarity and lack of confidence in facilitating open-ended activities. Therefore,

the success of CLT implementation depends on more than just training teachers to know the principles. It requires the development of the educational ecosystem from reforming the examination system to providing teacher development. The goal is to build teachers understandings and the confidence that they need to bring these principles into classroom.

3.3 Teaching Process of CLT

Communicative language teaching is a learner-centered approach. It focuses on giving students opportunities to use the language for communication across all four skills: listening, speaking, reading, and writing. The emphasis is on both fluency and accuracy in language use. In the early stages, grammar is not the main focus. Once students are able to use the language, greater attention is given to grammatical accuracy. Grammar is taught as a tool for conveying meaning rather than as a set of structures to be memorized. Therefore, this approach emphasizes activities which allow students to practice the language in situations which are as close to real life as possible. Mugableh and Khreisat (2019, pp. 217-229) proposed a process of CLT, involving three main stages: 1) Presentation, 2) Practice, and 3) Production.

Stage 1: Presentation

This stage is one of the most important parts of the lesson. The teacher provides students with new language input. The purpose is to help students understand the meaning and form of language used in real-life communication, as well as how to use it appropriately. This includes pronunciation, meaning, vocabulary, and grammar structures, which suitable for different situations.

Stage 2: Practice

This practice stage allows students to use the newly language from the presentation stage in a guided way. The teacher leads the practice at first and then gradually gives more independence to the students. The main goal is for students to remember language forms accurately, it also aims to develop understanding of meaning and appropriate use. Practice always begins with oral practice, where students repeat simple models until they can produce the correct forms. The situations used for practice are created within the classroom to match the lesson's sentence structures. The teacher provides feedback that students know whether their language use is correct and checks their understanding of meaning.

Stage 3: Production

This stage is the point that learning in the classroom is transferred to real-life language. The aim is for students to try using the target language in different situations. The teacher acts only a guide, setting up tasks or situations for students to work on. Activities are designed to encourage authentic communication while allowing students to take ownership of their language use.

However, Task-based instruction (TBI) theorists have criticized the PPP process for not reflecting the natural process of language acquisition. It results in learners being able to complete exercises correctly but still lacking fluency in real communication. For this reason, TBL reverses the sequence. Instead of presenting grammar first, it begins with giving learners a language use task complete. Shahi (2022, pp. 24-31) explained that in this process, learners use all their available language resources to negotiate meaning and solve problems. This creates a natural need to learn new language forms. After the task is completed, the teacher brings interesting language points from the learners' performance into a later language focus stage. These changes learning from knowing about the language to learning through using the language. The process of TBI consists of the following two main stages:

Stage 1: Pre-Task Phase

This is the first and very important step in the TBI process. Its main role is to prepare and motivate learners before they begin the actual task. The teacher's role in this stage is important for building both cognitive and linguistic scaffolding to help learners enter the task with confidence and direction. Activities in the stage are not about directly "teaching" the grammar or vocabulary to be used in the task. This goes against the principles of TBL, which aims to let learners use the language that they already have freely (Shahi, 2022, pp. 24-31). Instead, activities focus on building understanding of the task's context and goals.

Practical activities in the pre-task stage include several elements. Introduction to the topic and task is the first step that the teacher explains what the task is about and what the final outcome should be. Haliwanda (2021, pp. 40-53) provided examples of giving clear instructions to learners. This is followed by brainstorming that the teacher and students work together to share ideas about the topic. This helps activate prior knowledge and build a related vocabulary. Shahi

(2022, pp. 24-31) also suggested additional activities, such as showing examples of similar tasks through videos or audio clips. Doing this helps learners form a clear task of what is expected and exposes them to useful language without explicit teaching. Finally, the teacher should give preparation time so that learners can plan how they will approach the task.

Stage 2: The Task Cycle Phase

This stage is essential for the TBI process. It is the moment when learners use language for real communication. The cycle is divided into three parts: Task, Planing, and Report.

Task: In this part, learners work in pairs or small groups to complete the assigned task. During this stage, learners should have full freedom to use all the language resources that they have to express themselves and communicate meaning. The teacher's role changes completely and becomes a monitor and an encourager (Shahi, 2022, pp. 24-31). The teacher observes each group, offers help when needed (for example, with vocabulary) but does not interrupt to correct errors unless those errors stop communication. The main goal is to build fluency and confidence in using the language This stage directly matches the exploration and elaboration phases described by Haliwanda (2021, pp. 40-53) that learners search for information and practice language use in realistic situations.

Planning: After completing the task, learners move to planning stage. Learners prepare to present their results or describe their group's process to the class. Shahi (2022, pp. 24-31) explained that this stage is very important because it acts as a bridge from fluency and accuracy. Learners become more conscious of form. They organize their ideas, arrange the content, and select the most accurate and appropriate words and sentence structures. The teacher's role changes to a language advisor. The teacher can give suggestions, correct mistakes, or recommend better language forms to help make the learners' presentation clear and correct.

Report: The final step in the cycle is for each group to present their work to the class. The report can be an oral presentation, a written summary on the board. Shahi (2022, pp. 24-31) highlighted that this stage offers several benefits. First, it gives learners a chance to use the language in a more formal setting. Second, it allows comparison and learning between groups. Finally, it creates motivation for

learners to do their best work because they know what to present to others. The teacher acts as a chairperson, managing the presentations and encouraging questions and discussion.

In summary, the teaching process in CLT has significantly evolved. It has changed from the Presentation-Practice-Production (PPP) model to the more dynamic Task-Based Instruction (TBI). In PPP, the teacher begins by presenting language structures followed by controlled practice and ends with production. In contrast, TBI reverses the sequence, it begins with task which focuses on communication and then moves back to analyze the language forms that are needed.

While PPP tries to promote communication, it still tends to focus on learning about language for communication with the teacher at the center. TBI meets more closely with the theory of CLT because it is about learning language through communication. Starting with a task creates a natural need to use the language. This makes the learning process more meaningful. Therefore, TBI is not simply a new technique. It is an advancement of CLT which promotes and develops learners as the real communicators.

3.4 CLT Learning Activities

Learning activities in a classroom which uses the CLT approach are completely different from traditional classroom. The core if CLT activity is not the practice of linguistic forms. It focuses on creating meaningful task which reflects real-life language use. Lestari and Margana (2024, pp. 1567-1672) explained that CLT activity is designed to create a necessity to communicate. Instead of having students speak because they are told to speak, a CLT activity creates a situation where students need to use language to achieve a certain goal. The importance of creating this necessity is the information gap. Daar (2022, pp. 969-978) pointed out that this is a situation where one learner has information that another does not. This focuses them to interact and negotiate meaning to fill that gap. This promotes the classroom from a place for learning about language into a space for using language to communicate.

3.4.1 Activities: Fluency vs Accuracy

Although the goal of CLT is successful communication, its activities can be classified into two main types according to their different focus, this helps learners to develop abilities in a balanced way.

The first type is fluency-focused activity. Lestari and Margana (2024, pp. 1567-1672) explained that this type of activity allows learners to use language naturally and continuously. They do not have to worry much about grammatical correctness. These goals are to build confidence, reduce anxiety, and encourage self-expression. In these activities, a teacher avoids interrupting to correct errors but supports the learner's ability to communicate overall meaning. The second type is accuracy-focused activity. Daar (2022, pp. 969-978) emphasized that while CLT values fluency, it does not neglect accuracy. This type of activity focuses on the correct use of language structures, vocabulary, and grammar in a meaningful context. However, these activities are still different from traditional grammar practice. They are still based on a communicative situation. For example, a teacher might have students practice the past tense by telling a story about their own past experience. These both activity types show an important approach that CLT views fluency and accuracy that must be developed in parallel, not as conflicting goal.

3.4.2 Activities: Collaboration

Every CLT activity is a collaboration. Cooperative learning is the most essential basic technique. Muslih and Almashaqbeh (2021, pp. 1059-1075) explained that cooperative learning not only increase opportunities for each learner to practice speaking in a class, but also promotes positive dependence and builds individual responsibility. Organizing activities in which learners work in pairs or small groups to achieve a goal creates natural interaction and reduces the teacher's role as the center of the classroom. Role-plays and simulations are also powerful activities which promote collaboration. These activities allow learners to practice language in simulated situations which are close to real life. They give them the chance to try different roles and language patterns in a safe and low-pressure environment.

3.4.3 Activities: Real Communication

Although CLT approach is highly flexible, classroom activities usually follow a clear sequence. This structure helps build learners; confidence and gradually develops their ability from practicing in situations to using the language freely. Avila (2017, pp 11-19) described three progressive stages of practice activities commonly used in CLT classrooms. These are mechanical activities, meaningful activities, and communicative activities.

Mechanical Practice: This is the initial stage of practice which focuses on building familiarity with new language forms. It does not require deep understanding of meaning. Examples include repetition practice or substitution practice. Although these activities resemble methods from before the CLT era, they still play a role in helping learners, especially beginners to become familiar with the structures of the target language.

Meaningful Practice: This stage moves beyond mechanical work. Learners begin to make choices in using language within meaningful but still in contexts. In these activities, the teacher may create situations and provide language options, but learners must choose forms which match the meaning that they want to express. For example, the teacher shows pictures of different weather conditions and ask students to choose the correct sentence to describe each one. This practice helps link language forms to real meaning.

Communicative Practice: This is the most important stage. Learners use the language freely to complete a task in a situation which is close to real life. The activity must include an information gap, which forces learners to communicate in order to exchange information that only they have. The focus is not only on grammatical accuracy but on achieving the communicative goal. From mechanical to communicative practice is a process which prepares learners and builds their confidence to use the language in real situations.

3.4.4 Activities: Information Gap

This technique reflects the CLT approach. The activity is designed so that each learner or group has different but related pieces of information. They must communicate to gather all the information and complete the task. This activity creates a gap which forces learners to interact in a meaningful way, not just memorize dialogues.

3.4.5 Activities: Role-Plays and Simulations

This activity brings real-world contexts into the classroom. Role-play allows learners to take on roles and practice language in a set situation, such as being a tourist asking for directions or a hotel receptionist greeting guests. Simulations can be more complex. They involve creating an entire situation where learners use language to solve problems or move the storyline forward based on their roles, such as

simulating a business meeting to make decision. This helps learners practice different language functions and levels of formality in low-pressure classroom.

3.4.6 Activities: Games

Games are tools for building motivation and reducing anxiety in the classroom.

Teh (2021, pp. 65-71) pointed that game activities make learning enjoyable and encourage learners to use the language naturally without feeling that they are studying. A well-designed game stimulates learners to use the language to achieve the game's goal. Similarly, giving learners a problem to solve together, such as planning a limited budget, promotes the use of language for thinking and negotiating.

3.5 CLT Teaching Skills

Teaching English through the CLT approach focuses on developing learner's ability to communicate. It does this by creating situations and activities which encourage the use of language in meaningful contexts. The idea of CLT is to balance language accuracy and fluency. Teachers need skills in lesson design, classroom implementation, and assessment. These skills ensure that learners can use the language naturally and effectively (Abdelmageed, & Omer, 2020, pp. 506-519)

One of the important skills for teacher using the CLT approach is task-based lesson planning. This focuses on designing learning activities with clear objectives. The tasks should connect to learners' real-life situations and encourage continuous language use. Habtamu and Berkessa (2022, pp. 35-48) explained that task design should consider the difficulty of the language, the complexity of the content, and learners' readiness. This balance supports both learning and challenge. Such planning not only develops communication skills but also builds learners' intrinsic motivation to use the language.

Classroom communication techniques also play an important role. Teachers must give instructions, explanations, and questions effectively, which adjusts them to learners' proficiency levels. They should also use body language, tone, and stress to support understanding. Qasserras (2023, pp. 100-109) emphasizes that teachers should use open-ended questions to stimulate thinking and avoid yes-or-no questions because these limit opportunities for deeper communication.

Another important skill is creating a communicative classroom atmosphere. A safe and friendly environment helps reduce learners' anxiety and makes them more willing to communicate. Abdelmageed and Omer (2020, pp. 506-519) found that learners show significant improvement in communication when they are in a learning environment which allows error and offers emotional support from teachers and classmates. Building such an atmosphere requires skills in rapport building and group management.

The ability to integrate content and language skills is also central to CLT. Real-life communication always involves using several skills at the same time, such as listening and responding, reading and explaining, or writing to answer questions. Habtamu and Berkessa (2022, pp. 35-48) found that teachers who connect listening, speaking, reading, and writing activities give learners more opportunities to use the language in varied and flexible ways.

Next element of teaching skills in CLT is the use of authentic materials. These materials allow learners to experience language in a way that closely reflects real-life use. Qasserras (2023, pp. 100-109) explained that authentic resources, such as news, films, conversations, or documents from daily life, can capture learners' interest and increase their motivation. They also help learners become familiar with different language forms, cultures, and tones, which are essential for communication in a global context.

In addition, managing classroom interaction is an important skill for teachers in CLT. Interaction can take many forms, such as pair work, small group work, and whole class discussion. The choice of format depends on the activity's objectives and the learners' characteristics. Research by Abdelmageed and Omer (2020, pp. 506-519) found showed that using a variety of interaction patterns increases opportunities for speaking practice and meaningful exchanges of ideas.

Finally, the skill of assessing communicative competence is another requirement. Teachers must be able to evaluate accuracy, fluency, the use of communication strategies, and sociocultural appropriateness. Qasserras (2023, pp. 100-109) recommended using task-based assessment together with formative assessment to reflect learners' real progress.

It can be concluded that teaching skills in CLT go beyond delivering language knowledge. They also involve creating a supportive communicative environment, designing meaningful activities, using authentic materials, and applying assessment methods which promotes the goal of developing communicative competence. All of these elements must work together in a systematic way to maximize the effectiveness of English language teaching in real communicative contexts.

CLT Teaching Skill	Description	Example Activities
Designing Communicative Activities	The teacher creates activities which focuses on meaning and have clear communication goals.	- Information gap: match information from pictures and tables. - Problem-solving task: plan a trip within a limited budget.
Facilitating Interaction	The teacher organizes and encourages interaction between learners to use language in real situations.	- Pair work and group discussion. - Role play.
Managing Classroom	The teacher manages the classroom environment and structure to increase communication opportunities.	- Arrange small groups. - Rotate speaking partners.
Integrating Authentic Materials	The teacher uses real-life materials to stimulate learning.	- Use articles or news from authentic resources. - Simulate real-world situations.
Assessing Communicative Competence	The teacher uses assessment which reflects competence in grammar and sociolinguistics.	- Performance-based assessment: role play - Peer feedback and self-assessment.

Table 6: CLT teaching skills

3.6 Implementation of CLT in Classroom

The Implementation of CLT in the classroom is a complex process which requires understanding of both theory and practice. CLT aims to develop learners' communicative competence, so lesson design and delivery must balance fluency and accuracy while emphasizing real-life language use, interaction, and problem-solving through language (Kurniawan, & Sumani, 2022, pp. 83-88). In many educational contexts, especially in countries where English is foreign language such as Thailand, CLT is recognized as an approach which can help learners use the language with greater confidence. However, its success depends on several factors, including teacher beliefs, available resources, curriculum context, and learner readiness (Pitikornpuangpetch, & Suwanarak, 2021, pp. 138-163).

3.6.1 Teacher and Learner Preparation

The implementation of CLT in the classroom must begin with the preparation of both teachers and learners. For teachers, a clear understanding of the principles and goals of CLT is essential. Teachers should recognize that CLT is not only about arranging conversation activities but also about designing tasks which develop both communicative language and communication strategies (Azizah, Supriyono, & Andriani, 2020, pp. 770-776). Preparing learners means providing them with an understanding of the objectives of CLT and motivating them to participate in communication. Teachers should create an environment with psychological safety, so learners feel confident to use the language without fear of making mistakes. The study by Salam and Luksfinanto (2024, pp. 1-17) found that promoting a positive attitude toward communication significantly increases the frequency of English use in the classroom.

3.6.2 Designing Learning Activities Related to CLT

Designing activities is the core of implementing CLT in the classroom. Activities should be meaning-focuses, aiming to use language to convey rather than only memorizing language structures. They should also connect to real-life situations and the learners' context so that learners can see the value of using the language in their daily lives (Kurniawan, & Sumani, 2022, pp. 83-88).

Activity examples include:

- Role-Play: Simulating situations such as business negotiations or job interview.

- Information Gap: Exchanging incomplete information to practice asking and giving information.

- Problem-Solving Tasks: Working together to solve a problem using language as a tool.

- Project-Based Learning: Completing a project which requires English for communication and presentation.

Azizah, Supriyono, and Andriani (2020, pp. 770-776) noted that these activities encourage learners to use the language naturally and increase opportunities for interactive practice.

3.6.3 Integrating CLT into the Curriculum and Lesson Plan

The implementation of CLT needs to support the curriculum and lesson plans of the school or university. Teachers should adapt content and activities to match the learning standards and expected learning outcomes. In the case of Thailand, Pitikornpuangpetch and Suwanarak (2021, pp. 138-163) found that teachers who could connect CLT principles with the national English language teaching standards were more like to succeed in improving students' communicative competence that those who applied CLT without adapting it to the curriculum context.

3.6.4 Using Media and Technology to Support CLT

Media and technology play an important role in expanding communication opportunities in the classroom. Teachers can use videos, audio clips, language games, and online platforms to create a diverse communicative environment. Salam and Luksfinanto (2024, pp. 1-17) highlighted that technology allows learners to access a wide range of content which closely reflects real-life situations. Using platforms such as Zoom, Google Meet, or Microsoft Teams for speaking practice with native speakers or international peers in another way to boost learners' confidence and provide valuable language experience.

3.6.5 Assessment in CLT

Assessment in CLT should focus on measuring communicative ability rather than testing language structure alone. Suitable assessment methods include task-

based assessment, self-assessment, peer assessment, and observation of language use in real situations. Kurniawan and Sumani (2022, pp. 83-88) suggested that assessment in CLT should be flexible and use criteria which reflect real-life language communication.

3.6.7 Challenges in Implementing CLT in the Classroom

Although CLT is widely accepted, its implementation in real classrooms often faces several constraints, especially in English as a foreign language (EFL) context. Common challenges found in many countries include:

- Limited resources and time

In some schools, the large number of students in one classroom makes it difficult for teachers to organize activities which give every learner the chance to practice interaction. At the same time, limited class hours always force teachers to rush through the curriculum, leaving little room to implement CLT activities (Azizah, Supriyono, & Andriani, 2020, pp. 770-776).

- Teacher attitudes and beliefs

The success of CLT depends on teachers' belief that communication should be the main goal of language learning. Pitikornpuangpetch and Suwanarak (2021, pp. 138-163) found that some teachers still focus more on grammar instruction and translation, which can reduce the effectiveness of CLT.

- Learner ability and confidence

Some learners, especially beginners, may lack confidence in using the language and fear making mistakes. This can lead to reluctance to participate in communicative activities. Salam and Luksfinanto (2024, pp. 1-17) pointed out that creating a positive atmosphere and giving learners continuous small successes are important in solving this problem.

- Assessment limitations

Although CLT emphasizes measuring communicative ability, many school assessment systems still focus mainly on written tests and grammar-based evaluation. This may obstruct the development of communicative skills (Kurniawan & Sumani, 2022, pp. 83-88).

Implementing CLT effectively in the classroom should be seen as a continuous process which combines theoretical understanding, practical strategies, and support

from all stakeholders. Teachers should adapt activities to suit the context. For example, in large classes, learners can be divided into small groups, or teachers can choose short but intensive activities, such as mini-dialogues or quick role-plays to ensure equal participation from all learners (Azizah, Supriyono, & Andriani, 2020, pp. 770-776). Teacher training is another key factor. Teachers are the designers of the learning experience. Training programs or workshops on CLT help teachers develop skills in organizing activities, using materials and conducting communication-focuses assessment. These programs also create opportunities for teachers to exchange experiences with friends., leading to teaching methods which support learners' needs. In today's context, technology also plays an important role for CLT. Online platforms, language learning applications, and video conferencing can connect learners with real-life language users. This connection helps increase motivation and confidence. Digital resources also create an environment where learners can practice language in varied and continuous ways even outside the classroom. For CLT to remain sustainable in the education system, supporting from multiple parties is essential. Administrators should provide clear policies to promote CLT and provide sufficient resources. Teachers should form professional learning communities to share knowledge and solve problems together. Learners should have opportunities to reflect on their learning and take part in designing activities. Communities and parents can contribute by supporting extracurricular activities, such as cultural exchange programs or speaking competitions (Ginosyan, Tuzlukova, & Hendrix, 2019, pp. 168-177).

In conclusion, sustaining CLT does not result from occasional communicative activities. It requires ongoing collaboration and strategic adaptation which provides learners' contexts and educational environments. The efforts of teachers, learners, administrators, and communities will enable CLT to serve as an effective tool for developing English communicative competence in the long term.

3.7 Assessing and Evaluating CLT Skills for Teacher

Assessment and evaluation of teaching skills within the framework of CLT have become an important issue in modern language education. They directly reflect how well teachers are prepared to develop learners' communicative competence. The main goal of CLT is not limited to learning linguistic forms. It also focuses on the meaningful use of language in real-life situations. Therefore, assessing teachers' skills

in applying CLT means examining whether instructions create opportunities for communication, learner interaction, and the development of fluency. Research at both local and international levels has provided important findings on the effectiveness of CLT, the gaps, and the frameworks which can guide teacher professional development.

The first issue highlighted in much of the research is the inconsistency between teachers' beliefs and their classroom practices. For example, Abdelmageed and Omer (2020, pp. 120-130) pointed out that although teachers reported having knowledge of CLT principles, the actual success of their teaching depended on academic decision, classroom management, and the tools used to support communication. This supports a common observation in educational research: teachers' reported confidence in communicative teaching does not always match their teaching behavior (Abdelmageed, & Omer, 2020, pp. 120-130). For this reason, effective assessment systems must move beyond self-assessment and include methods, such as observation, peer evaluation, and student feedback.

Developing assessment models which fit the local context is also an important issue. The study of Kiaorat, Panya, and Suikraduang (2019) focused on creating an assessment model for primary school teachers in Thailand who use CLT. The model aimed to reflect real challenges in the field, such as learners' limited exposure to English, student diversity, and resource constraints. The model included both quantitative indicators, such as lesson planning and frequency of language use, and qualitative indicators, such as the level of student participation and the authenticity of communicative activities. This work highlights the importance of adapting assessment models to cultural and social contexts rather than applying foreign standards directly.

Another important issue is that assessment should be continuous and should serve a developmental purpose rather than a one-time check. building a Professional Learning Community (PLC), where teachers can reflect on and assess their own teaching and their colleagues, is a method widely accepted at the international level. It allows assessment to move beyond inspection and become a learning process. Reflective evaluation helps teachers connect real experiences with theoretical concepts and leads to ongoing improvement (Lee et al., 2022, pp. 262-287).

From discussed above, assessment and measurement of CLT teaching skills should not be used only for controlling. They should be tools which inspire and support teacher growth. If assessment is designed to be flexible and fair to the real context, teachers will see it as an opportunity for development rather than as a burden or punishment. In addition, balancing formative and summative assessment can create supportive feedback.

In conclusion, the assessment of CLT teaching skills for teachers should focus on three elements:

1) Integration of multiple sources of evidence to ensure reliable measurement.

2) Attention to context and structural constraints faced by teachers in real practice.

3) Emphasis on development evaluation rather than one-time judgment.

These ensure that assessment of CLT teaching skills not only checks teacher performance but also builds a sustainable system of professional growth. This leads to better opportunities for learners to develop English communicative competence.

This table was created to compare the CLT approach with traditional teaching methods.

Aspect	**Traditional Methods (e.g., grammar-translation)**	**The CLT approach**
1. Philosophy and Goal - Main goal	- Linguistic accuracy: The focus is on learning grammar rules and language structures precisely.	-Communicative competence: The focus is on using language to successfully convey meaning in real situations.
- View of language	- Language is an object. Its structure and rules must be studied.	- Language is a tool. It must be used to achieve a communicative goal.
2. Classroom Dynamics - Teacher's role	- The teacher is the center of the classroom and the	- The teacher manages activities and acts as a co-

Aspect	Traditional Methods (e.g., grammar-translation)	The CLT approach
	judge of right and wrong.	communicator.
- Learner's role	- The learner memorized and practices what the teacher instructs.	- The learner takes responsibility for their own learning and interacts with others.
- Atmosphere	- The environment is formal and emphasizes accuracy.	- The environment is safe and reduces anxiety.
3. Content and Process		
- Errors	- Errors are failure. They must be corrected immediately.	- Errors are a natural part of development. They are corrected only when they impede understanding.
- Teaching materials	- Dialogues and content are created and simplified to teach grammar.	- Real-world materials are used (e.g., menus, news, podcasts) to bridge the classroom and the outside world.
- Teaching process	- Teach the grammar rule first and then use it in a sentence	- It begins with PPP (presentation-practice-production).

Table 7: A Summary of Concept: Communicative Language Teaching (CLT)

4. English as an International Language (EIL)

4.1 Definition of EIL

In the age of globalization, cross-border communication and interaction become a part of daily life. English is undeniably risen to the role of an international language. English as an international language (EIL) refers to the phenomenon of

using English as a common language or a tool for communication between people from different linguistic and culture backgrounds. Dewi (2012, pp. 169-181) explained that the status of EIL promotes using in a variety of contexts worldwide whether in science, technology, business, or popular culture. Communication in the EIL context includes interaction between native speaker (NS) and non-native speaker (NNS) and communication between NNS themselves.

This approach is the change in focus from a strict adherence to native speaker norms to a prioritization of communicative effectiveness. In the past, the goal of English learning was to speak and write as much like a native speaker as possible (e.g., with a British or American accent). However, the goal changes under the EIL approach. Puspitasari (2019, pp. 229-241) pointed out that the new goal is to produce language users who can communicate effectively and with appropriateness in intercultural communication. Grammatical errors may be less important than the ability to engage in the negotiation of meaning and establish an understanding with interlocutor.

Educators have defined the term of English as an international language in following ways:

Adityarini (2007, pp. 103–111) defined that English as an internation language which has implications for English language teaching (ELT) in terms of attitude towards varieties of English, improving non-native speakers' intelligibility and teaching pronunciation.

Nicholson (2015, pp.) referred English as an internation language as the language used for communication between speakers from different cultural and national backgrounds, facilitating international interactions, particularly in business rather than serving as a language within a specific society.

Smith (2015, pp. 159-164) defined that English as an international language refers to the using English by people from different nations to communicate. It serves as a common medium for interaction, transcending national boundaries.

Aqeel et al. (2023, pp. 141-147) concluded that English as an international language as a common language of communication among diverse linguistic backgrounds, facilitating global trade, collaboration, and personal connections,

especially in professional contexts and enhancing employability and career opportunities worldwide.

Rif'attullah and Putra (2024, pp. 20-30) refers English as in international language as the role of a global lingua franca, facilitating communication among diverse linguistic backgrounds. It promotes understand and using English beyond native speaker contexts, reflecting its significance in the globalized world.

Therefore, EIL is about creating new standard for English and accepting the diversity that exists in the use of English worldwide. This approach recognizes that English has been adapted and applied in different forms across various cultures to meet a wide range of communication needs. Tan et al. (2020, pp. 133-141) concluded that EIL is a shift from "a black and white view of English" (right or wrong according to native speaker standards) to a "gray" view which prioritizes flexibility and communicative success.

4.2 Characteristics of EIL

To understand the concept of EIL at a deeper level, it should move beyond the basic understanding of EIL as just a variety or an accent of English. That is, EIL is a paradigm which is a new conceptual framework for viewing, understanding, and approaching the role of English on the world context. This challenges and chances the traditional assumptions about English language teaching. Akbar (2018, pp. 115-125) explained that this paradigm moves away from a narrow perspective on the standards of native speaking countries toward a broader perspective that accepts the diversity of English used globally.

4.2.1 The Separating from Native Speaker Culture

The foundational characteristics of EIL is separating from native speaker culture. In traditional language teaching, there is a deeply embedded belief that learning a language is inseparable from learning the culture of its native speakers. Learning English, therefore, implies learning British or American culture. However, McKay (2018, pp. 9-23) argued that for EIL, this assumption is no longer true. EIL is used by people from all corners of the globe to communicate between their own diverse cultures, not to adapt into the culture of a native speaking country.

In the EIL context, English becomes a more culturally neutral vehicle that users can use to express their own cultural identities. Dewi (2012, pp. 169-181)

explained that EIL becomes public property, allowing people to share their local culture on the international context. For example, a Thai business might use English to explain business concepts in the Thai social context to a German partner. In this situation, the goal of communication is not to express Americanness but to use English as a tool to achieve a business understanding while still maintain a Thai identity. Thus, EIL instruction should not focus on teaching the cultural content of native speaking countries but should promote learners to use English to confidently explain and communicate about their own cultures. It is separating of language from native speaker culture which allows English to function as an international language.

4.2.1 Focus on Communicative Effectiveness

The significant characteristic which results directly from the EIL paradigm shift is the change in the goal of language use, moving from a focus on native-like accuracy to an emphasis on communicative effectiveness. In traditional language teaching approaches, a learner's ability is often judged by their grammatical accuracy and pronunciation which is approximate to a native speaker standard. But in the context of EIL, the majority of global users are non-native speakers, and real communicational situations are more complex and diverse. Dewi (2012, pp. 169-181) highlighted that the most important goal in intercultural communication is for the interlocutors to achieve intelligibility.

In this characteristic, the concept of a linguistic error is re-examined. The use of grammar or an accent which are different from a native speaker standard is not considered an error. It does not impact the understanding between interlocutors. McKay (2018, pp. 9-23) explained that EIL prioritizes competence which is ability to use language appropriately for the situation and the interlocutors more than perfect grammatical competence. This means that a successful language speaker in an EIL context is someone who can use various communication strategies, such as paraphrasing, asking for clarification, or negotiating meaning to ensure that communication is successful. Therefore, this characteristic has a significant implication for teaching. The focus should shift from correcting every grammatical mistake to promoting learners to use language communication confidently.

4.2.3 Pluricentricity and Diversity

A third foundational characteristic of EIL is the recognition that English is now pluricentric, which has not a single and standard center. In the past, London or New York might have been viewed as the centers of correct English. However, English has been adopted and developed in various regions around the world today, called World Englishes (WE) with its own standard. Rao (2019, pp. 65-79) explained that English becomes the global language which adapts to local cultures in each area. Understanding this characteristic requires referencing the influential analytical framework in this field: Three Concentric Circles Model, proposed by Braj Kachru.

Kachru's model classifies the global using of English into three concentric circles to show the spread and different statuses of the language. The Inner Circle refers to countries where English is a native and first language, such as the United Kingdom, the United States, Australia, Cannada, and New Zealand. (Al-Mutairi 2020, pp. 85-92) explained that these countries are viewed as natives. The Outer Circle refers to countries, typically former British colonies, where English becomes an important second or official language, such as India, Singapore, and Nigeria. The English in these countries has developed its own unique forms. Finally, The Expanding Circle includes all countries that learn English as a foreign language for international communication, such as Thailand, Japan, China, and Kuwait.

Kachru's model is important to the EIL paradigm because it provides empirical evidence which legitimizes the various Englishes emerging in the Out Circle. It also challenges the authority of the Inner Circle as the owner of the language. Understanding this pluricentricity and diversity is the foundation which leads to the acceptance of communicative effectiveness, rather than adhering to any standard.

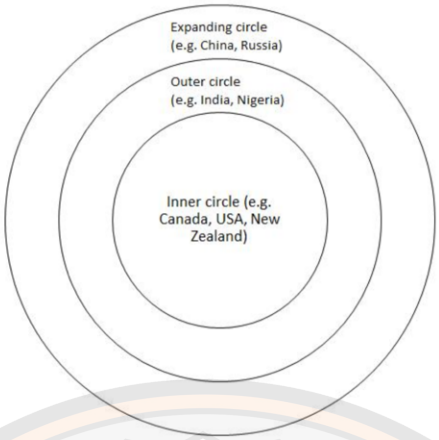

Figure 5: Kachru's three concentric circles model

Source: Al-Mutairi, M. A., 2020, pp. 85-92.

4.2.4 Implications for Pedagogy and the Shift in Ownership

When all the characteristics of EIL, from its separating from native speaker cultural and its focus on communicative effectiveness to its pluricentric nature and diversity, are synthesized to view as the clear picture of the paradigm shift. These characteristics do not exist in isolation. They work to create a new definition for both English and its users in the 21st century. The significant impact of this paradigm is "The shift in language ownership". English is no longer the property of the Inner Circle countries; it becomes the global resource which belongs to everyone who uses it to communicate. This change inevitably has direct pedagogical implications. Akbar (2018, pp. 115-125) and Tan et al. (2020, pp. 133-141) both highlighted that the goal of English language teaching must change. Native speaker imitation is no longer necessary goal. Mckay (2018, pp. 9-23) summarized that the new goal is to develop learners into successful intercultural users of English. This refers to users who have the ability to use English effectively and appropriately in diverse contexts. The speaker possesses an awareness of cultural differences and can use English to express their own identities. Therefore, the characteristics of EIL serve as both an explanation of a phenomenon and a guideline for reforming English language teaching with the reality of the global world.

4.3 Components of EIL

Since EIL is a complex paradigm, it is necessary to systematically classify the components of this concept. These components are not limited to the linguistic dimension but also includes the cultural, social, and attitude of language users. To ensure a clear analysis, much current research has adopted the five components model, originally developed by Marefat and Pakzadian as framework for exploring perceptions of EIL (Marefat, & Pakzadian, 2017, pp. 127-154). Zhang and Liu (2024, pp. 102-118.) adapted this model for their study. The model consists of five main compoenents: 1) Cultural Realism, 2) Linguistic and Cultural Position, 3) Ownership of English, 4) EIL Posture, and 5) Localization. Analyzing each component helps to create a complete picture of the EIL paradigm and its implication for language teaching.

4.3.1 Cultural Realism

The first component and the most important key of the EIL is cultural realism. Zhang and Liu (2024, pp. 102-118.) defined this component as the willingness and ability to learn from diverse cultures, which leads to cultural literacy and cultural liberty. In other words, cultural realism is the language user's open attitude toward the cultural diversity that accompanies the use of EIL. English is no longer just a tool for communicating with native speakers but with people from every culture around the globe. Understanding and willingness to learn about interlocutors' culture become essential. This component shifts the focus from a monocultural learning of the native speaker's culture to multicultural and intercultural learning.

The importance of cultural realism is directly related to the goals of communication in the EIL context. Tan et al. (2020, pp. 133-141) explained that EIL is a tool for intercultural communication. The ability to understand and adapt to different cultural perspectives is necessary for communicative success. A lack of cultural realism can lead to misunderstandings, the creation of stereotypes, and communication failure even if a speaker has perfect grammatical ability. Hence, cultural realism is the understanding of language and culture which are interrelated, and the cultural sensitivity is necessary for the successful application of EIL.

The findings of Zhang and Liu (2024, pp. 102-118) confirmed the importance of this component, revealing that their sample group of international

students in Thailand held a very positive perception of cultural realism. Nearly all respondents (95.2%) agreed that communicating successfully and internationally, it is necessary to learn about other cultures. Furthermore, the majority of participants view English as a tool that enables people from different cultures to communicate with the language, not being tied to any specific culture. This supports with Mckay's concept (2018, pp. 9-23) that EIL should be culturally neutral. These research findings demonstrated that EIL users have a strong desire to develop theory own global cultural awareness.

Based on the importance of this component, it leads to significant implications for teaching and learning. The existence of culture realism calls for a reform of English teaching materials. Xu (2018, pp. 102-118), with the recommendations from Zhang and Liu's research (2024, pp. 102-118) stated in the same direction. That is, English teaching materials should no longer be limited to western culture content but must present content which reflects global cultural diversity. Including diverse stories, lifestyles, and values from various cultures in textbooks and classroom activities enhances engagement, cultivates culture realism, and prepares learners for successful intercultural English usage.

4.3.2 Linguistic and Cultural Position

The second component for understanding EIL is linguistic and cultural position, which is complex and widely debated element. This component discusses political issues which drives the spread of English, cultural uniformity versus diversity, and effects on regional languages and cultures. One important question is whether English's spread was caused by American or British "imperialism". The research by Zhang and Liu (2024, pp. 102-118) found that participants held different views on this matter. Approximately half of the participants believed that English's status as the global language is historically rooted in colonialism, a form of linguistic and cultural power. In contrast, the current spread of English is no longer a result of imperialism but a consequence of economic globalization and desire to connect on the global level.

Another important issue with this component is the question of whether learning English is a threat to mother tongue and local culture. Zhang and Liu (2024, pp. 102-118) found that the majority of participants did not believe learning English

was a threat to their culture and did not agree with limiting English education. Some people think that although spending time learning English may waste their time to learn other languages and cultures, there are significant benefits to use English as a tool to access current knowledge and technology. Furthermore, many participants view English as a blessing which helps them to share their own culture and identity with the world. This perspective reflects EIL speakers who do not view English as the language of a colonizer but as the global tool which can be appropriated for their own purposes.

4.3.3 Ownership of English

The third component is the ownership of English. This component deals with the question: Who owns the English language? While the traditional view holds that English belongs to its native speaking countries (e.g. the UK and the US), the EIL challenges this notion. The research findings of Zhang and Liu (2024, pp. 102-118) showed the change in this matter, revealing that all participants (96.4%) agreed that English belongs to all users who speak it, not just to native speaking countries. Moreover, most participants believe that the authority to define the correct use of English does not rest with native speakers, and there are more acceptable standards than just the British or American ones.

This attitude toward ownership promotes the academic concept that the spread of English has de-nationalized the language. In the past, learning English meant the learning of others, but today, since the number of non-native English speakers outnumbers native speakers many times over, English becomes the language of all of us. Tan et al. (2020, 133-141), citing Crystal (1997), highlighted that one of the predictable consequences of a language becoming the global language is that no one owns it anymore. The perspective that language ownership shared by all speakers globally is based on this shift in sociolinguistic reality. Therefore, this component represents a rejection of the idea that any single group holds the authority in defining the correctness of the language and an acceptance that all non-native speakers have the right to use and adapt the language to fit their own contexts and needs.

4.3.4 EIL Posture

This explores the language user's perception of the role and importance of English on the world context. This component does not ask how users feel about

specific accents or cultures, but how they view the overall value and status of the English language. The research by Zhang and Liu (2024, pp. 102-118) showed that international students had a positive perception in this component because they accept and recognize the significant role of English in the world. Nearly all participants agreed that English plays an important role in succeeding in international purposes, and the majority viewed English as a highly useful tool for communication between non-native speaker.

These findings reflect that EIL users view English as more than just a foreign language but as a necessary skill for being the global citizen. All participants agreed that English serves as a pipe connecting them to the global community. This positive perspective is related to Yashima's concept of an international posture (2009, pp. 144-163), which refers to the tendency or desire to engage with the international community, not limited to any native speaker group. Hence, this component indicates that the motivation for learning EIL today is driven by a desire to connect with the world, access information, and participate on the international context.

4.3.5 Localization

The final component, which is crucial for balancing the EIL approach, is localization. This component deals with the question of whether English should be used as a medium for presenting and sharing own culture and identity to the world. If the previous components spoke of being open to other cultures, this component is about affirming the value of own culture. The research by Zhang and Liu (2024, pp. 102-118) found that international students had a positive attitude toward this concept, viewing English as a tool to present their own culture and identity to others. Participants believed that English textbooks should contain about their country's cultures and way of life and should not just rely on the western culture of focused textbooks.

This concept of localization directly promotes the key EIL characteristic that the language has been separated from its native speaker culture. Mckay (2018, pp. 9-23) stated that the function of EIL is a medium for individuals to communicate their culture to the global receivers. The fact that learners want to see their own culture in English teaching materials reflects a shift from being a receiver of western culture to being a messenger for their own culture. Zhang and Liu (2024, pp.

102-118) concluded that EIL learners have a desire and a hope to use English as a tool to disseminate their culture and strengthen their identity on the world context, which highlights the shift from viewing English as the language of others to being the language of us.

According to all the characteristics of EIL discussed above, EIL serves a paradigm shift from being a language of the Inner Circle countries to the global context which belongs to all speakers of the language. This promotes the significance of variety and effective communication. This shift has pedagogical implications. The goal of EIL is to develop learners into successfully intercultural users of English, who can effectively use English in diverse contexts, understand cultural differences, and express their identities. This approach serves as an explanation for the phenomenon and guideline for reforming English language teaching in the global context.

4.4 Teaching EIL

After having understood the definition, characteristics, and components of EIL in the previous topics, the next critical question is: how do we teach EIL? From a theoretical understanding of EIL to practical implementation in the classroom is the key of reforming English language teaching in the global context. Saud (2020, pp. 29-41) stated that the rapid growth and widespread using of English globally, a paradigm shift has occurred, moving from teaching English as a foreign language (EFL) to teaching English as an international language (EIL). This change is an adjustment of teaching techniques but a reconceptualization of the goals, content, and all teaching methods to support the sociolinguistic realities of the world. van den Hoven (2014, pp. 111-128) explained that the recognition of EIL's status must lead to a serious review and revision of the curriculum to ensure that instruction can meet the needs of learners in an era that intercultural communication is essential. Therefore, teaching EIL is an option and a necessity for preparing learners to use English effectively and confidently on the global context.

4.4.1 Principles of Teaching English as an International Language

Teaching EIL is based on a set of principles which are clearly distinct from traditional English language teaching. These principles guide curriculum design, the selection of teaching materials, and the classroom activities.

1) Raising Awareness of Diversity. This is the first teaching principle of EIL. Matsuda (2003, pp. 719-729) discussed that teaching EIL must begin by integrating of the concept of World Englishes into the curriculum. Instead of presenting only American or British English, teaching EIL should provide learners with opportunities to experience and understand the diversity of English used in the Outer Circle and Expanding Circle. van den Hoven (2014, pp. 111-128) demonstrated that the implementation of this principle in a teacher training course, using Kachru's Three Circles model as a tool to build an understanding of how English has different functions and forms in various parts of the world. The goal of this principle is to dismantle the belief that there is only one correct standard of English and to promote an accepting attitude toward linguistic and cultural diversity.

2) Promoting Intercultural Communicative Competence. This represents a shift in the goal of instruction. Instead of aiming to create learners with native-like competence, the goal of teaching EIL is to cultivate intercultural speakers of English. van den Hoven (2014, pp. 111-128) explained that intercultural communicative competence is the concept which includes attitudes, knowledge, and skills. Teaching EIL must prioritize the development of a learner's ability to use the language to negotiate meaning and build the understanding with people from different cultural backgrounds.

3) Empowering Learners. Teaching EIL promotes building confidence and encouraging learners to view themselves as authentic language users, not as poor learners who need to imitate native speakers. Matsuda (2003, pp. 719-729) stated that instruction focuses on Inner Circle standard can undermine learners' confidence, making them feel that their own English is unacceptable. Conversely, providing learners with non-native speakers of English helps to build a positive attitude toward their English and creates a sense of ownership in the language. Gupta, (2019, pp. 49-57) supported this through the concept of creating a classroom environment which welcomes and values the diverse linguistic and cultural backgrounds of all learners.

4.4.2 Designing Materials and Activities. Implementing the principles of EIL into classroom requires concrete changes: 1) Materials and 2) Learning Activities.

1) Materials, such as textbooks are strong tools in shaping learners' perspectives on language and culture. Matsuda (2003, pp. 719-729) critiqued many English textbooks (in the Japanese context) for being attached to an Inner Circle, where the main character, dialogues, and cultural content are almost from native speaking countries. This is not only inconsistent with the reality of English but also reproduces the belief that English belongs only native speakers. Hence, designing teaching materials for the EIL approach requires a significant adjustment: Diversity of Users and Contexts. Textbooks should feature more main characters from Outer and Expanding Circle countries, present dialogues between non-native speakers, and include cultural content from the global context, not just the United States or the United Kingdom.

2) Learning activities must be designed to promote the goal of EIL, building intercultural communicative competence. Instead of activities which focus on grammar, EIL classroom activities should be interactive and authentic. van den Hoven (2014, pp. 111-128) presented an example of an experiential activity. Student teachers conducted an interview with foreigners living in their country. This activity not only creates an opportunity for learners to use English in the real situation but also helps them learn about other cultures. Additionally, Gupta (2019, pp. 49-57) proposed various practice which can adapted, such as using cooperative groups, providing opportunities for learners to discuss and share opinions, and using multiple medias like video to promote learners' different learning styles.

4.4.3 Assessment in the EIL context

This requires reform to realize the teaching of EIL, which is an assessment. Traditional assessment often focuses on measuring a learner's ability by comparing native speaker norms. However, the goal of EIL does not create native speaker imitation; therefore, the assessment must be significant adjusted. The changing is from grammatical accuracy to communicative effectiveness. Matsuda (2003, pp. 719-729) proposed that assessment in the EIL classroom should reflect a learner's overall communicative ability, rather than just focusing on grammatical errors. For example, when assessing speaking skills, the focus should be on meaning more than on the perfect imitation of native speaker pronunciation and intonation. The assessment, such as role play or class presentation can help teacher better evaluate a

learner's ability to use language in complex and authentic contexts. Furthermore, designing rubrics which state the components of communicative success is an important tool to help both instructors and learners understand the changed goals of the assessment. This assessment not only makes evaluation more compatible with the EIL approach but also helps reduce learner anxiety and encourages them to use the language for communication with greater confidence.

4.4.4 The changing Roles of the Teachers and Learners

The changing of the teaching EIL directly impacts the definition of the roles and responsibilities of both teachers and learners in the English classroom. The teacher' role is a complete transformation, moving from being a native speaker model and the center of knowledge transmission to more complex role. Jantadej (2021, pp. 101-125) explained that teachers in an EIL context must have an awareness of the diversity of English and be able to transmit an open attitude to their learners. The new role of the teachers is a facilitator of communication. The teachers should be able to design activities which promote the skills and knowledge for learners to handle cultural differences. Furthermore, the teacher's role also observes, reflects, and adapts their own teaching to support the needs of learners and contexts.

Meanwhile, the learner's role shifts from a passive recipient of knowledge to an active participant in the learning process. In EIL approach, learners are not expected to be imitators of native speakers but are encouraged to be confident language speakers who can express their identities and cultures. Saud (2020, pp. 29-41) explained that learners should learn that English is an international language for every country. Learners must be active in looking for opportunities to use the language in real-world situations, learn to take responsibility for their learning process, and develop the ability to negotiate meaning and build understanding with people from diverse backgrounds. Hence, learner's role becomes an intercultural communicator who is adaptable and can use English flexibly, appropriately for any situation.

4.4.5 Challenges and the Future of Teaching EIL

Although the teaching EIL approach present principles and goals which promote the reality of global context, its implementation in the classroom still faces significant challenges. The first challenge is the deep attitudes of teachers, learners,

and policymaker. Jantadej (2021, pp. 101-125) found that ever though many Thai teachers understand the principles of EIL, in practice they still adhere to native speaker standards (especially American accents) and continue to concern grammatical accuracy above all. These attitudes are always passed from an educational and assessment system which continues to value native speakerism. Thus, the changing cannot be achieved by teacher training alone but requires parallel structure and policy reform. A second challenge is the lack of appropriate materials and curriculum. The majority of textbooks still present a view of English which is related to the Inner Circle cultures. The development of teaching materials which reflect the diversity of EIL users and contexts remains a task, which should be seriously concerned. Furthermore, a third challenge is a teacher development. Teaching EIL demands that teachers possess skills and knowledge which go beyond teaching grammar and vocabulary. It is the necessity of creating teacher training course which can develop teachers' intercultural communicative competence. That is, they can serve as role models and pass on these skills to their learners. However, despite these challenges, the future of teaching EIL remains unavoidable. The future of teaching EIL depends on the ability of the education to create an awareness at all levels. Education must focus on creating learners who not only can use English but also understand the social and political dynamics behind the language. This should concern the classroom which is a safe space for learners to explore their identities as users of English, promoting learning which is connected to the global community, and using assessment which supports communicative success. Moving in this direction will require a collaborative effort from all sectors to ensure that English language teaching can prepare learners to be effective global citizens.

This table is created to compare the traditional paradigm (English as foreign language-EFL) with the English as an international paradigm.

Aspect	Traditional EFL Paradigm	EIL Paradigm
1. Goal	Native speaker limitation: The focus is on perfect grammatical accuracy. Learners aim to speak and write like a native speaker, including a specific British and American accent.	Intercultural communicative effectiveness: The focus is on successful communication and the ability to negotiate meaning.
2. Ownership of English	Belongs to native speakers (inner circle): Countries like the UK and US are the owners. They set the standards for correctness.	Belongs to all who use it: Non-native speakers are co-owners. They have the right to use and adapt the language for their needs.
3. Culture	Language is inseparable from native culture: Learning English means learning American or British culture.	Language is decoupled from native culture. English is a cultural vehicle. Users are empowered to express their own local cultures.
4. Standard	Monocentric: There is only one correct standard. This is usually standard American or standard British English.	Pluricentric: There are multiple centers of English. It accepts the diversity of World Englishes (e.g., Singaporean, India).
5. Teacher's Role	The native speaker model: The teacher is the expert. They transmit the correct standard of the language.	The facilitator: The teacher facilitates communication. They build awareness of diversity and promote intercultural skills.

Aspect	Traditional EFL Paradigm	EIL Paradigm
6. Learner's Role	The passive imitator: The learner's job is to absorb and imitate the native standard as perfectly as possible.	The intercultural communicator: The learner is a confident user. They can express their own identity and adapt their language to the context.
7. Assessment	Focus in grammatical accuracy: Learners are judged by their errors. Their performance is compared against a native-speaker standard.	Focus on communicative success: Learners are assessed on their ability to achieve their communication goal.
8. Teaching Materials	Inner circle-centric: The characters, dialogues, and cultural contexts often come from native-speaking countries.	Reflects global diversity: Materials present people and cultures from all over the world. This reflects the reality of how the language is used.

Table 7: A Summary of Concept: English as an International Language (EIL)

Aspect	CLT Paradigm	EIL Paradigm	Integration CLT and EIL
1. Goal	Develops communicative competence.	Redefines the goal. The new goal is to be a successful intercultural speaker, not a native.	The goal is negotiation of meaning. The classroom aims to create learners who can communicate effectively with people from all backgrounds.

Aspect	CLT Paradigm	EIL Paradigm	Integration CLT and EIL
2. View of Language	Prioritizes fluency and meaning over perfect accuracy.	Rejects a single standard. It accepts the diversity of English.	Learners listen to and analyze various English accents (e.g., Filipino, Nigerian, Thailand). This builds familiarity and reduces bias against non-native accents.
3. Role of Culture	Uses authentic materials and contexts to make communication	Decouples English from native culture. It promotes English as a vehicle for the learner's culture.	Activities focus on learners using English to explain their culture. For example, they might explain the Loy Krathong festival to a foreign friend.
4. Learner's Identity	The learner is an active communicator. They participate in creating meaning.	The learner is a legitimate owner of English. They are not an inferior student.	Learners are encouraged to see themselves as capable bilingual speakers. They are not imperfect English learners.
5. Teacher's Role	The teacher is a facilitator of communicative	The non-native speaker teacher is a credible role model	The teacher is a role model and coach. The teacher

Aspect	CLT Paradigm	EIL Paradigm	Integration CLT and EIL
	activities.	of a successful intercultural user.	(especially an NNS teacher) uses their experience as a powerful example. They teach intercultural communication strategies and build learners' confidence.

Table 8: A Summary of Concept: Integration CLT and EIL

5. Satisfaction

5.1 Definition of Satisfaction

In the context of higher education, student satisfaction is an important concept, both for quality management and for institutional competitiveness. From a review of the literature, student satisfaction can be synthesized and defined as a short-term attitude, resulting from a student's evaluation of the educational experiences, services, and facilities. Al-Samydai et al. (2021, pp. 1-10) described this as a subjective evaluation which occurs within learner, reflecting their feeling toward the institution. The key of this evaluation process is based on expectancy-disconfirmation theory, which views satisfaction as the outcome of comparison between the expectations that a learner had before receiving a service and the perceived performance of the service received.

This process of comparing expectations and perceived performance can be described in three patterns. The first is positive disconfirmation, which occurs when perceived performance is higher than expectations, resulting in a high level of satisfaction. The second is simple confirmation, which occurs when perceived performance equals expectations, resulting in a moderate of level of satisfaction. The

final pattern is negative disconfirmation, which occurs when perceived performance is lower than expectations, resulting in dissatisfaction. Asif et al. (2021, pp. 1800-1821) pointed that satisfaction is not just a vague feeling, but a complex psychological result of processing the experience.

Educators have defined the term of satisfaction in following ways:

Carter (2014) defined satisfaction as student's perception of their experiences, influenced by factors, such as teaching quality, program value, and relationship. It is a complex process that impacts such a retention, a graduation, and a post-graduation success.

Weerasinghe, Lalitha, and Fernando (2017, pp. 533-539) refers satisfaction as a short-term attitude. It concludes various factors influencing students' perceptions and is important for enhancing their educational experience.

Subedi, S. (2024, pp. 94-107) defined satisfaction as a person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance with expectations. It is influenced by whether the performance meets, exceeds, or falls short of the customer's expectations.

In conclusion, understanding student satisfaction through its various components allows an institution to change from a reactive approach, waiting to solve problems after dissatisfaction occurred to a proactive approach, which is the intention design of positive experiences across all dimensions.

5.2 Characteristics and Methods for Assessing Satisfaction

Assessing student satisfaction is not just a matter of collecting general opinions. It is a strategic process of importance to quality development and growth of higher education institutions. Adebayo and Oduwaiye (2023, pp. 1-9) stated that student's satisfaction is an indicator which reflects the quality of a university and directly impacts the success of students. However, the assessment of satisfaction is complex because of multifactional and subjective nature. To assess satisfaction effectively and to be able to practically apply the results, a systematic process of an assessment principles is required.

5.2.1 Characteristics of Effective Assessment

To ensure that the assessment of student satisfaction leads to meaningful results, the evaluation process should be founded on the characteristics of

good assessment. Several characteristics of effective assessment can be summarized and applied to the measurement of satisfaction as follows:

1) Congruence. The characteristic is that the assessment tools and methods must be congruent with the objectives of the evaluation. In other words, if the goal is to understand satisfaction with teaching quality, the question should focus directly on the instructor's teaching behaviors.

2) Comprehensiveness. A good assessment must be comprehensive across all relevant dimensions of student satisfaction. Adebayo and Oduwaiye (2023, pp. 1-9) explained that satisfaction is a multifaceted concept, so the assessment should not be limited to academic aspects but must also cover support services, facilitates, and the quality of an institution.

3) Continuity. The assessment of satisfaction should not be a one-time event. It should be a continuous process. Collecting data allows the institution to identity trends and respond to issues.

4) Diagnostic. The results of the assessment should be more than just an overall satisfaction score. They must be able to diagnose specific strengths and weaknesses. The data analysis should be able to point which components have particularly high or low satisfaction.

5) Integration. The student satisfaction assessment process should be integrated into the institution's quality assurance and strategic planning cycles. The result should be used as key data for reviewing and improving curriculum, allocating resources, and developing various policies.

6) Student-Centeredness. The assessment process should reflect the importance of the student. Questionnaires should use clearly understandable language, and the data collection process should respect the students' time and privacy.

7) Interdisciplinary. Designing a quality assessment requires knowledge from multiple disciplines whether it is statistics for designing tools and analyzing data, or management for applying the results.

8) Feasibility. The assessment method must be practically possible for the institution in terms of budget, time, and personnel. Designing a complex process may be difficult to proceed.

5.2.1.1 Quantitative Methods for Assessing

The quantitative method is the most widely popular approach for assessing student satisfaction. It allows for the collection of data from large samples which can be statistically analyzed to identify overall trends. The tool in this approach is the questionnaire, typically in the form of a Likert scale that students rate their level of satisfaction on various dimensions, ranging from very dissatisfied to very satisfied. A high-quality questionnaire must be well designed and tested for reliability and validity.

In designing a questionnaire, standardized models are always adapted to ensure the measurement is comprehensive and accepted. This influential model is “European Customer Satisfaction Index” (ECSI). Vernazza-Mañan and Álvarez-Vaz (2024, pp. 558-575) applied this model to survey student satisfaction, measuring it through six manifest variables: 1) Expectations that students have before enrolling, 2) Image of the institution, 3) Quality of academic services, 4) Quality of functional services, 5) Personal needs and desire, and 6) Perceived value. Using this model like this helps to make data collection systematic and allows for the results to be compared with other studies.

5.2.1.2 Analyzing Quantitative Data

After collecting quantitative data via questionnaire, the next important step is to analyze that data with appropriate statistical methods to extract hidden insights. The analysis does not stop at calculating basic means or percentages but includes the use of multivariate data analysis to understand complex relationships and identify student segments

Cluster analysis is one of the techniques used to group students with similar satisfaction characteristics. Vernazza-Mañan and Álvarez-Vaz (2024, pp. 558-575) used this method to divide students into three distinct groups: a high satisfaction group, a medium satisfaction group, and a low satisfaction group. Cluster analysis allows an institution to see a more picture of viewing all students as a group, and to design different interventions to respond to the needs of students in each segment.

In addition to clustering, there are more complex techniques such as Latent Class Analysis (LCA), which is based on the assumption that there is an

unobservable latent variable (in this case, satisfaction) that determines the different patterns of questionnaire responses. Vernazza-Mañan and Álvarez-Vaz (2024, pp. 558-575) used this method to identify four distinct “latent classes” of students (e.g., high, medium-high, medium-low, and low satisfaction). The advantage of LCA is its ability to identify groups systematically and to used statistical criteria to select the most appropriate number of groups. The use of these advanced data analysis methods is a tool which helps transform raw data into meaningful insights for strategic decision.

5.2.1.3 Qualitative and Mixed Methods

Although quantitative methods can provide an overview of satisfaction levels and identity important trends, they are limited in their ability to provide deep insights into the reasons behind those numbers. To understand why students are satisfied or dissatisfied with a particular issue, it is necessary to supplement with qualitative methods. Qualitative methods focus on collecting non-numerical data, such as descriptions, opinions, and the direct experiences of learners. Popular tools in this approach include interviews and use open-ended questions in questionnaires.

The significant advantage of qualitative methods is their ability to access the meaning and context hidden behind satisfaction. San Pablo and Prudente (2024, pp. 623-640) demonstrated this approach by analyzing the responses from open-ended questions in a survey. This allowed them to discover three additional factors affecting satisfaction in online learning which might not have been discovered using only a Likert scale. Moreover, the best practice for assessing satisfaction is a mixed methods which integrates the strengths of both quantitative and qualitative data. This approach understands not only what the level of satisfaction is but also why it is that way.

According to the discussion above, an analysis of all the characteristics and methods of assessing satisfaction reveals that this is not an activity for simply filling data. It is a strategic process with the goal of moving from data to improvements. An effective assessment must create a complete feedback loop, beginning with the collection of quality data, moving through deep analysis, and leading to an action plan to correct weaknesses and build strengths.

The key of this process is the transformation of raw data into information. For example, a cluster analysis result indicating that a group of students has low satisfaction with services is information. But conducting in-depth interviews with that group to find the cause (e.g., a complex registration process) yields an actionable insight. The institution can create an action plan to simplify the registration system, closing the development loop.

In summary, an effective assessment of satisfaction must be founded on the characteristics of good evaluation. It should use a mixed-methods approach of both quantitative and qualitative data and have a mechanism for translating the finding into real action. The goal is to know how students feel and to act for creating a better learning experience. The assessment of satisfaction is a strong tool of driving a quality culture and creating sustainable development.

6. Related Studies

The purpose of this review is to synthesize related research about development of training curriculum for English language teachers. This will be divided into two main sections according to context: National Research (in Thai context) and International Research. Each section will be analyzed and classified following these concepts: Communicative Language Teaching (CLT) and English as an International Language (EIL), including the related studies of a connectivism theory. A comparison of the trends, and challenges, and development approaches in each context will lead to the identification of a research gap.

6.1 National Research

1) Related studies about developing a training course to enhance English communicative teaching

A review of the related studies in the Thai context revealed continuous efforts to elevate the ability of teachers to teach English for communication through the development of training course. Several domestic research studies used the research and development (R&D) methodology to create innovative curriculum which respond to the real problems and needs of teachers. These studies share that despite a long policy promoting CLT and EIL, many teachers still adhere to traditional and grammar teaching methods. Therefore, studying successful training curriculum development

within the Thai context is essential for finding the solution to this problem.According to Supaso and Wongsaphan (2019, pp. 35-48), this study came from a problem: although the Ministry of Education has a policy to adapt the teaching of English for communication, teachers still use grammar-focused methods and lack the ability to design activities which promote communication. For this reason, the researchers set two main objectivities: 1) to study the data and needs for teacher development, and 2) to develop a curriculum for teachers on organizing English communicative learning activities by using Professional Learning Communities (PLC). This study was a research and development (R&D), divided into two phases: Phase 1, the study of data, and Phase 2, the creation and evaluation of the curriculum. The sample group in the in the first phase consisted of 20 lower secondary school English teachers. The research instruments included a questionnaire to assess the teachers' needs and a curriculum appropriateness evaluation form by five experts. The research found that teachers had a high level of need for training in designing communicative English learning activities (mean=4.25). Specifically, "speaking English for communication" was the topic with the highest demand (mean=4.55). Based on this needs data, the researchers developed a curriculum comprising six learning units: PLC creation, communicative learning design, teaching materials, activity organization, peer coaching, and evaluation. The curriculum was evaluated by experts as highly appropriate overall (mean=4.27). In conclusion, this proves that the problem of teachers lacking communicative teaching ability in the Thai context remains a significant issue. Moreover, it shows that an R&D approach to creating a training curriculum which responds to the real needs of teachers is a reasonable methodology.

Another study was conducted by Khaengkhan (2021). This research came from the significant problem that English teachers, especially less experienced assistant teachers, still lack the necessary competencies to effectively manage Communicative Language Teaching (CLT). From the initial phase of the study, the researcher synthesized five necessary CLT teaching competencies: 1) learner analysis, 2) lesson plan creation, 3) use of media and technology, 4) learner-centered classroom management, and 5) measurement and evaluation. A training curriculum was then developed that a coaching process as its main mechanism, blending instructional coaching by experts with peer coaching. It featured a four-stage development cycle:

Preparing, Planning, Performing, and Evaluation. The evaluation results showed that the competency levels in all five areas assistant teacher were significantly highly after the training than before, at a statistical significance level of .0.5. Furthermore, the qualitative data analysis confirmed that all teachers' competencies reached level 3 or competent.

Finally, Maprom (2021) conducted the research about developing of a training curriculum. The study came from the significant problem that primary school English teachers still face problem and lack the necessary development in managing communicative English learning which is integrated with ASEAN studies content. This study was a R&D, divided into three phrases. The sample group consisted of primary school English teachers, administrators, and students under the Maha Sarakham Primary Educational Service Area Office 1. A wide variety of research instruments were used, including questionnaires, competency assessments, satisfaction surveys, interviews, and behavioral observation forms. The research found that the training curriculum was highly effective. In terms of efficiency, the curriculum achieved a value of 80.34/88.24, meeting the established 80/80 criterion. In terms of satisfaction, it was found that the participating teachers' overall satisfaction with the curriculum was at a high level (mean = 4.42). Importantly, the results of the post-training evaluation from administrators and committee members showed that the teaching competency of the trained teachers was at the highest level (mean = 4.51), and the students were also satisfied with the teachers' learning activities at the highest level (88.4 percent).

In summary, from a synthesis of research in Thailand related to teacher training curriculum development, the findings can be summarized. First, all studies begin from the same problem: English teachers in the Thai context still lack the necessary abilities and skills to effectively manage communicative learning. Second, every study uses the research and development (R&D) methodology as the tool for creating the curriculum, beginning with a systematic needs assessment of the teachers. This reflects that effective curriculum development must be based on real data. Third, the results from implementing the curriculum demonstrate positive outcomes, which significant increases in teacher abilities and competencies. Therefore, it can be

concluded that R&D approach is an appropriate methodology which can create measurable change in the Thai educational context.

2) Related studies based on a connectivism theory

The application of connectivism theory in the development of training curriculum becomes particularly interesting approach in the Thai education context with the goal of responding to the challenges of the digital age and promoting self-direct learning. These related studies will focus on research which uses connectivism theory as a foundation for developing training curriculum in the Thai context to synthesize the approaches, models, and outcomes.

According to Yodsaneha, Sompong, and Soopeerak (2020, pp. 344-355), they conducted research and development on the topic "U-learning model based on connectivism theory to develop English conversation skills of students". The problem was that the English proficiency test results of first-year students at Rajamangala University of Technology Thanyaburi were significant below the standard. For this reason, the researchers aimed to develop a Ubiquitous learning (U-learning) model based on connectivism theory to promote students' self-directed development of English conversation skills. The researchers developed a U-learning model comprising four main components: 1) Input (e.g., environment and learning management system), 2) Process (including connectivist learning activities), 3) Performance (outcomes), and 4) Feedback. The research instruments included interviews, questionnaires, observation forms, and evaluation forms. The research found that the development U-learning model was highly effective. The model was evaluated by experts at the highest level (mean = 4.51). Importantly, a comparison of the students' English conversation skills showed that their performance after learning with the U-learning lessons was significantly higher than before, at the .05 level. Furthermore, the students' overall satisfaction with the lessons was at a high level (mean = 4.11). In conclusion, this provides evidence, confirming that connectivism theory can be applied to create a training curriculum.

Another study was conducted by Anchunda and Jantakoon (2024). The topic was "The development of a blending training curriculum based on connectivism to promote innovation skill based on local learning content." This study came from the significant problem that teacher production curriculum did not prepare student

teachers with the creative and innovative skills to connect with their local contexts. For this reason, the researchers aimed to develop and validate the quality of a blended training curriculum based on connectivism theory. This study was a research and development, divided into two phases. The first phase involved studying activity design approaches through in-depth interviews with five experts. The second phase involved creating and validating the curriculum's quality with seven experts and conducting a pilot study with a sample of Thai language student teachers. The research instruments included interviews, curriculum appropriateness and evaluation forms, and field notes. The research found that the training curriculum was a high quality and appropriateness. The curriculum consisted of eight main components and four stage connectivism learning process: 1) Scoping and inquiry stage, 2) Resource integration and utilization stage, 3) Creation and application stage, and 4) Sharing stage. The evaluation from experts found that all components of the curriculum were high to highest appropriateness, and the pilot study confirmed that the curriculum was practical in the real-world situation. On conclusion, this study offers a conceptual framework and 4-stage process for organizing connectivism learning activities, which can be adapted as a primary guideline for designing the activities for training curriculum in this research.

In summary, both studies present a framework and process for organizing connectivism learning activities, which can be adapted as a guideline for designing other curriculum in the future.

6.2 International Research

1) Related studies about developing a training course to enhance English communicative teaching

The international related studies provide the challenges and approaches for developing English teacher training curriculum in the era of globalization. Research from abroad reflects similar problems and effect to shift teaching paradigms in many contexts around the world. Studying international concepts and case studies is important for providing a comparative perspective, lessons, and conceptual frameworks which can be adapted to understand and develop teacher training models in the Thai context. This will synthesize research related to the development of training curriculum for promoting CLT and EIL from international contexts.

According to Rahman and Ahmed (2019, pp. 133-157), this study originated from a problem: although the Communicative Language Teaching (CLT) has long been included in educational policies and teacher training curriculum, its implementation in the classroom remains traditional, focusing on the grammar-translation method. For this reason, the researchers aimed to explore the impact of teacher training on the practice of CLT in the classroom and to identify the barriers which cause the gap between theory and practice. This research was a qualitative study with a sample group of four secondary school English teachers in Dhala, Bangladesh, who had previously undergone training in CLT. The research instruments included classroom observation, teacher interviews, and student focus group discussions to obtain comprehensive data from multiple perspectives. The finding revealed that although all teachers had a good understanding of CLT principles from their training, it was difficult to implement in the classroom. Tha majority of the teaching remained teacher-centered, lecture-based, and focused on preparing students for an examination system which still focuses on grammar memorization. The researchers identified several key barriers which prevented teachers from fully applying CLT including: 1) an unsupportive examination system, 2) excessively large sizes, 3) a lack of appropriate teaching materials, 4) pressure from administrators and parents who still prioritize exam scores, and 5) a traditional learning culture that students are accustomed to being passive recipients. In conclusion, this highlights the significant gap between the knowledge from training and the implementation in the classroom. Therefore, the training curriculum to be developed in this research must include components which help teachers apply the principles to the Thai educational system.

Another study was conducted by Marlina (2023, pp. 237-255). The research presented a concept for reviewing and reimaging a TESOL teacher education curriculum based on the paradigm of English as an international language (EIL). This research came from a critical problem: although the paradigm shift from ESL/EFL to EIL is widely accepted in theory, the application of this concept in teaching training curriculum remains very limited. The research posed a critical question: What should an EIL aware teacher training curriculum look like? What should its goal, content, and assessment methods be in order to prepare teachers to promote intercultural

understanding and respect for linguistic and cultural diversity in the classroom? To answer these questions, Marlina proposed a curriculum design approach based on the EIL model of Sifakis and Bayyurt (2017), which consists of a three phase plan: Phase 1, Exposure, which involves exposing pre-service teachers to literature and research related to the diversity of English and intercultural communication; Phase 2, Critical Awareness, which encourages teachers to reflect on their pre-existing beliefs about language teaching; Phase 3, Action Plan, which has teachers plan, implement, and evaluate learning activities based on EIL principles. In conclusion, this study presents a three-phrase curriculum development model (Exposure, Critical Awareness, Action Plan) that can be adapted as the main structure for designing the training course in this study.

Later, Marlina (2024) conducted the study about EIL-aware teacher professional development course in the context of Singapore. This research began with the recognition that the expansion of English as an international language (EIL), World Englishes (WE), and English as a lingua franca (ELF) demands a significant paradigm shift in English language teaching and prepared teachers to handle the diverse needs of learners. The course presented in the study was designed as a bridge between theory and practice, allowing participating teachers (both in-service and pre-service) to explore various theoretical frameworks, programs, and teaching activities founded on an EIL basis. The key of the course was the integration of English varieties, such as Singaporean English (Singlish) into the classroom and the promotion of the view that English is a language for international communication, not the property of any single nation. The research found that the course was successful in creating positive change among the participating teachers. They developed new perspectives and understandings about the English language, recognized the contribution of the World Englishes concept, and began to see as equally skilled speakers of English, no longer adhering to native speaker standards. In conclusion, this study presents a concrete and successful example of a teacher development course which responds to the reality of English in a global era. It demonstrates a practical approach for designing a training curriculum that can build critical awareness and change teachers' attitudes about EIL, which is the goal of the curriculum to be developed in this research.

In summary, from a synthesis of research in the international context, the findings can be summarized. First, the research points out a significant gap between theory and practice in the real-world classroom implementation of CLT. As seen in the case study from Bangladesh, when teachers understand the principles from training, they still face structural and cultural barriers which prevent pedagogical change. Second, the research states an urgent need to develop an EIL-aware teacher development course to respond to the realities of a global context. Research from Singapore presents a successful example of a curriculum which can create positive changes in teachers' perspectives and understanding of the diversity of English. Finally, the research presents systematic frameworks for curriculum development, such as the 3-phrase model (Exposure, Critical Awareness, Action Plan), which is a strategic tool which can be adapted to design curriculum for creating change in teachers. Therefore, although contexts are different, the challenges in teacher development are shared, and the success is a curriculum development, which focuses on building critical awareness and bridging theory to practice.

2) Related studies based on a connectivism theory

The related studies explored theory's potential for solving real classroom problems from a lack of interaction between instructors and students to the development of pre-service teachers' pedagogical knowledge. This review will focus on research which uses connectivism theory for developing teaching models and learning environments.

According to Cao (2018, pp. 2338-2346), the topic was "A study on the interaction and teaching practice in college English teaching based on connectivism theory from the perspective of cognitive Neuroscience." This research came from a problem in the college English teaching environment, where instruction is one way, lacking communication and response between instructors and students. This leads to ineffective learning. For this reason, the researcher aimed to analyze the situation of interaction in English teaching and to propose an approach for improving such interaction by applying connectivism theory in conjunction with Web 2.0 technologies. This study was experimental research. In the initial phase, it used surveys and interviews to analyze the problem. Subsequently, it proposed a three stages interactive teaching model inspired by cMOOCs (Connectivisit Massive Open

Online Courses): 1) Knowledge accumulation before class, where learners co-create a body of knowledge through tools like a WiKi, 2) Interaction on class, which emphasizes exchange and network building, and 3) Consolidation of interaction after class, using blogs and social media as spaces for further discussion and knowledge sharing. This teaching model was implemented with students in an experimental class to measure its effects. The research found that the teaching model applying connectivism concepts could improve student learning outcomes. The experiment showed that the error rate of students in the experimental class decreased over time, indicating that creating an environment focused on network building and interaction promotes learning. In conclusion, this provides three stage teaching model (before-during-after class) that can be adapted as a guideline for designing the teaching process for the training curriculum in this study.

Another study was conducted by Nguyen and Seepho (2023, pp. 30-54). the study originated from problem: although online learning has become more popular in Vietnam, it remains about the effectiveness of online platforms in creating positive learning outcomes, especially for pre-service teachers who still lack confidence in their General Pedagogical Knowledge (GPK). For this reason, the researchers aimed to explore whether a connectivism learning environment (CLE) could help develop the GPK of pre-service teachers and to identify the factors which lead to development. The researchers created CLE and had the sample group participate in activities for nine weeks. The research found that the pre-service teachers' GPK was significantly higher after participating in the CLE than before. Furthermore, participants reflected that the CLE was a useful learning platform with many positive characteristics. The factors which led to the success of the CLE included: 1) the quality and diversity of the experts who participated in the network, 2) anonymity, which helped learners dare to ask questions and express opinions freely, 3) relevant and useful learning content and activities, and 4) a user-friendly website design with all necessary functions. In conclusion, this highlighted that a well-designed CLE can be an effective tool for developing the pedagogical knowledge of pre-service teachers.

In summary, these two studies provide both the process and the components to apply connectivism theory in practice.

A synthesis of the studies from both national and international contexts reveals several significant consistent conclusions. First, research from diverse contexts, ranging from Thailand to Bangladesh, highlights a significant gap between theory and practice in the implementation of CLT and EIL concepts in real classrooms with structure and cultural barriers challenge. Next, the R&D approach, which begins with a systematic analysis of learner needs, has been confirmed as an effective methodology for creating curriculum which are relevant and produce outcomes. However, there remains a significant gap in research which attempts to integrate the concepts of CLT, EIL, and connectivism together in the development of a training course for teachers in the Thai context.

Conceptual Framework

From a review of the related literature and research, the researcher synthesized the components and conceptual framework for a connectivism-based training course to enhance English communication teaching skills through the integration of CLT and EIL.

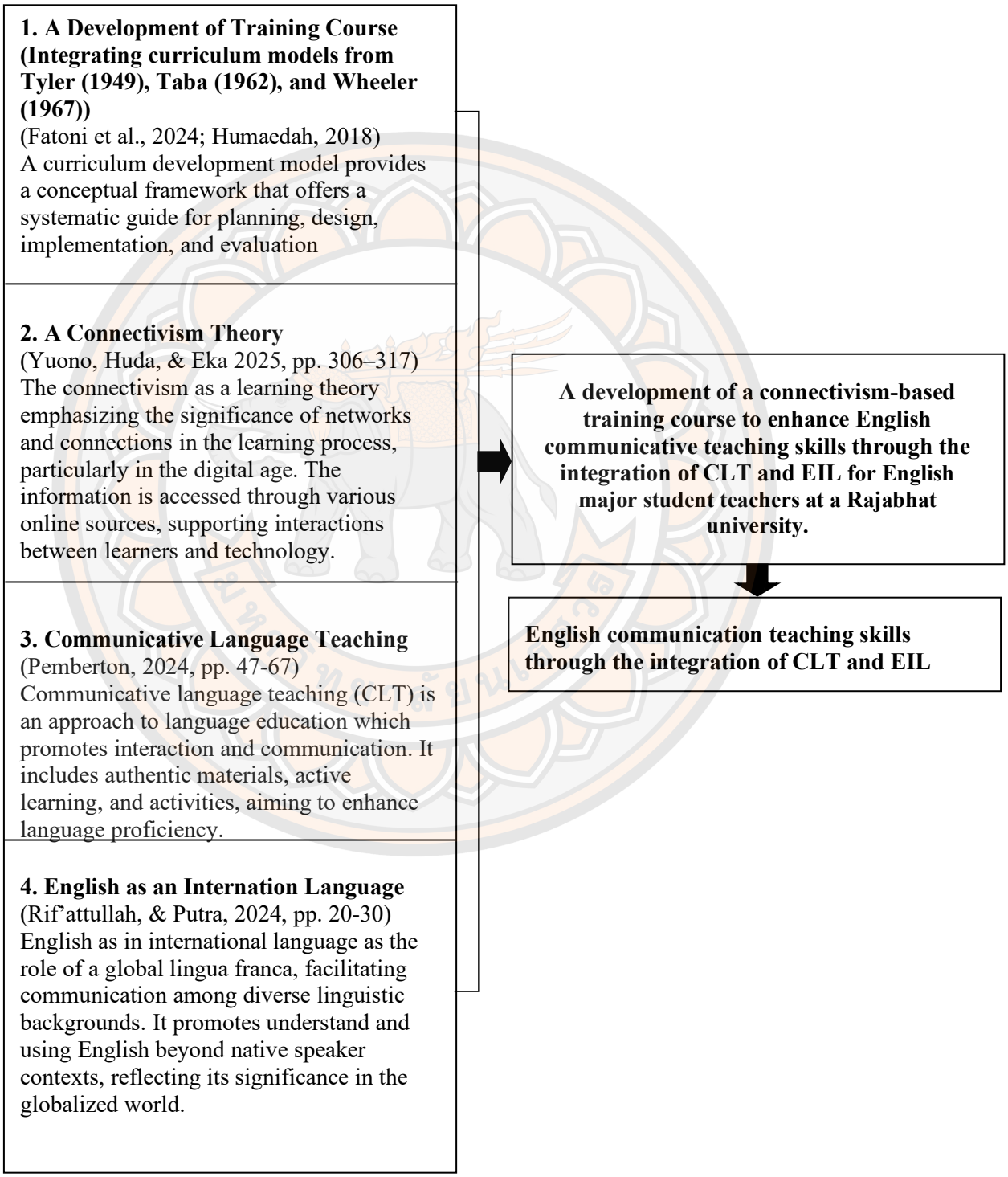

Figure 6: Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

For a development of a connectivism-based training course to enhance English communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University, this chapter describes the methodology, research instruments, and method of data analysis discussed with the following objectives:

1. To study components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed

2. To develop and assess the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

3. To implement and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

4. To study student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

Table 9: Summarization of Research Procedure

Step	Objectives	Activity	Data source	Instruments	Data analysis	Results
1	Studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed.	- Interviewing with experts - Reviewing documents	- Five experts	- Semi-structured interview	- Content analysis	- Components of English communicative teaching skills through the integration of CLT and EIL.
2	Developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.	- Drafting a connectivism-based training course and its manual - Checking, giving comments, and evaluating the appropriateness by five experts - Checking the possibility of the training course	- Five experts	- A connectivism-based training course evaluation form - A connectivism-based training course manual evaluation form - Teaching demonstration evaluation form	- Mean - Standard Deviation - Content analysis	- A connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL -Appropriateness - Possibility

Step	Objectives	Activity	Data source	Instruments	Data analysis	Results
3	Implementing and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.	- Implementing a connectivism-based training course - Assessing and evaluating English communicative teaching skills through the integration of CLT and EIL	- 52 of first-year English major student teachers	- A connectivism-based training course manual - Lesson Plans - Teaching demonstration evaluation form	- Simple percentages	- Process of implementation of a connectivism-based training course - Student teachers' English communicative teaching skills through the integration of CLT and EIL
4	Studying student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.	- Assessing a level of satisfaction - Interviewing student teachers' opinion toward a connectivism-based training course	- 52 of first-year English major student teachers	- Satisfaction questionnaire - Semi-structure interview	- Mean - Standard Deviation - Content analysis	- Student teachers' satisfaction and opinion
						↓ **A complete training course**

The details of the research methodology for each stage are as following:

Stage 1: Studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed.

The researcher studied the components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed. This was done through an interview of experts and a review of documents.

1.1 Data Source

In studying the components of English communicative teaching skills through the integration of CLT and EIL and assessment methods, data were obtained from experts. Five experts from the field of English communicative teaching and having an experience of teaching English communication or teaching English as an international language. They were involved in the interview to provide basic information related to the topic. In addition, documents were also reviewed to get information in related areas. Both experts and a review of documents provided information related to the components of English communicative teaching skills through the integration of CLT and EIL.

1.2 Research Instruments

To collect data at this stage, a semi-structured interview was used to get information from experts through interviewing. The semi-structured interview focuses on studying components of English communicative teaching skills through the integration of CLT and EIL and assessment methods. The semi-structured interview consisted of three items

1.3 Validity Check

The semi-structured interview guide was submitted to five experts to check the validity (IOC) The experts used for the validity check of research instruments were selected from different areas. All experts have a teaching experience in a higher educational institution. Each item was individually examined by using IOC, and the approved items were selected and used.

1.4 Data Collection

The researcher organized individual interview session with five experts. During the interview, the researcher noted important points provided by the experts. The interviews were conducted fact-to-face. In addition, the researcher selected documents related to the topic for doing a review.

1.5 Data Analysis

Information obtained from both experts and a document review for the components of English communicative teaching skills through the integration of CLT and EIL. The data were analysed by using content analysis.

Stage 2: Developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

Developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University considered following:

Information from studying the components of English communicative teaching skills through the integration of CLT and EIL and assessment methods was analysed from the first stage. The analysis of related approaches was integrated into developing the training course. Documents were reviewed with a focus on getting CLT and EIL principles, and a connectivism theory. This information was used as a guideline for drafting a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL. The design of a connectivism-based training course was divided into steps involved in the literature review, including a training course development, and evaluation with following:

1) Drafting a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL.

2) Developing a connectivism-based training course manual and related documents

3) Evaluating the appropriateness and possibility of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL.

2.1 Draft of a connectivism-based training course

A connectivism theory, CLT theory, and EIL approach were reviewed and the findings were used as theoretical foundations for the development of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

2.1.1 A Connectivism Theory

Connectivism, proposed by George Siemens and Stephen Downes, is the learning paradigm for the digital age. It redefines learning. It is the activity of creating and managing external knowledge networks. The key of this theory is that knowledge is distributed across diverse nodes. These nodes include both humans and technology. The skills, therefore, shifts from content memorization to the ability to connect and evaluate information within the network. This paradigm transforms roles in education. The learner becomes an autonomous network creator, and the teacher becomes a facilitator. While the connectivism promotes lifelong learning, the success depends on the learner's ability to use critical thinking. This skill is essential to effectively handle the vast amount of available information.

2.1.2 Communicative Language Teaching

Communicative Language Teaching (CLT) is a teaching theory which emerged in the 1970s. It was a revolution against traditional methods like Grammar-Translation. That methods focused on grammar, but students could not communicate in daily life. The CLT is not about creating grammatically perfect users. It is about developing communicative competence. The focus shifts from memorizing the form of the language to understanding its function and meaning in real contexts. The principle of CLT is that communication is both the goal and the tool for learning. It concerns fluency over accuracy in the initial stages. This approach builds confidence and reduces learner anxiety. The teaching is learner-centered, and it uses authentic materials like news, menus, or podcasts to connect the classroom to the outside world. Classroom activities are designed to create an information gap. This forces students to use language to actually exchange information through activities like pair work, role-plays, and collaborative problem-solving.

2.1.3 English as an International Language

English as an International Language (EIL) is an approach. It views English not as the language of a native speaker but as a global language. It is a communication too for people from different linguistic and cultural backgrounds. This concept revolutionizes the goal of English teaching. It shifts the focus from imitating native speakers (e.g., with a British or American accent) to developing intercultural communicative effectiveness. A characteristic of EIL is the decoupling of language from native-speaker culture. This makes English a culturally tool for users to express their identities. EIL also recognizes that English is pluricentric. This idea is based on Kachru's three circles model, and it legitimizes the world Englishes. As a result, grammatical or accent errors are not considered failures as long as meaning is maintained. This paradigm directly impacts teaching. The goal is no longer to create native-like learners; it is to cultivate intercultural speakers. These are aware communicators who can confidently negotiate meaning. Teaching materials must reflect global cultural diversity, not just content from native-speaking countries. Assessment must also focus on communicative success over perfect grammatical accuracy. At last, EIL is a declaration that English on longer belongs to any single nation. It is the property of global users.

2.2 Design of Connectivism-Based Training Course

To design and develop a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers in the faculty of education at a Rajabhat university, the information from the studying the components of English communicative teaching skills through the integration of CLT and EIL was assessed by experts and documents were analyzed. With this analysis, learning principle, teaching process, content, activities, teaching materials, and assessment and evaluation were designed for a connectivism-based training course development.

2.3 Development of Connectivism-Based Training Course

A connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers in the faculty of education at a Rajabhat University was developed based on integrating curriculum models from Tyler (1949), Taba (1962), and Wheeler (1967). The model consisted of four potential steps with following:

1) Diagnosis and Contextual Analysis: This step begins with a grass-roots approach by diagnosing learner needs with analysing environmental factors, such as policies and society.

2) Goal Setting and Structure Design: This step uses data from step 1 to set the aims, goals, and objectives of the curriculum, and then design the overall curriculum structure

3) Development and Implementation: This step develops the design from step2 by involving teacher as co-developers in creating learning units and materials, which are implemented in a real classroom.

4) Evaluation and Improvement Cycle: This step evaluates the implementation and use the feedback to improve and develop components from previous steps, creating an endless development cycle.

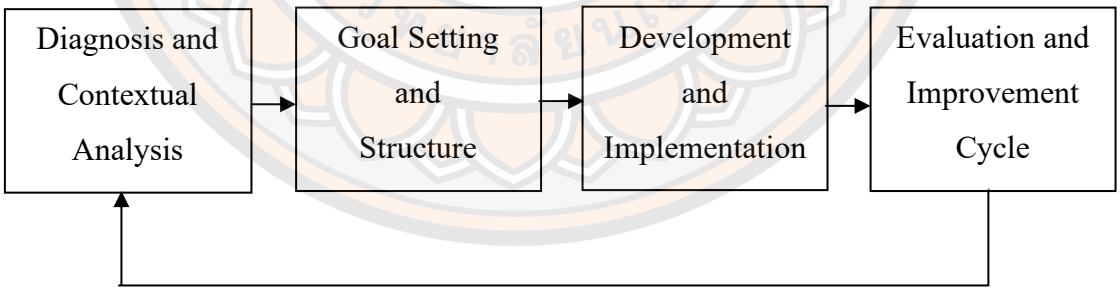

Figure 7: Evaluation and Improvement Cycle

Based on the integrating model founded by Tyler (1949), Taba (1962), and Wheeler (1967), a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at Rajabhat Universities was written the details of components are as following:

1. Introduction

Establishing a guiding statement to direct the formulation of the course's objective ensures that student teachers meet the needs to enhance English communicative teaching skills through the integration of CLT and EIL. This was written as the course's importance, its focus, as well as the methods and techniques to be used in organizing activities for student teachers.

2. Principle

The foundation data was considered and determined the principles of the course. This involved defining the course's core characteristics and focus; the specific behavioral changes should aim to produce in participants; the target group for learning; the instructional design; and the specific methods for the course's implementation.

3. Objective

Various aspects were studied, analyzed, and synthesized for the need to develop English communicative teaching skills through the integration of CLT and EIL for English major student teachers. This aimed to enhance student teachers' English communicative teaching skills through the integration of CLT and EIL

4. Learning Content

The learning content of a connectivism-based training course to enhance English Communicative teaching skills through the integration of CLT and EIL for English major student teachers included:

4.1) Foundation of CLT: This topic aims to build an understanding of the theoretical foundations and key principles of Communicative Language Teaching (CLT) and English as an International Language (EIL). This provides a basis for designing and managing communicative English language teaching in today's global context. The topic includes core concepts and teaching objectives of CLT and EIL. It also focuses in the different between traditional language teaching and communicative teaching in intercultural contexts.

4.2) Communicative Teaching Strategies: This topic aims to develop skills to select and apply communication strategies in teaching activities to promote communication, which focuses on meaning and fluency rather than accuracy.

4.3) Authentic Materials: This topic aims to build an understanding of selecting, adapting, and integrating authentic English media into communicative language teaching. Authentic media refer to resources created for real communication rather than for teaching purposes, such as online new articles, interview videos, or real-life conversations.

4.4) Assessment for Communicative Competence: This topic aims to develop knowledge and skills in designing and using English communicative competence assessment with the principles of CLT and EIL.

4.5) Designing Communicative Lesson Plan: This topic aims to build the knowledge and skills to design English communicative lesson plans with their complete components based on the principles of CLT and EIL. It focuses on considering of learner diversity, cultural differences, and real-life language.

5. Learning Processes

The learning processes for this training course were organized using connectivism theory as a guiding framework. This was done to ensure the activities support the overall aims and content of the course, focusing on English major student teachers with English communicative teaching skills through the integration of CLT and EIL with following:

Stage 1: Preparation and Motivation Stage

In this stage, student teachers were introduced to the real-world problems related to English communication teaching, CLT, and EIL. Those problems were used to trigger their background knowledge and interest.

Stage 2: Exploration and Connection Stage

In this stage, student teachers created their learning process by exploring and connecting various resources to gather new information. They searched online resources, created collaboration, and participated discussion to shape their understanding of teaching English communication in the real-world and global contexts.

Stage 3: Collaboration and Creation Stage

In this stage, after student teachers collected information, they collaborated to analyze and synthesize what they had learned to construct new knowledge. In this study, this stage included making group discussions and creating

works, such as teaching demonstration or making a poster to promote the integration of teaching CLT and EIL.

Stage 4: Reflection and Evaluation Stage

In this stage, student teachers presented their work and reflected on the learning process. The teacher and classmates jointly gave constructive feedback.

6. Assessment and Evaluation Methods

The assessment and evaluation were designed to meet the objective of the course and content. The skills of student teachers were measured and evaluated based on five components in the following:

6.1) Design a lesson plan: The skills to create learning contents and activities which emphasize authentic communication and promote the development of learners' intercultural communicative competence by integrating the principles of CLT and EIL.

6.2) Using communicative activities: The skills to select and organize activities which promote meaningful communication.

6.3) Integrating EIL awareness: The skills to incorporate content and support attitudes which promote an understanding of linguistic and cultural diversity.

6.4) Using authentic materials: The skills to select and use media which reflect the real-world contexts.

6.5) Assessing communicative competence: The skills to evaluate learners with focusing on meaningful communication.

An overall percentage score of 70 or higher, it was considered that English communicative teaching skills through the integration of CLT and EIL was significantly enhanced.

Step of Course Development

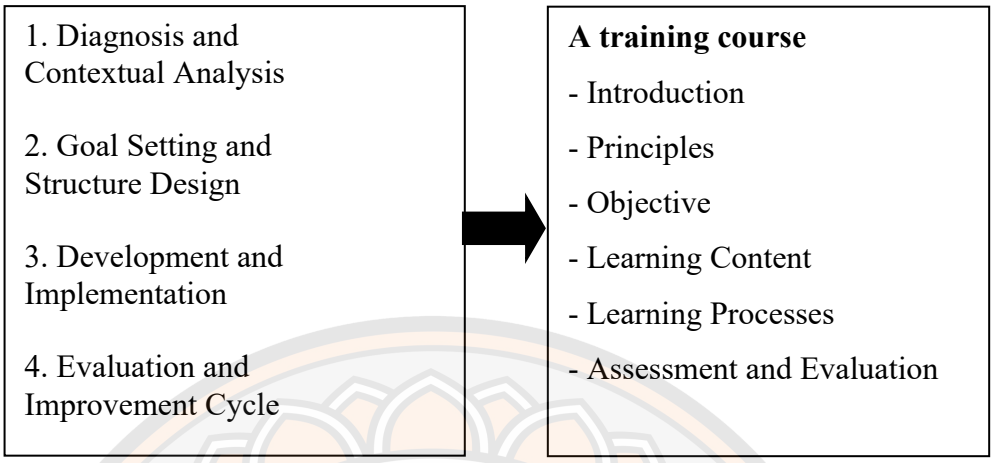

Figure 8: a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

2.4 Evaluation of the Training Course

Data Source

The developed training course documents were submitted to five experts to evaluate the training course and manual's quality. Experts were selected from the Department of Curriculum and Instruction and from the Department of Research and Development, which directly relates to the training course development. The experts evaluated and gave some comments and suggestions for this training course. The experts had at least a doctorate with five years of teaching experience in higher educational institution and at least had an assistant professor position.

Research Instruments and the Development of Research Instruments

1. Research Instruments

The following instruments were used for a connectivism-based training course evaluation:

1.1 a connectivism-based training course evaluation form

1.2 a connectivism-based training course manual

1.3 a connectivism-based training course manual evaluation form

2. Development of research instruments

2.1 In developing the connectivism-based training course, the researcher studied documents on connectivism-based training course design and development. The connectivism-based training course was developed, consisting of components, such as principles, objective, learning content, learning processes, and assessment and evaluation.

2.2 The researcher studied documents on how to develop a connectivism-based training course evaluation form. The components of a connectivism-based training course evaluation focus on principles, objective, learning content, learning processes, and assessment and evaluation.

Table 10: Components of Validity Check

Components of Validity Check	Level of Appropriateness				
	5	4	3	2	1
Principle					
Objective					
Learning content					
Learning process					
Assessment and Evaluation					

2.3 The connectivism-based training course manual evaluation form consisted of components, such as clarity of language, consistency of components, and completeness of the manual

Table 11: Elements of a connectivism-based training course manual

Key Elements of a connectivism-based training course manual	Level of Appropriateness				
	5	4	3	2	1
1. The introduction of the connectivism-based training course manual are clear and easy to understand.					
2. The objective of the connectivism-based training course manual is clear.					

Key Elements of a connectivism-based training course manual	Level of Appropriateness				
	5	4	3	2	1
3. The instructional process is clear and consistent with the content and timeframe.					
4. The instructional process is well organized and interrelated with each other learning.					
5. Learning activities are related to the content, practice, and objective.					
6. The instructional media is related to the content and can be used in enhancing English Communicative teaching skills through the integration of CLT and EIL.					
7. The assessment and evaluation are clear and related to the learning content and objective.					
8. All lesson plans give a clear description of the learning process.					

Data Collection

Data were collected using a connectivism-based training course manual evaluation form. It was completed by the five experts to express their views on the level of appropriateness and suggestions concerning the components of the connectivism-based training course manual using a 5-level Likert scale evaluation form.

Data Analysis

The study used both qualitative and quantitative data analysis methods for the four research objectives systematically. The analysis processes were followed:

1. Analysis of information from studying the components after conducting semi-structured interviews was performed to identify common theme, components, and assessment. Data was also triangulated with literature to validate findings.

2. Analysis of a connectivism-based training course quality: The connectivism-based training course was evaluated by three experts in the Department of Curriculum and Instruction. Quantitative data from expert validation form was analyzed using descriptive statistics, including mean scores and standard deviations to ass the training course's quality in terms of appropriateness. A mean score of 3.50 or above was considered appropriate. Information from the possibility checklist was also analyzed qualitatively to assess practically.

3. Analysis of the effectiveness of a connectivism-based training course followed by:

3.1) Comparative analysis of English communicative teaching skills with the criterion: The effectiveness of a connectivism-based training course was assessed by comparing English Communicative teaching skills through the integration of CLT and EIL after the implementation with a criterion level of 70%. Descriptive statistics, including mean, percentage, and standard deviation were calculated to determine the participants' average scores. A one-sample t-test was conducted to determine whether the mean scores for English Communicative teaching skills through the integration of CLT and EIL significantly differed from the 70% criterion.

3.2) Analysis of English communicative teaching skills through the integration of CLT and EIL during the implementation was guided by English communicative teaching skills through the integration of CLT and EIL assessment test with checklist, focusing on indicators, such as designing lesson a plan, using communicative activities, integrating EIL awareness, using authentic media, and assessing communicative competence. The data was analyzed and presented qualitatively.

4. Analysis of level of satisfaction and opinion: Quantitative responses were analyzed using descriptive statistics with level of satisfaction at 3.50 or higher. Quantitative data from seme-structure interview was analyzed to identify themes related to the training course's benefits, challenges, and suggestions for improvement.

Scoring Transformation for Appropriateness of the Training Course

The mean of the appropriateness scores from experts was then calculated with the interpretation criteria following:

- Mean Score 4.50-5.00: The experts view the course and documents as having the highest appropriateness.
- Mean Score 3.50-4.49: The experts view the course and documents as having high appropriateness.
- Mean Score 2.50-3.49: The experts view the course and documents as having medium appropriateness.
- Mean Score 1.50-2.49: The experts view the course and documents as having low appropriateness.
- Mean Score 1.00-1.49: The experts view the course and documents as having the lowest appropriateness.

2.5 Study of the possibility

After drafting a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL, the researcher studied the possibility of the training course by organizing a focused group discussion through an online platform with experts. This can be confirmed that the components of the training course involving principles, objective, learning content, learning process, and assessment and evaluation were possibly implemented and suitable to enhance English communicative teaching skills through the integration of CLT and EIL or not.

Stage 3: Implementing and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

This stage explained the process of a connectivism-based training course implantation to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

Participants

This study selected 52 of first-year student teachers from faculty of education at Nakhon Sawan Rajabhat University by the purposive sampling techniques. This group represented an appropriate sample because they registered for the course, English Language Teaching Techniques in Practices, which prepares them for professional teaching and makes them suitable participants for this study.

Research Instrument

This instrument used for a connectivism-based training course implementation consisted of English communicative teaching skills through the integration of CLT and EIL assessment test.

Development of Research Instrument

In developing a connectivism-based training course implementation consisted of English communicative teaching skills through the integration of CLT and EIL assessment test, the researcher studied documents and studies related to assessing and evaluating English communicative teaching skills through the integration of CLT and EIL for a connectivism-based training course implementation. The components and indicators were identified for a connectivism-based training course. The assessment test consists of components and indicators, such as designing lesson a plan, using communicative activities, integrating EIL awareness, using authentic media, and assessing communicative competence. They were assessed and evaluated through writing a lesson plan and having a teaching demonstration. After development, this instrument was submitted to experts for evaluation.

Experimental Research Design

The researcher employed a one-group post only design combing qualitative and quantitative data collection with follows:

Experimental Group	Treatment	Post-Test
E1	T	O

Table 12: Experimental Research Design

E1 represents experimental or sample groups.

T represents the learning process with a connectivism-based training course.

O represents assessing and evaluating English Communicative teaching skills through the integration of CLT and EIL after a connectivism-based training course.

From the above design, treatment was introduced and a post-test was administered to assess and evaluate English Communicative teaching skills through the integration of CLT and EIL. The connectivism-based training course was implemented, and English communicative teaching skills through the integration of CLT and EIL was assessed and evaluated by using English communicative teaching skills through the integration of CLT and EIL assessment test with focusing on designing lesson a plan, using communicative activities, integrating EIL awareness, using authentic media, and assessing communicative competence.

Research Samples

The sample consisted of 52 of first-year English major student teachers from faculty of education at Nakhon Sawan Rajabhat University. The study was conducted in the second semester of the 2025 academic year. The experiment was conducted for a total of 36 hours.

Course Procedure for the Experiment

For conducting this study and data collection, the research procedures were divided into the following steps:

1) Before a connectivism-based training course implementation

Before the implementation of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL, the researcher developed all research instruments consisting of a connectivism-based training course manual with lesson plans, English communicative teaching skills through the integration of CLT and EIL assessment test and a satisfaction questionnaire and structured interview to evaluate the training course. All developed instruments were assessed by experts for appropriateness, and the possibility of a connectivism-based training course was also checked by experts. An orientation meeting was held with the participants to explain the objective and other relevant procedures to participants

2) During implementation of a connectivism-based training course

During the implementation process (experimentation), the researcher conducted the training course with five lesson plans designed by the researcher based on content from the studied components. The content, such as foundations of CLT and EIL, communicative teaching strategies, authentic materials, assessment for communicative competence, and designing communicative lesson plan was taught based on the connectivism-based learning activities, involving Stage 1: Preparation and Motivation, Stage 2: Exploration and Connection, Stage 3: Collaboration and Creation, and Stage 4: Reflection and Evaluation. Participants were assigned to work in groups to do the activities based on the content. Those various activities were used during the training course implementation, enhancing English communicative teaching skills through the integration of CLT and EIL. A total of 36 hours was used for the training course implantation process.

3) After the implementation of a connectivism-based training course

English communicative teaching skills through the integration CLT and EIL was assessed and evaluated based on a lesson plan and a teaching demonstration assigned by the researcher. The instrument used in assessing and evaluating these skills was an English communicative teaching skills through the integration of CLT and EIL assessment test designed by the researcher and checked by experts. Participants responded to the satisfaction questionnaire and interviews of the connectivism-based training course and data was analysed to answer the research findings.

Stage 4: Studying student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

To examine student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL, a satisfaction questionnaire was distributed to the participants after the implementation process and group interviews were conducted to study their opinion toward the training course.

Data Source

All student teachers 52 of first-year English major at Nakhon Sawan Rajabhat University as the samples during a connectivism-based training course implementation process

Research Instruments and Implementation of Evaluation

The research instruments at this stage were a level of satisfaction assessment questionnaire.

1) Satisfaction questionnaire

The satisfaction assessment questionnaire of the experiences in a connectivism-based training course was conducted by the researcher. It was designed to investigate how participants' experiences in learning with the training course to enhance English communicative teaching skills through the integration of CLT and EIL. Participants were asked to rate their level of satisfaction using a 5-level Likert rating scale (1 = not satisfied at all, 2 = satisfied to a lesser extent, 3 = fairly satisfied, 4 = satisfied, 5 = highly satisfied). This questionnaire consisted of eight items with following: 1) Learning process, 2) Learning content, 3) Learning activities, 4) Learning atmosphere, 5) Instructional materials, 6) The role of the instructor, 7) Assessment and evaluation, 8) Enhancing English communicative teaching skills through the integration of CLT and EIL.

2) Semi-Structured Interview

After the implementation and administration of the satisfaction questionnaire, group interviews were conducted and focused on getting detailed information from participants' opinion about a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL from. The seme-structured interview consisted of 1) Studying student teachers' opinion of learning processes and learning activities, 2) Learning content, 3) Role of the instructor and role of the learners, 4) Learning atmosphere, 5) Learning duration and Instructional materials, 6) Group activities and method of assessment, and 7) English communicative teaching skills through the integration of CLT and EIL enhancement.

3) Validity Check

For validity check, the Index of Congruence for the training course satisfaction questionnaire and semi-structured interviewed was administered by the researcher. All the satisfaction questionnaire and semi-structured interviewed were checked by 5 experts (three from the Department of Curriculum and Instruction and two from Measurement and Evaluation). Each item was examined individually, and only approved items were used for satisfaction assessment and semi-structured interviewed.

Data Analysis

The data was analysed with following:

1) Analysis of a connectivism-based training course satisfaction questionnaire

Data from assessing participants' satisfaction with the connectivism-based training course was analysed by using descriptive statistics (mean and standard deviation) with the criterion below:

4.50-5.00: the highest level of satisfaction

3.50-4.49: a high level of satisfaction

2.50-3.49: a medium level of satisfaction

1.50-2.49: a low level of satisfaction

1.00-1.49: the lowest level of satisfaction

The mean score of 3.50 or over was considered satisfaction for student teachers' level of satisfaction toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL.

2) Analysis of semi-structured interview

Data from the interview was analysed by using content analysis. From the interview, an agreement that a connectivism-based training course was effective in enhancing English communicative teaching skills through the integration of CLT and EIL is an indication of positive opinion.

CHAPTER IV

RESULT OF DATA ANALYSIS

This research has its objective to develop a connectivism-based training course to enhance English communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University. This study was conducted following research and development steps and this chapter presents the results from data analysis which addresses the four main objectives of this study with following:

1. To study components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed

2. To develop and assess the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

3. To implement and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

4. To study student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

The results are presented according to the research objectives.

1. The results of studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed

2. The results of developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

3. The results of implementing and studying an effectiveness of a connectivism-based training course to enhance English communicative teaching skills

through the integration of CLT and EIL for English major student teachers at a Rajabhat University

4. The results of studying student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

1. The results of studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed

According to the experts' interviewing and studying components of English communicative teaching skills through the integration of CLT and EIL, the finding revealed that key components which contribute to effective English communicative teaching skills through the integration of CLT and EIL consists of 1) designing a lesson plan, 2) using communicative activities, 3) integrating EIL awareness, 4) using authentic materials, 5) assessing communicative competence. The assessment and evaluation use an assessment test of English communicative teaching skills through the integration of CLT and EIL via writing a lesson plan and having a teaching demonstration. Moreover, the results revealed that the assessment test should consider assessing five components, such as designing a lesson plan, using communicative activities, integrating EIL awareness, using authentic media, assessing communicative competence.

First, designing a lesson plan serves as the foundation. The objective of lesson planning must move fundamentally from native-speaker imitation toward communicative effectiveness and the negotiation of meaning. As Expert 1 stated, enabling student teachers to write communicative lesson plans is the essentially first step.

"It is very important and is the first thing to make student teachers enable to write a lesson plan, especially for a communicative teaching."

(Expert 1)

Expert 2 further corroborated this by highlighting that plans must strictly concern on authentic communication and intercultural awareness.

"The designing lesson plans should focus on authentic communication and intercultural awareness."

(Expert 2)

Second, the use of communicative activities acts as the vehicle for learning. In this context, the activities refer to a specific task. It is designed to ensure that learners must use language to achieve a specific goal. Examples include exchanging missing information or collaborating to solve a problem. While activities should be balanced between fluency-focused and accuracy-focused practices, the EIL concept views that accuracy aims at communicative intelligibility rather than grammatical perfection. Consequently, as Expert 3 noted, Activities should be divided into two main categories. The first is fluency-focused activities. The teacher does not interrupt to correct errors. The goal is to build learner's confidence, maintaining their identity. The second is accuracy-focused activities. These are designed to improve language structure later.

"*Role-play activities must reflect diverse real-world contexts. They should not be limited to situations in native-speaking countries. In this context, learners use English to communicate with Thai identity to a global audience."*

(Expert 3)

Third, the integrating EIL awareness to develop English communicative teaching skills has the following key: teaching must shift its goal. It must move away from native speaker imitation. Instead, it becomes an effective intercultural speaker. In reality, the majority of communication occurs between non-native speakers. Experts 1 and 5 strongly agreed that because the majority of global interactions occur among non-native speakers, teacher must empower learners to embrace their owe accents. Therefore, preparing learners to understand a diversity of accents and cultures is more important than knowing only a single accent.

"The content should make learners realize that there are many forms of English in the world. Also, standards are not limited to only British or American English."

(Expert 1)

"Teacher must focus on empowering learners to be proud of their own accents. It should encourage them to communicate confidently. The teacher must not view differences from native speakers as errors."

(Expert 5)

Fourth, the use of authentic materials is essential to expose learners to the reality of Global Englishes. Authentic materials are resources created for real-life communication purposes, not specifically for language instruction, such as online news articles or video interviews. Experts 4 and 5 suggested using real-world resources created for actual communication familiarizes learners with diverse accents, linguistic patterns, and cultural differences required for international communication.

"In the context of EIL, media selection must not be limited to content from Western culture. Media must be chosen that reflects the diversity of global English speakers. This includes different accents and cultural contexts."

(Expert 4)

"Authentic media familiarizes learners with the diversity of linguistic patterns, cultures, and tones. This is important for communication in a global context."

(Expert 5)

Finally, assessing communicative competence validates the entire process. An assessment should not only rely on measuring grammatical accuracy. Instead, it needs to measure communicative effectiveness. This is defined as the success in conveying the meaning to the listener. In the EIL context, the assessment will not compare learners to native speaker norms (e.g., having a perfect accent). Instead, it will focus on intelligibility and the ability to engage in the negotiation of meaning. Expert 2

stated that performance-based assessments, such as role-plays and presentations, to evaluate language use in real situations. To achieve this, as Expert 3 suggested, assessment rubrics must comprehensively evaluate not only grammatical structures but also fluency, sociocultural appropriateness, and the strategic competence to resolve communicative failure.

"The most effective method is to engage learners in performance-based activities. This is done through tasks such as role-play or class presentations. The tasks reflect the ability to use language in real situations better than multiple-choice tests."

(Expert 2)

"*The assessment rubrics must clearly define the components of communicative success. They should not focus on grammar only. They must include fluency and sociocultural appropriateness. They must also include strategic competence to solve immediate problem."*

(Expert 3)

In summary, from the experts' opinions revealed developing English communicative teaching skills. Lesson planning must prioritize communicative effectiveness over native-speaker imitation, focusing on negotiation of meaning. This is achieved through communicative activities, such as fluency-focused and accuracy-focused tasks, reflecting real-world contexts and Thai identity. Importantly, integrating EIL awareness promotes intercultural speakers who value diverse accents, empowering learners to see differences not as errors. Teachers should use authentic media which reflect global diversity, not just western culture to familiarize learners with various linguistic patterns. Finally, assessment must move beyond grammatical accuracy to measure communicative competence through performance-based tasks rather than traditional tests.

2. The results of developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

The results of developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University are presented with following:

2.1 The results of developing of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

The results from studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed that can be used in enhancing English communicative teaching skills through the integration of CLT and EIL were analyzed and used in the design and development of a connectivism-based training course. The results revealed that this training course was developed consisting of five components namely, 1) principle, 2) learning objective, 3) learning content, 4) learning process, and 5) assessment and evaluation. The results also revealed that the learning processes consist of four steps: 1) preparation and motivation, 2) exploration and connection, 3) collaboration and creation, and 4) reflection and evaluation. The details of the training course' components are presented with the following:

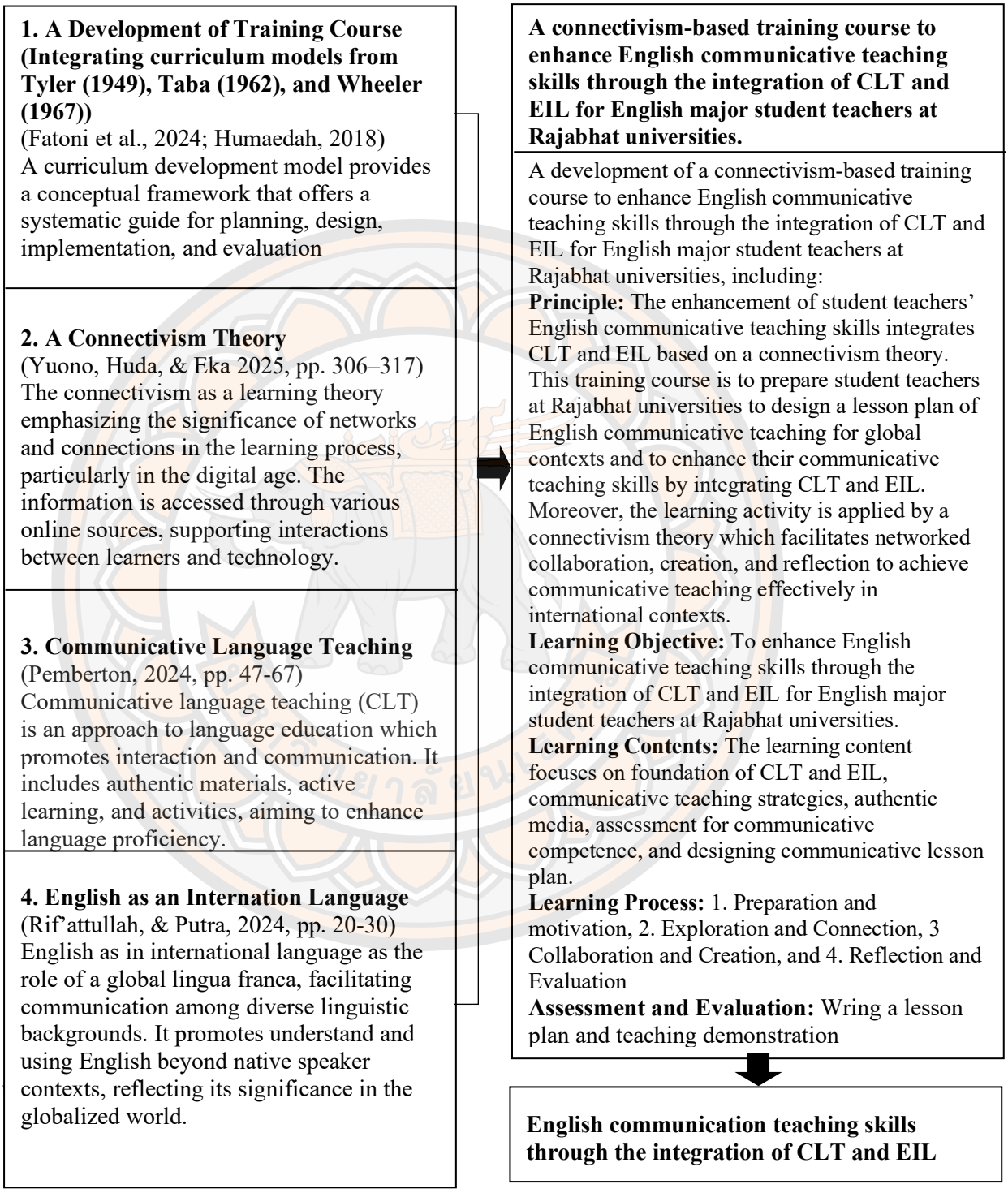

Figure 9: Research Framework

2.1.1 Principle

The principle of this connectivism-based training course was drawn from three approaches

Communicative Language Teaching

The Communicative Language Teaching is an approach to teach a second or foreign language. The goal of language learning is the development of communicative competence. Thamarana (2015, pp. 90-100) explained that CLT emerged in the 1970s as a reaction against traditional teaching approaches, such as Grammar-Translation Method and Audio-Lingual Method, which were criticized for failing to produce learners who could communicate in real situations. This concept represented a major paradigm shift, moving the focus from instruction of form or perfect grammatical structures to an emphasis on the function and meaning of language in real communication.

CLT's principles include a focus on communication, an emphasis on meaning and fluency, the use of authentic materials, and a learner-centered approach. They transform language teaching from activity of memorizing rules into a meaningful process for learners. CLT also focuses on giving students opportunities to use the language for communication across all four skills: listening, speaking, reading, and writing. The emphasis is on both fluency and accuracy in language use. In the early stages, grammar is not the main focus. Once students are able to use the language, greater attention is given to grammatical accuracy. Grammar is taught as a tool for conveying meaning rather than as a set of structures to be memorized. Moreover, learning activities in a classroom which uses the CLT approach are completely different from traditional classroom. The core if CLT activity is not the practice of linguistic forms. It focuses on creating meaningful task which reflects real-life language use. Lestari and Margana (2024, pp. 1567-1672) explained that CLT activity is designed to create a necessity to communicate. Instead of having students speak because they are told to speak, a CLT activity creates a situation where students need to use language to achieve a certain goal. The importance of creating this necessity is the information gap.

To sum up, it can be synthesized that the effectiveness of CLT significantly focuses on an interaction itself and an ability to connect a passive

knowledge into the real-world using through situational contexts. This requires teachers to change their role from knowledge senders to facilitators who design the activity which motivates students' communication.

English as an International language

English as an international language (EIL) refers to the phenomenon of using English as a common language or a tool for communication between people from different linguistic and culture backgrounds. Dewi (2012, pp. 169-181) explained that the status of EIL promotes using in a variety of contexts worldwide whether in science, technology, business, or popular culture. Communication in the EIL context includes interaction between native speaker (NS) and non-native speaker (NNS) and communication between NNS themselves. This approach is the change in focus from a strict adherence to native speaker norms to a prioritization of communicative effectiveness. In the past, the goal of English learning was to speak and write as much like a native speaker as possible (e.g., with a British or American accent). However, the goal changes under the EIL approach. Puspitasari (2019, pp. 229-241) pointed out that the new goal is to produce language users who can communicate effectively and with appropriateness in intercultural communication. Grammatical errors may be less important than the ability to engage in the negotiation of meaning and establish an understanding with interlocutor. EIL is a paradigm which is a new conceptual framework for viewing, understanding, and approaching the role of English on the world context. This challenges and chances the traditional assumptions about English language teaching. Akbar (2018, pp. 115-125) explained that this paradigm moves away from a narrow perspective on the standards of native speaking countries toward a broader perspective that accepts the diversity of English used globally.

To sum up, adopting the EIL approach in teaching is highly effective because it helps learners from the pressure of native-like accuracy, focusing instead in building the confidence and cultural adaptability for the real-world communication.

Connectivism Theory

Connectivism, a learning theory developed by George Simen and Stephen Downes, was introduced to explain learning process within the context of the digital age (Yakın, & Tınmaz, 2015, pp. 67-83). It began as conventional theories developed in a pre-technological era, including behaviorism, cognitivism, and constructivism.

The limitation of these earlier models focuses on learning as an internal and individual process only, which overlooks the role of organizational and technological networks (Transue, 2013, pp. 185-195; Gvozdii, Litvinova, & Tymchenko, 2023, pp. 133-142). The connectivism defines learning as the process of constructing and navigating networks. For this paradigm, knowledge is not viewed as an internal person's brain. Instead, it is distributed across a big network composed of diverse nodes. These nodes can include human and non-human sources such as individuals, communities, databases, and technological appliances. Learning process happens at the process called a new connection between these nodes. Consequently, the primary competencies for modern learners are not about memorization. It is the ability of network creation and self-learning choices.

To sum up, integrating Connectivism into teaching is essential for modern education. It changes the pedagogical goal from memorizing to encouraging learners with the network literacy that learners can analyze and synthesize information independently.

Principle: The enhancement of student teachers' English communicative teaching skills integrates CLT and EIL based on a connectivism theory. This training course is to prepare student teachers at a Rajabhat University to design a lesson plan of English communicative teaching for global contexts and to enhance their communicative teaching skills by integrating CLT and EIL. Moreover, the learning activity is applied by a connectivism theory which facilitates networked collaboration, creation, and reflection to achieve communicative teaching effectively in international contexts.

2.1.2 Learning Objective

The objective of this connectivism-based training course was to enhance English communication teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

2.1.3 Learning Content

The content for considering in developing a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at Rajabhat Universities with the following:

1) Foundations of CLT and EIL: This topic aims to build an understanding of the theoretical foundations and key principles of Communicative Language Teaching (CLT) and English as an International Language (EIL). This provides a basis for designing and managing communicative English language teaching in today's global context. The topic includes core concepts and teaching objectives of CLT and EIL. It also focuses on the difference between traditional language teaching and communicative teaching in intercultural contexts.

2) Communicative Teaching Strategies: This topic aims to develop skills to select and apply communication strategies in teaching activities to promote communication, which focuses on meaning and fluency rather than accuracy.

3) Authentic Materials: This topic aims to build an understanding of selecting, adapting, and integrating authentic English media into communicative language teaching. Authentic media refer to resources created for real communication rather than for teaching purposes, such as online new articles, interview videos, or real-life conversations.

4) Assessment for Communicative Competence: This topic aims to develop knowledge and skills in designing and using English communicative competence assessment with the principles of CLT and EIL.

5) Designing Communicative Lessons: This topic aims to build the knowledge and skills to design English communicative lesson plans with their complete components based on the principles of CLT and EIL. It focuses on considering of language diversity, cultural differences, and real-life language.

To sum up, the content of this training course was systematically structure into five unit from the foundation of CLT and EIL to practical teaching, such as using authentic media, applying communicative strategies, and designing assessments. This progression was designed for student teachers to understand global English and to create a communicative lesson plan.

2.1.4 Learning Process

The learning process of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at Rajabhat Universities was organized into four stages based on a connectivism theory with the following:

1) Preparation and Motivation Stage: Preparation and motivation stage serves as the entry point to each unit, providing the foundation for meaningful engagement with the training course. At this stage, learners are guided to understand the overall purpose of the unit and structure of the learning activities which will follow. This stage is not only about introducing the content but also about preparing participants affectively to engage with new ideas. It focuses on the importance of activating background knowledge so that learners can connect what they already know with the learning objectives of the course. Another element of this stage is the cultivation of motivation. It is considered essential for active learning. During this stage, the instructor supports a positive environment, helping learners develop an openness to share and interact. The focus is on reducing anxiety, clarifying expectations, and building a sense of community which promote collaboration throughout the unit. Therefore, this stage ensures that learners begin each unit with clarity, focus, and enthusiasm. It acts as a bridge between background experiences and new knowledge, promoting participants to fully engage with the subsequent stages of exploration, collaboration, and reflection.

2) Exploration and Connection Stage: The exploration and connection stage is that participants move beyond preparation and begin to engage actively with new knowledge and perspectives. In this second stage, it highlights the participants' role as an active researcher of information rather than passive learners. It focuses on the importance of discover, interpretation, and the building of connections between theoretical concepts and the participants' background knowledge or experiences as well as an instructor. With this, participants develop a clear understanding of how new knowledge relates to what they already know, enabling them to construct a more meaningful and coherent concepts of understand. Significantly, participants are encouraged to examine ideas, analyze principles, and question. Exploration involves searching information of concepts which may be unfamiliar, changing, or even contradictory to previous beliefs. Connection occurs when participants begin to integrate new knowledge with their own experiences, seeing how theoretical concepts can be applied in a practice. This is related to the connectivism that learning is a process of creating and expanding networks of knowledge across individuals, resources, and contexts. Another important feature of this stage is interaction. Learners

are not expected to explore and connect knowledge alone but through interact, exchange, and exposure to multiple viewpoints. The interaction with an instructor, classmates, and resources helps participants expand their knowledge and develop their ability across different sources of information. Therefore, this stage ensures that learning is not limited to receive information but involves the active construction of meaning. It promotes participants to see the relevance of new knowledge, strengthens their ability to connect theory with practice, and prepare them for collaborative knowledge construction in the next stage of the learning process.

3) Collaboration and Creation Stage: The collaboration and creation stage represents the point in the learning process that participants actively apply and extend their understanding through cooperative work. After exploring and connecting new ideas, learners are now guided to interact more deeply with one another, applying their knowledge, skills, and perspectives. Collaboration is not simply working, but it involves purposeful engagement in which learners negotiate meaning, share responsibilities, and contribute knowledge to achieve a common learning goal. This process allows knowledge to be constructed collectively rather than individually according to the connectivism view that learning is distributed across networks of people and resources. In this stage, creation becomes significant. learners are expected to transform the knowledge they have acquired and connected into concrete outputs. The act of creating encourages participants to synthesize information, organize their ideas, and demonstrate their ability to apply theory in a meaningful way. Moreover, collaboration at this stage supports the development of essential skills, such as communication, teamwork, problem-solving, and adaptability. Learners experience the dynamics of working in groups, including the challenges of different opinions, the compromise, and the value or classmate support. Therefore, this stage promotes learners to take ownership of their learning, supports creativity through collective effort, and prepares them to the final stage of reflection and evaluation.

4) Reflection and Evaluation Stage: The reflection and evaluation stage is the conclusion of the learning process in each unit, providing learners with the opportunity to look back, assess, and apply what has been learned. Reflection allows learners to pause and think critically about their experiences, considering what they understood well, what challenges they encountered, and how their perspectives have

evolved. Evaluation complements reflection by offering structured feedback on performance and outcomes. In this stage, learners' task, contribution, and demonstrations are assessed to determine how effectively they have met the objectives of the unit. More importantly, evaluation is not just a judgement but a constructive process which guides learners on how to improve. Together, reflection and evaluation create a cycle of continuous improvement. Reflection promotes internal understanding and personal growth while evaluation provides external understanding for performance. By the end of this stage, learners develop their learning, gain clarity about their progress, and leave each unit with deep understanding for future practice.

To sum up, these stages had a clear progression from activating background knowledge and building motivation (stage 1) to actively creating networks, collaborating to produce outputs, evaluating performance (stage 2-4). This learning process was significantly suitable for student teachers' training with construct their knowledge and create their learning network.

2.1.5 Assessment and Evaluation

The assessment would be conducted through writing a lesson plan and having a teaching demonstration. In this assessment, student teachers must apply all the knowledge and skills that they have learned to design a lesson plan and present their teaching. A connectivism-based training course used the following assessment tools: English communicative teaching skills through the integration of CLT and EIL assessment test.

English communicative teaching skills through the integration of CLT and EIL assessment test focusing on five synthesized components with the following:

1. Designing a lesson plan: This will assess the skill of designing learning content and activities, including all main components of the lesson plan. These activities should focus on the real-world communication. They should also promote the development of learners' intercultural communicative skills. This is achieved by systematically integrating the principles of CLT and EIL. Moreover, for a teaching demonstration, the learning content and activities will be followed with the lesson plan.

2. Using communicative activities: This will assess the skill of using activities which promote meaningful communication. The assessment has two parts:

2.1 In the lesson plan: This assesses the selection and design of appropriate CLT activities. An example is activities with an information gap.

2.2 In the teaching demonstration: This assesses both facilitation and activity management skills. It evaluates how well these skills promote the negotiation of meaning. This is focused rather than grammar practice.

3. Integrating EIL awareness: This part will assess the skill of integrating EIL awareness. The evaluation considers two aspects.

3.1 In the lesson plan: This assesses the design of objectives or questions. These objectives or questions should aim to challenge biases (like accent bias). They should also promote understanding of cultural diversity.

3.2 In the teaching demonstration: This assesses the facilitation. It should encourage discussion among learners about intercultural communication strategies instead of adhering to native-speaker standards.

4. Using authentic materials: This part will assess the skill of selecting and presenting authentic media resources. The evaluation considers two parts.

4.1 In the lesson plan: This assesses the identification of media (e.g., newspaper, podcast, clips), not created specifically for teaching. They should also reflect diversity.

4.2 In the teaching demonstration: This assesses the skill to clearly display the resource to the learners. This assessment does not include the using of media in activity design.

5. Assessing communicative competence: This part assesses the skill of evaluation in two parts

5.1 In the lesson plan: This assesses the design of assessment methods (e.g., rubrics). The methods must focus on measuring communicative competence, not just grammatical accuracy. Importantly, the assessment must align with a lesson plan's objectives.

5.2 In the teaching demonstration: This assesses whether the assessment method aligns with what is written in a lesson plan.

Note: The teaching demonstration assessment will focus specifically on the five main components outlined previously. The following aspects will not be considered as part of this evaluation:

- Voice (volume, clarity)
- Body language (gestures, eye contact)
- Classroom management (time control)

2.2 The results of appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

The develop the training course and the training course manual were carefully checked and evaluated by five experts. The results of the evaluation were divided with the following:

2.2.1 The results of a connectivism-based training course evaluation

All the components of the training course were checked and evaluated by five experts and the results were as follows:

Components of The Training Course	Level of Appropriateness		
	$\bar{x}$	SD	level
Principle			
The principle of the training course clearly reflects the integration of three core concepts (CLT, EIL, and a connectivism theory).	5.00	0.00	Highest
The principle of the training course completely conveys the core of CLT, reflecting meaningful communication.	5.00	0.00	Highest
The principle of the training course appropriately reflects the perspective of EIL, emphasizing the acceptance of linguistic and cultural diversity.	4.60	0.55	Highest
The principle of the training course clearly demonstrates the networked learning based on a connectivism theory.	4.60	0.55	Highest
The principle of the training course clearly explains what is expected to be achieved.	4.60	0.55	Highest
Total	4.76	0.30	Highest
Objective			

Components of The Training Course	Level of Appropriateness		
	$\bar{x}$	SD	level
The objective is related to the principle of the training course.	5.00	0.00	Highest
The objective is clear and reasonable.	4.60	0.55	Highest
The objective answers the need of the training course.	4.60	0.55	Highest
The objective is attainable and realistic.	4.80	0.45	Highest
Total	4.75	0.26	Highest
Learning Content			
The content in each unit is related and necessary for achieving the clear objective of the training course.	4.60	0.55	Highest
The content in each unit is related to the need of student teachers.	4.60	0.55	Highest
The content in each unit is able to integrate the concepts of CLT, EIL, and a connectivism theory.	4.40	0.55	Highest
The content in each unit has sufficient depth for understanding and is appropriate for the training course's timeframe.	4.80	0.45	Highest
Total	4.60	0.05	Highest
Learning Process			
The learning process clearly reflects the concepts of a connectivism theory, such as network creation and connection.	4.80	0.45	Highest
The learning process effectively promotes the development of communicative teaching skills, including the concepts of CLT and EIL.	4.60	0.55	Highest
The sequencing of the learning process (Preparation → Exploration → Collaboration → Reflection) is both continuous and reasonable.	4.80	0.45	Highest
The learning process is related to the training course's objective and capable of leading student teachers to the achievement of that objective.	5.00	0.00	Highest
Total	4.80	0.24	Highest
Assessment and Evaluation			

Components of The Training Course	Level of Appropriateness		
	$\bar{x}$	SD	level
The assessment method is clear and measurable.	4.80	0.45	Highest
The assessment method is consistent with the objective.	4.60	0.55	Highest
The assessment is based on the content and focuses on communicative teaching skills, including the concepts of CLT and EIL.	4.80	0.45	Highest
Total	4.73	0.06	Highest
General Total	**4.73**	**0.12**	**Highest**

Table 13: The results of a connectivism-based training course evaluation

The table represents the level of appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at Rajabhat Universities. From the table, it was revealed that all components of the training course were at the highest level of appropriateness ($\bar{x}$ = 4.73, S.D = 0.12). Considering each compomponent of the model, it was revealed that the principle ($\bar{x}$= 4.76, S.D = 0.30), objective ($\bar{x}$= 4.75, S.D = 0.26), learning content ($\bar{x}$= 4.60, S.D = 0.05), learning process ($\bar{x}$= 4.80, S.D = 0.24), and assessment and evaluation ($\bar{x}$ = 4.73, S.D = 0.06) were at all at the highest level of appropriateness.

In the second part of the evaluation, experts were asked to provide feedback and suggestion on the development of the training course. They all agreed that the components of the training course were clearly explained and gone along with the research objectives. However, some experts recommended that the researcher should conduct a pilot study to verify the training course's suitability regarding both content and learning process.

2.2.2 The results of a connectivism-based training course manual evaluation

The a connectivism-based training course manual was checked and evaluated by five experts. The results of the evaluation are represented in the table below:

Table 14: The results of a connectivism-based training course manual evaluation

Components of The Training Course Manual	Level of Appropriateness		
	$\bar{x}$	SD	level
The introduction to the training course manual is clear.	4.8	0.45	Highest
The objective of the training course manual is clear and consistent with the training course's objective.	5.0	0.00	Highest
The course structure is consistent with the content and timeframe.	4.6	0.55	Highest
The duration for each session is long enough for both the lesson and practical activities.	4.6	0.55	Highest
Activities are related to content and real practice.	5.0	0.00	Highest
Materials are related to the content.	5.0	0.00	Highest
The assessment and evaluation are clear and related to the content.	4.8	0.45	Highest
Total	4.80	0.27	Highest
Lesson Plan			
Specification of components of the lesson plan			
All the components of the lesson plans are completely specified.	4.8	0.45	Highest
All the components of the lesson plans are appropriately arranged.	4.6	0.55	Highest
Total	4.70	0.07	Highest
Appropriateness and completeness of the components of the lesson plan			
The topics are appropriate.	4.6	0.55	Highest
The objectives of the lesson plans are clear and related to the objective of the training course.	5.0	0.00	Highest
The objectives of the lesson plans are possible.	4.8	0.45	Highest
The time allocated for teaching and learning is appropriate.	4.8	0.45	Highest
The learning process is related to the objectives of the lessons.	4.6	0.55	Highest
Materials are easy and convenient to prepare.	4.6	0.55	Highest
Materials are related to the objectives of the lessons.	4.8	0.45	Highest
Total	4.70	0.19	Highest
Content			
The selected content ties in with the objectives of the lesson	4.6	0.55	Highest

Components of The Training Course Manual	Level of Appropriateness		
	$\bar{x}$	SD	level
and the objective of the training course.			
The content is suitable for the enhancement of communicative teaching skills through the integration CLT and EIL.	4.6	0.55	Highest
Total	4.60	0	Highest
Learning Process			
All activities identified at each step are concise and can be implemented easily.	4.6	0.55	Highest
The process and activities are appropriately organized for effective implementation	4.8	0.45	Highest
The arrangement of teaching and learning at each step conforms with the enhancement of communicative teaching skills through the integration CLT and EIL.	4.6	0.55	Highest
Total	4.67	0.06	Highest
Assessment and Evaluation			
The methods of evaluation are related to the objectives of the lessons.	4.60	0.55	Highest
Assessment and evaluation instrument are concise and are used easily.	4.60	0.55	Highest
Assessment and evaluation are related to the objective of the training course.	4.60	0.55	Highest
Total	4.60	0	Highest
Use of language			
The language used in the lesson plan is appropriate and easy to understand.	4.80	0.45	Highest
General Total	4.69	0.11	Highest

This table above reveals the results and level of appropriateness of components of the training course manual. The results were revealed that the training course manual and lesson plan were generally at the highest level of appropriateness ($\bar{x}$ = 4.69, S.D = 0.11. A further look at components of the training course manual by considering the first part, such as introduction, course structure, and duration were revealed at the highest ($\bar{x}$ = 4.80, S.D = 0.27). The components of the lesson plan were revealed that specification ($\bar{x}$ = 4.70, S.D = 0.07), appropriateness and completeness

($\bar{x}$ = 4.70, S.D = 0.19), content ($\bar{x}$ = 4.60, S.D = 0), learning process ($\bar{x}$ = 4.67, S.D = 0.06), assessment and evaluation ($\bar{x}$ = 4.60, S.D = 0), and use of language ($\bar{x}$ = 4.80, S.D = 0.45). They were all at the highest level.

In the second section of the evaluation of the training course manual, the experts noted that the introduction, the objective of the training course manual, materials, duration for each session, content, learning process, assessment and evaluation, and the lesson plans were all clearly presented and easy to understand and implement.

2.2.3 The results of the possibility of a connectivism based-training course implementation evaluation

A focus-discussion was organized through an online platform with experts to study the possibility the training course and the result revealed that all components of the training course were possible and could be implemented to enhance student teachers' communicative teaching skills The results revealed that the components of the training course involving principles, objective, learning content, learning process, and assessment and evaluation were possible to implement and were suitable to enhance English communicative teaching skills through the integration of CLT and EIL. In summary, the possibility of implementation evaluation form provided strong evidence that this training course are practical and beneficial for enhancing important teaching skills for English major student teachers at a Rajabhat University

3. The results of implementing and studying an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

The connectivism-based training course was developed according to CLT and EIL to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University with the learning process by synthesized from a connectivism theory. This training course was implemented with 52 of first-year English major student teachers from the Faculty of Education at Nakhon Sawan Rajabhat University. These student teachers registered for the course 1234407: English Language Teaching Techniques in Practices during the second semester of the 2025 academic year. The results of implementing and

evaluating the effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University are presented below:

3.1 The results of English communicative teaching skills through the integration of CLT and EIL after implementing a connectivism-based training course with a stated criterion of 70% or higher

After the implementation of the training course, English communicative teaching skills through the integration of CLT and EIL assessment test was administered to investigate English communicative teaching skills through the integration of CLT and EIL and the results were revealed below:

Table 15: The results of English communicative teaching skills through the integration of CLT and EIL after implementing a connectivism-based training course

Assessment	Evaluation	n	Full score	Criterion (70%)	Mean	$\bar{x}$	S.D.	t	p
Lesson Plan	After	52	40	28	32.00	80.00	1.07	10.58	< .001
Teaching Demonstration			60	42	50.75	84.58	1.39	17.82	< .001
Total			100	70	82.75	82.75	1.75	20.58	< .001

The table 15 showed the results of English student teachers' English communicative teaching skills through the integration of CLT and EIL after participating in a connectivism-based training course. The sample consisted of 52 student teachers divided into eight groups. The evaluation components revealed that the lesson plan had a mean score of 32.00(S.D. = 1.07). It significantly passed the 70% criterion ($t = 10.58$, $p < .001$). The teaching demonstration had a mean score of 50.75 (S.D. = 1.39). This result also significantly exceeded the 70% criterion ($t = 17.82$, $p < .001$). Overall, the teaching skills scores were high. The total mean score was 82.75 (S.D. 1.75). This score significantly passes the set criterion ($t = 20.58$, $p < .001$). In conclusion, the connectivism-based training course was highly effective, which was higher than the criterion.

4. The results of studying student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

An examination of student teachers' levels of satisfaction and opinion toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL was conducted using a satisfaction questionnaire and semi-structured interview. The results showed the student teachers' levels of satisfaction and opinion with the implementation of the training course in two parts as follows:

4.1 The results of studying student teachers' levels of satisfaction with the training course implementation

Results of student teachers' levels of satisfaction with the training course

Table 16: Results of 52 student teachers' levels of satisfaction with the training course

No.	Evaluated Items	Level of Satisfaction		
		Mean score	S.D.	Level
1. Learning Process				
1.1	The learning process was clear, interesting, and easy to follow.	4.56	0.67	highest
1.2	The learning process gave me the opportunity to connect information and construct the knowledge.	4.48	0.70	high
1.3	The learning process focused on enhancing communicative teaching skills through the integration CLT and EIL.	4.60	0.60	highest
	Total	4.55	0.54	highest

No.	Evaluated Items	Level of Satisfaction		
		Mean score	S.D.	Level
2. Learning Content				
2.1	The content about Communicative Language Teaching (CLT) was clear and practical.	4.52	0.64	highest
2.2	The content about English an International Language (EIL) was modern and provides new perspectives.	4.69	0.58	highest
2.3	The content was well-balanced. It also integrated CLT and EIL appropriately.	4.63	0.49	highest
	Total	4.62	0.46	highest
3. Learning Activities				
3.1	The learning activities were interesting, and I enjoyed doing the activities in the class.	4.73	0.56	highest
3.2	The learning activities gave me the opportunity to share and learn from and with classmates.	4.65	0.52	highest
3.3	A Teaching demonstration helped me to practice teaching skills.	4.71	0.57	highest
	Total	4.70	0.45	highest
4. Learning Atmosphere				
4.1	The learning atmosphere was relaxed, stress-free and enable us to carry on the learning activities successfully.	4.65	0.52	highest
4.2	I felt safe to have a teaching demonstration. I also felt safe to receive feedback without worrying about making mistakes.	4.56	0.69	highest
	Total	4.61	0.49	highest

No.	Evaluated Items	Level of Satisfaction		
		Mean score	S.D.	Level
5. Instructional Media				
5.1	The instructional media were interesting and easy to understand.	4.48	0.70	high
5.2	Seeing examples of authentic media reflecting EIL diversity was beneficial.	4.60	0.60	highest
5.3	The instructional media focused on enhancing communicative teaching skills through the integration CLT and EIL.	4.52	0.64	highest
	Total	4.53	0.53	highest
6. The Role of Instructor				
6.1	The instructor facilitated and provided guidance throughout the learning process.	4.69	0.58	highest
	Total	4.69	0.58	highest
7. Assessment and Evaluation				
7.1	The rubric used in the assessment (a lesson plan and a demonstration) was clear and fair.	4.63	0.49	highest
7.2	The five components evaluation criteria reflected the essential skills for real communicative teaching through the integration of CLT and EIL.	4.73	0.56	highest
	Total	4.68	0.42	highest
8. Enhancing English communicative teaching skills through the integration of CLT and EIL				
8.1	I have more confident in designing a lesson plan which integrates CLT and EIL.	4.65	0.52	highest
8.2	I have more confident in my teaching using CLT and EIL activities.	4.71	0.57	highest

No.	Evaluated Items	Level of Satisfaction		
		Mean score	S.D.	Level
8.3	Overall, I am confident that this training course help to enhance my communicative teaching skills.	4.65	0.52	highest
	Total	4.67	0.41	highest
	General Total	4.62	0.41	highest

This table presented the results of the satisfaction survey. The student teachers evaluated the training course after the implementation. The assessment covered eight main aspects. The student teachers were highly satisfied with the training course. The general total mean score was 4.62 (S.D. = 0.41). This indicated that the level of satisfaction was at the highest level. The results of each aspect are as follows:

- Learning Process: The process received a mean score of 4.55 (S.D. = 0.54). The clear integration of CLT and EIL was the highlight of this part.

- Learning Content: The content received a mean score of 4.62 (S.D. = 0.46). The topic of EIL was seen as modern and provided new perspective.

- Learning Activities: This received the highest satisfaction score. The mean score was 4.70 (S.D. = 0.45). The student teachers particularly enjoyed the activities in the class.

- Learning Atmosphere: The atmosphere was rated highly with a mean score of 4.61 (S.D. = 0.49). The student teachers felt relaxed and safe to learn.

- Instructional Media: This had a mean score of 4.53 (S.D. = 0.53). The student teachers found the examples of authentic media with EIL diversity beneficially.

- Role of Instructor: This aspect followed closely. The mean score was 4.69 (S.D. = 0.58). The student teachers felt that the teacher facilitated the learning process well.

- Assessment and Evaluation: The mean score for this was 4.68 (S.D. = 0.42). The student teachers agreed that the five components of the evaluation criteria reflected essential skills for real teaching.

- Enhancing English communicative teaching skills through the integration of CLT and EIL: The student teachers were confident that the training course enhanced

their teaching skills. The mean score was 4.67 (S.D. = 0.41). They felt very confident in their teaching demonstration.

In conclusion, all eight aspects were rated at the highest level. The scores confirmed that the connectivism-based training course met the needs of the student teachers effectively. The activities, the instructor's role, and the clear assessment criteria were the strongest points of the training course.

4.2 The results of studying student teachers' opinion toward the training course implementation

A study of student teachers' opinion toward the training course implementation process consisted of learning process, learning content, learning activities, learning atmosphere, instructional media, role of instructor, assessment and evaluation, and enhancing English communicative teaching skills through the integration of CLT and EIL. An examination of student teachers' opinion was done by using a semi-structured interview.

The qualitative data obtained from the semi-structure interview with 52 student teachers revealed positive opinion toward the implementation of the training course. The thematic analysis of the interview highlighted that the training course effectively facilitated their pedagogical understanding and skills. The opinions were categorized into main themes related to the learning process, content integration, and the overall instructional environment.

1) Connectivism-based Learning Process

The most significant finding based on the learning process was student teachers' appreciation for the four-stage connectivism learning process. The majority of student teachers expressed that the progression (from Preparation to Reflection) helped them from being passive listeners to active knowledge constructors. Specially, the Exploration and Connection stage was frequently mentioned as an important process. Student teachers reflected that encouragement to search for a variety of resources increased connecting with external nodes (e.g., authentic clips, online article). This allowed them to see the real-world application of CLT and EIL, rather than just memorizing theories.

"*At first, I was not used to searching for everything by myself. But the Exploration stage opened my mind. I learned that knowledge is not just in the textbook or the lecturer. I found so many interesting teaching techniques from connecting with global teacher networks online. It made me feel like an owner of my learning."*

(Student Teacher A)

Furthermore, the Collaboration and Creation stage was praised for promoting a supportive learning network. Student teachers expressed that the collaborative tasks required them to negotiate meaning and synthesize different opinions.

"*Working in the collaborative stage was different from normal group work. We didn't just split the work, but we had to synthesize our ideas to create a new lesson plan. Connecting our different viewpoints helped me understand how to integrate EIL awareness into teaching naturally."*

(Student Teacher B)

These opinions confirmed that the connectivism-based process successfully enhanced student teachers to become active and autonomous learners who can create knowledge networks, which meets the concept of a connectivism theory.

2) CLT and EIL Content

The second theme focused on the learning content and activities. The data showed a strong positive reaction to the integration of CLT and EIL concepts. Before this training course, many student teachers worried about their grammar and accents. Some of them thought that they had to speak like native speakers; that is, they become a successful speaker. However, the content of this training course changed their minds.

Most of student teachers agreed that the topic Foundation of CLT and EIL was very impactful. It helped them understand the reality of English today. They learned that English belongs to everyone. It does not belong only to the UK and USA. The new point reduced their anxiety. They felt more confident to speak and teach.

"*I used to be shy about my Thai accent. I thought it was wrong. But this training course taught me about EIL. I learned that intelligibility is the most important thing. Now, I'm confident to speak more. I also want to teach my future students to be proud of their identity. We can speak English and still be Thai."*

(Student Teacher C)

They also liked the Authentic Materials activities. In the past, they only used textbooks. This training course introduced them to real news, podcasts, and YouTube clips. Some student teachers admitted that it was difficult at first. Real speakers speak fast, but they like the challenge. They felt that this prepared them for the real world.

"*Using authentic media was new for me. It was hard to understand everything at first. But it was much more fun than reading a textbook. I saw how people really use English in different countries. It gave me many ideas for designing communicative activities for my own class."*

(Student Teacher D)

The opinions showed that the content was practical. It did not just teach theory. It changed their attitudes. Student teachers stopped focusing on perfection. Instead, they focused on successful communication. This is essential for becoming effective English teachers in the modern world.

3) A supportive environment and the role of the teacher

The final theme discussed the learning environment and the role of the teacher. Student teachers expressed high satisfaction with the environment. They described it as safe, friendly, and supportive. This environment is essential for the connectivism-based training course.

Student teachers noted that the teacher acted as a facilitator. He did not just stand in front of the class and lecture. Instead, the teacher always guided them to search information. He helped them connect with other groups. This made the student teachers feel comfortable. They were not afraid to ask questions and to make mistakes.

"*The classroom environment was very relaxed. I felt safe to share my ideas. The teacher was like a coach. He always encouraged us to work together and find our own answers. This made me want to participate more."*

(Student Teacher E)

Furthermore, the feedback was mentioned positively. In the Reflection and Evaluation stage, student teachers received feedback from both the teacher and friends. They found this very helpful. It was not about judging but the improvement.

"*I like the feedback time. My friends and the teacher gave me good advice on my teaching demonstration. It wasn't scary like an exam. It felt like the learning that we help each other improve. I learned a lot from listening to others too."*

(Student Teacher F)

The opinions confirmed that the training course succeeded in creating a positive learning environment. The supportive teacher's role encouraged student teachers to step out of their comfort zone. They successfully developed their communicative teaching skills with confidence.

In summary, the student teachers believed that the connectivism-based training course was practical. It successfully enhanced their communicative teaching skills and promoted their confidence for their future professional teachers.

CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATION

The development of a connective-based training course to enhance English communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University was done based on research and development with the following objectives:

1. To study components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed

2. To develop and assess the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

3. To implement and study an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

4. To study student teachers' levels of satisfaction and opinions toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

This chapter focuses on the summary of the results, discussion of research results, conclusions implications for educators and recommendations for future study.

Summary of Research Findings

The research findings on the study of development of a connective-based training course to enhance English communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University were summarized based on the following objectives:

1. The results of studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed.

The first objective was to identify the necessary components of communicative teaching skills through the integration of CLT and EIL and how they can be assessed. The researcher gathered information from two main sources. These sources were expert interviews and document analysis. The study found that there are five key components. These components are necessary for effective communicative teaching in the modern context.

1.1) Component 1: Designing a communicative lesson plan

The first component is the skill to design a communicative lesson plan. The experts focused on communicative planning. Teachers must not plan for students to imitate native speakers. Instead, they must plan for communicative effectiveness. A good lesson plan must focus on real interaction. It should include objectives which promote the negotiation of meaning. This means students learn to solve communicative problems. They do not just memorize dialogues. Also, the lesson plan should reflect cultural diversity. Teachers should not rely on Western culture. They must include the students' own culture in the lesson. This helps students use English to express their own identity.

1.2) Component 2: Using communicative activities

The second component is the using of the activities. Activities are the tools for learning in a CLT classroom. The research found that activities must create a need to communicate. This is often called an information gap. In this situation, students must talk to find missing information. The study divided activities into two types. The first type focuses on fluency. In these activities, the teacher does not correct errors immediately. The goal is to build confidence. The second type focuses on accuracy. These activities help students improve their language later. For the EIL context, role-play is important. Experts suggested that role-play should be realistic. It should simulate global situations. For example, a Thai students might speak English with non-native speakers from other countries.

1.3) Component 3: Integrating EIL awareness

This component is a significant finding of the study. It discusses about attitude and mindset. The experts stated that teaching skills are not enough. Teachers

must also have EIL awareness. This means understanding the reality of global English. Teachers have to stop judging students based on native-speaker norms. They should teach student that intelligibility is the main goal. Intelligibility means being understood by others. The research suggested that teacher should introduce World Englishes. This exposes students to different accents. It helps them realize that perfect grammar is not the only way to communicate successfully. This awareness reduces anxiety. It makes students confident enough to speak.

1.4) Component 4: Using authentic materials

The research confirmed that textbooks are not enough. Teachers must use materials from the real world. Authentic media includes new clips, podcasts, online articles, or YouTube videos. These are materials made for real communication, not for teaching. The experts advise on the selection of media. Teacher should choose diverse resources. They should not just use media from the UK or the USA. They should include media from various countries. This helps students get used to different listening contexts. It prepares them for the real world where English is spoken by many people.

1.5) Component 5: Assessing communicative competence

The final component is assessment. The study found that traditional tests are not suitable. Multiple-choice tests always focus only on grammar. The experts recommended performance-based assessment. This measures what students can actually do. Examples include simulation tasks. The criteria for scoring are also important. Rubrics not just count errors. They must evaluate fluency and social appropriateness. They should also check if the students solved the communication problem. This aligns assessment with the goals of CLT and EIL.

In summary, the study identified five essential components for integrating CLT and EIL in communicative teaching skills, consisting of designing lesson plans, employing diverse communicative activities, promoting EIL awareness by prioritizing intelligibility over native norms, using authentic media, and conducting performance-based assessment. With this, these interconnected components effectively prepared learners for meaningful intercultural communication.

2. The results of developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching

skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

In developing, after getting the five essential components from the first step, the researcher summarized the development process and designed the training course. It consisted of 1) principle, 2) learning objective, 3) learning contents, 4) learning process, and 5) assessment and evaluation. This training course aimed to enhance English communicative teaching skills through integrating CLT and EIL. The researcher also created a training course manual to guide the users. After drafting the training course and the manual, the researcher proposed them to five experts. These experts evaluated the quality and the appropriateness of the materials. They checked the content, the activities, and the overall structure. This step was important to ensure that the training course was correct and suitable for English major student teachers.

The results revealed that the training course was appropriate at the heist level. The mean score was 4.73, and the standard deviation was 0.12. Similarly, the training course manual was also rated at the highest level. It had a mean score of 4.69 and a standard deviation of 0.11. These scores confirmed that the developed training course and the manual were a high quality. They were suitable for implementation to enhance the English communicative teaching skills of the student teachers.

3. The results of implementing and studying an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

The researcher implemented the training course with 52 first-year English major student teachers. This implementation followed the four stages of the connectivism-based learning process. After the training was complete, the researcher assessed the student teachers' English communicative teaching skills. The assessment focused on their ability to design lesson and demonstrate teaching. The researcher then compared their scores against the set criterion of 70 percent. This step aimed to determine the effectiveness of the course.

The results revealed that the lesson plan had a mean score of 32.00 (S.D. = 1.07). It significantly passed the 70% criterion (t = 10.58, p < .001). The teaching demonstration had a mean score of 50.75 (S.D. = 1.39). This result also significantly

exceeded the 70% criterion (t = 17.82, p < .001). Overall, the teaching skills scores were high. The total mean score was 82.75 (S.D. 1.75). This score significantly passes the set criterion (t = 20.58, p < .001). In conclusion, the connectivism-based training course was highly effective, which was higher than the criterion.

4. The results of studying student teachers' levels of satisfaction and opinions toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University.

The researcher the studied the satisfaction of the student teachers toward the training course. After the training course was finished, the students answered a questionnaire. The results revealed that their satisfaction was at the highest level. The overall mean score was 4.62. The standard deviation was 0.41. These scores indicated that the student teachers were highly satisfied with the developed training course.

In addition to the satisfaction scores, the student teachers provided positive opinions. They stated that the connectivism-based activities were very useful. These activities changed them as active learners. Moreover, they appreciated the integration of EIL concepts. This integration helped them worry less about native accents. Finally, they felt more confident to use English for communicative teaching in their future careers.

Discussion of Findings

Based on the findings, the discussion is presented on, the results of studying components the results of development and quality, the results of the connectivism-based training course implementation, and the results of studying satisfaction and opinions.

1. The results of studying components of English communicative teaching skills through the integration of CLT and EIL and how they can be assessed

According to the interview and document to get five components for English communicative teaching skills through the integration of CLT and EIL, for designing a lesson plan and using communicative activities, the findings highlighted the clear teaching goal. Instruction should focus on communicative effectiveness rather than imitating perfect grammar or accent. This finding strongly supported the concept of

CLT that Azizova and Gapparova (2021, pp. 601-605) explained the successfully communicating meaning mattered more than grammatical accuracy. Beyond a focus on meaning, learners need a real reason to communicate. Creating an information gap is a key which makes communicative activities truly meaningful. Daar (2022, pp. 969-978) reinforced this idea that activities forced learners to interact and negotiate meaning to fill in the missing information.

Next, this study was integrating EIL awareness. The findings pointed out a clear need for teachers to move away from native-speaker norms. Instead, they must value intelligibility as the main goal. Mckay (2018, pp. 9-23) explained against the traditional belief that language learning required native-speaker culture. In the EIL context, English is a culturally neutral tool. Users can use English to express their own cultural identities. Accepting different accents and English varieties also aligned with the World Englishes concept. Kachru's Three Concentric Circles Model (Al-Mutairi, 2020, pp. 1-15) illustrated the Inner Circle countries as the original native speakers. However, it challenged their monopoly over the language. This confirmed that ownership of English rightfully belongs to global users.

Moreover, to guide student teachers into real-world communication, this study found that using authentic media was important. The findings showed that teaching materials should move beyond constructed texts. They need to reflect real-like English across diverse accents and cultural contexts. This aligned with the concept of authentic materials. Rifattullah and Putra (2024, pp. 20-30) stated that authentic media connected the gap between classroom learning and real-world language. For the EIL context, exposure to diverse media also built familiarity and reduced bias against non-native accents. This help learners realize a fact that English is a dynamic global tool rather than the property of any single nation.

Finally, this component was assessing communicative competence. The findings confirmed a necessary change in the assessment paradigm. Teachers should move from discrete-point grammar tests to performance-based assessment. This values the ability to achieve communicative goals. These findings directly connected to the Communicative Competence framework by Canale and Sawan (Chuenchaikit and Ratanaolarn, 2022, pp. 406-415). This framework covered much more than the language rules. It included strategic competence to resolve communication

breakdowns. Such assessment focused on providing feedback to develop intelligibility. It avoided simply grading learners based on form errors.

2. The results of developing and assessing the appropriateness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

The training course received the highest level of appropriateness. The mean score was 4.73. This high score was a result of a systematic design process. The researcher developed this training course based on the Research and Development methodology. This process integrated the strengths of three curriculum models: Tyler, Taba, and Wheeler. This integration created a strong framework. It combined the clear structure of Tyler with the cyclical development of Wheeler. This ensured that the training course was not just a document. Instead, it was designed to be improved continuously through feedback. Experts rated the course highly because the components were logically connected. The principle, objective, content, learning process, and evaluation methods worked together systematically. This finding aligned with the research of Supaso and Wongsaphan (2019, pp. 36-47). Their study also found that the training curricula developed through a standardized R&D process yield higher quality. They argued that a good curriculum must be validated by experts before using. As a result, the training course was highly appropriate and ready for implementation.

Furthermore, the high appropriateness of the training course also came from the Diagnosis and Contextual Analysis step. This step was a part of the hybrid model used in this study. It followed Taba's grass-roots rationale. Taba stated that curriculum development should begin by diagnosing the needs of learners (Djamolovna, & Gopalan, 2024, pp. 70-77). The researcher did not create the content randomly. It was analyzed the real problems of the student teachers and essential components of communicative teaching skills by interviewing experts and studying documents. The training course included specific components to enhance and prepare intercultural communicative teaching. These components were integrating EIL awareness and using authentic media. Mckay (2018, pp. 9-23) suggested that modern English teaching must move beyond the native-speaker model. It prepared student teachers to teach English

as a global tool, not just as a foreign language. Therefore, this ensured that the training course content was truly relevant and appropriate for the users.

Finally, the quality of the training course was guaranteed by expert validation. Five experts in the field evaluated the training course structure and the manual. They confirmed that the five components, such as designing a lesson plan, using authentic media, and raising EIL awareness were suitable for the student teachers. The expert consensus ensured that the training course had strong components, consisting of principle, objective, content, learning process, and assessment and evaluation, and was practically implementable through studying of possibility. This aligned with Esilvita (2023, pp. 985-991) that systematic development and strong validation were necessary to create the effective training course. As a result, the training course was a practical innovation that was ready for implementation to enhance the student teachers' communicative teaching skills.

3. The results of implementing and studying an effectiveness of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

The implementation results showed that the student teachers' English communicative teaching skills by integrating CLT and EIL, achieved a mean score of 82.75%. This included 80.00% for lesson plan design and 84.58% for teaching demonstration. These scores exceeded the 70% criterion. This indicated that the connectivism-based training course effectively enhanced English communicative teaching skills.

These findings aligned with Simens' connectivism theory. As Krof (2013, pp. 13-24) stated that learning is the process of connecting nodes or various information sources. The training course succeeded because its learning process allowed student teachers to collaborate efficiently across four stages. These stages were preparation, exploration and connection, collaboration and creation, and reflection and evaluation. Through these steps, student teachers actively searched for information online and connected with external resources. They worked in groups to share data and synthesize knowledge to co-design new lesson plans. This collaboration facilitated a flow of knowledge with their network. More proficient student teachers helped explain

concepts to their friends. They received constructive feedback from both the teacher and classmates. This immediate feedback directly led to the improvement of their teaching demonstration. These findings aligned with Cao's (2018, pp. 2338-2346) study. Cao examined connectivism in higher education. The study found a result. When learners had the freedom to connect with diverse digital resources, their ability to apply knowledge increased significantly compared to traditional teaching methods. This confirms Siemen's theory. He stated that learning is the process of connecting nodes or various information sources. Next is the Collaboration and Creation stage. Student teachers worked in groups to share data and synthesize new lesson plans. This supported Nguyen and Seepho (2023, pp. 30-54). They found that a connectivism learning environment significantly promoted pedagogical knowledge through network interaction. Finally, in the Reflection and Evaluation stage, student teachers presented their work and received constructive feedback from the teacher and classmates. This process aligned with Gvozdii et al. (2023, pp. 133-142). They noted that a connectivism assessment focused primarily on the learning process and learner development.

Therefore, the completeness of these four learning stages is an important factor. It led to the high effectiveness of the developed training course.

4) The results of studying student teachers' levels of satisfaction and opinions toward a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at a Rajabhat University

This discussion concerns the change in student teachers' attitudes. The finding from the satisfaction survey and interviews revealed that the student teachers felt less anxious and more confident after the training course. The positive change is a direct result of integrating EIL into the training course.

The student teachers reported the highest level of satisfaction with the training course. The overall mean score was 4.62. The factor for this high satisfaction was the integration of EIL awareness. The qualitative data showed that students felt less anxious about their accents. They realized that they did not need to imitate native speakers perfectly. This finding aligned with the study of Mckay (2018, pp. 9-23). She

stated that EIL empowers learners to express their own identity. When student teachers viewed English as a global tool, they felt more confident to teach.

In addition, the role of the teacher contributed to the high satisfaction, The student teachers appreciated that the teacher acted as a facilitator rather than a lecturer. The teacher created a safe and relaxed environmental learning. This encouraged them to share ideas without fear of mistakes. This result supported the study of Gvozdii et al (2023, pp. 133-142). They argued that in a connectivism context, the teacher must act as a co-learner and a consultant. This role fostered genuine engagement and made the student teachers feel supported throughout the learning process.

Finally, the learning process was a major reason for the high satisfaction. The student teachers reported that they enjoyed being active learners. They like having the freedom to choose their own resources during the Exploration stage. This autonomy increased their motivation to learn. This confirms the findings of Borna and Fouladchang (2018, pp. 103-116). They explained that the connectivism approach effectively increased students' motivation because it gave them ownership of their learning. Therefore, the combination of EIL awareness, a supportive facilitator, and learner autonomy contributed the highest level of satisfaction.

Limitations of The Study

This research affected the results. However, there were certain limitations that should be concerned.

1. Duration of the implementation: The training course was conducted over a short period, which restricted the ability to assess the long retention of the acquired skills. Consequently, it remained unconfirmed whether the student teachers could sustain their enhanced English communicative teaching skills in the long term.

2. Sample specificity: This limitation was related to the participants. The study focused specifically on English major student teachers at Nakhon Sawan Rajabhat Universities. Because of this specific context, the findings may not apply to everyone. For example, the results might be different for student teacher in other types of university. Therefore, applying these findings to other contexts requires caution.

3. Assessment Methodology: The teaching demonstration in this study was conducted in groups. This was chosen to encourage collaboration. However, this

approach might not reflect the true skills of every individual student teacher. It was possible that some student teachers relied on the support of their group members. As a result, the specific teaching competence of each student teacher was not fully examined individually.

Recommendations for Future Research

Based on the limitations, future research should consider the following points,

1. Long term study: Future research should conduct a long-term study. Since this study was short, the long-term results were not clear. Future studies should follow up with the student teachers during their teaching practicum. This will help to check if they can maintain their communicative teaching skills and attitudes in the long run.

2. Expansion of other contexts: To validate the effectiveness of the training course, future study should implement this connectivism-based training course across other educational contexts, such as other universities. Comparative research would establish the generalizability of the findings and highlight how different groups of students respond to the integration of CLT and EIL.

3. Individualized assessment: future research should focus on individual assessment. In this study, the evaluation was based on group work. For the next study and to confirm the effective training course, the researcher should assess the teaching demonstration of each student teacher individually. This method will help to see the true skill of every student teacher clearly. It ensures that every student teacher develops their communicative teaching skills effectively without relying on others.

Conclusion

This research aimed to develop the training course for English major student teachers at a Rajabhat University. The training course was based on a connectivism theory and integrated CLT with EIL concepts. The study was based on four main objectives: to study the components of English communicative teaching skills and their assessment methods, to develop and assess the appropriateness of the training course, to study the results of the training course implementation, and to study satisfaction and opinions. The results of studying the components revealed designing a lesson plan, using communicative activities, integrating EIL awareness, using

authentic media, and assessing communicative competence as essential components. It also revealed that the assessment should use performance-based evaluation focusing on communicative effectiveness and intelligibility. The developed connectivism-based training course, involving four stages of learning (Preparation, Exploration, Collaboration, and Reflection) was appropriate at the highest level (Mean = 4.73, S.D. = 0.12) and possible in systematically meeting the needs of the student teachers. Based on the implementation, the training course proved to be highly effective with student teachers achieving an overall mean score of 82.75% in their English communicative teaching skills, which successfully passed the criterion of 70%. The effectiveness of the connectivism-based training course in developing English communicative teaching skills was evident in the student teachers' skills to systematically practice and improve their teaching skills through the four stages of learning process. Furthermore, the student teachers expressed high satisfaction and positive opinions toward the training course. Importantly, the integration of EIL concepts significantly promoted their professional confidence, reducing anxiety regarding the necessity of a perfect native-speakers' norms and changing their teaching toward intelligibility and communicative success. In conclusion this research confirmed that the developed connectivism-based training course served as an effective innovational tool and enhanced English communicative teaching skills of English student teachers.

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APPENDIX

APPENDIX A

LIST OF INTERVIWED EXPERTS

1. Assistant Professor Dr. Punyapa Boontam
   Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University

2. Assistant Professor Suparvadee Naisena
   Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University

3. Assistant Professor Thitirat Ruksasri
   Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University

4. Dr. Wimonphon Rawengwan
   Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University

5. Dr. Rungsan Lakhamja
   Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University

LIST OF EXPERTS FOR RESEARCH TOOLS EVALUATION

1. Assistant Professor Dr. Thanaphat Sonthirak
   Faculty of Education, Nakhon Sawan Rajabhat University

2. Assistant Professor Neranchala Jarujit
   Faculty of Education, Nakhon Sawan Rajabhat University

3. Assistant Professor Niphattha Sangyok
   Faculty of Education, Nakhon Sawan Rajabhat University

4. Assistant Professor Wanwisa Poolthong
   Faculty of Education, Nakhon Sawan Rajabhat University

5. Assistant Professor Wilawan Thongsukkaeng
   Faculty of Liberal Arts Kalasin University

APPENDIX B

Structured interviews for experts to study components of English communicative teaching skills through the integration of Communicative Language Teaching (CLT) and English as an International Language (EIL) and how they can be assessed.

1. What are the components of English communicative teaching skills through the integration of Communicative Language Teaching (CLT) and English as an International Language (EIL)?

2. How can the components of English communicative teaching skills through the integration of Communicative Language Teaching (CLT) and English as an International Language (EIL) be assessed?

3. Any further suggestion?

The Possibility of a Connectivism Based-Training Course Implementation Evaluation Form

This evaluation form for the possibility of implementing a connectivism-based training course to enhance communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University is designed for the experts to evaluate risks or barriers. These challenges may occur during the training course implementation. The final aim is to achieve the highest possible implementation.

Possibility Assessment Questions

1. The training course has five units. These include learning process, CLT and EIL. It is designed for first-year student teachers. The total training time is 36 hours. In your opinion, do you see significant risk or barriers between these factors (the complexity of the content, the level of the learners, the limited timeframe)? And what are your recommendations to balance this training course? For example, what content should be cut, or what content should be emphasized to make this training course practically possibility?

2. For the implementation, the researcher designed an assessment and evaluation (rubric score). This rubric is intended to measure five important components, such as designing lesson plans and integrating EIL awareness. In your opinion, do you see any barriers or difficulties which can be in the implementation, or they can be in the assessment (e.g., the complexity of the rubric)?

3. Any further suggestion?

A Connectivism-Based Training Course Evaluation Form

This evaluation form for a connectivism-based training course to enhance communicative teaching skills through the integration of communicative language teaching and English as an international language for English major student teachers at a Rajabhat University is designed for the experts to evaluate the consistency and appropriateness of the training course components. The areas of evaluation are following:

1. Principle
2. Objective
3. Learning Content
4. Learning Process
5. Assessment and Evaluation

The evaluation from consists of two parts: part one is based on 5-level rating scale criteria (1-5). The items whose mean scores are equal to or higher than 3.50 are considered to be appropriate and are reserved and those with a score of less than 3.50 are changed, adjusted, or reworded based on the experts' comment. Part two is open-ended which allows the experts to give some comments and suggestions. In part one, please tick (√) the evaluated item in the table to identify the status of the components of the training course.

5 = Most appropriate

4 = More appropriate

3 = Moderately appropriate

2 = Less appropriate and need modification

1 = Least appropriate and need modification

In part two, more comments and suggestion are required.

Thank you very much for your assistance.

Kollawat Kasemchok
A master's degree student in English major
Faculty of Education, Naresuan University

Part one:

Please tick (√) the evaluated item in the table identifying the consistency and appropriateness of the components of the training course.

Components of The Training Course	Level of Appropriateness				
	5	4	3	2	1
Principle					
The principle of the training course clearly reflects the integration of three core concepts (CLT, EIL, and a connectivism theory).					
The principle of the training course completely conveys the core of CLT, reflecting meaningful communication.					
The principle of the training course appropriately reflects the perspective of EIL, emphasizing the acceptance of linguistic and cultural diversity.					
The principle of the training course clearly demonstrates the networked learning based on a connectivism theory.					
The principle of the training course clearly explains what is expected to be achieved.					
Objective					
The objective is related to the principle of the training course.					
The objective is clear and reasonable.					
The objective answers the need of the training course.					
The objective is attainable and realistic.					
Learning Content					
The content in each unit is related and necessary for achieving the clear objective of the training course.					
The content in each unit is related to the need of student teachers.					
The content in each unit is able to integrate the concepts of CLT, EIL, and a connectivism theory.					
The content in each unit has sufficient depth for understanding and is appropriate for the training course's timeframe.					

Components of The Training Course	Level of Appropriateness				
	5	4	3	2	1
Learning Process					
The learning process clearly reflects the concepts of a connectivism theory, such as network creation and connection.					
The learning process effectively promotes the development of communicative teaching skills, including the concepts of CLT and EIL.					
The sequencing of the learning process (Preparation → Exploration → Collaboration → Reflection) is both continuous and reasonable.					
The learning process is related to the training course's objective and capable of leading student teachers to the achievement of that objective.					
Assessment and Evaluation					
The assessment method is clear and measurable.					
The assessment method is consistent with the objective.					
The assessment is based on the content and focuses on communicative teaching skills, including the concepts of CLT and EIL.					

Part two:

Please write comments and suggestions for each component of for a connectivism-based training course to enhance communicative teaching skill through the integration of communicative language teaching and English as an international language for student teachers at a Rajabhat University, considering the following:

1. Principle

_____

_____

2. Objective

_____

_____

3. Learning Content

_____

_____

4. Learning Process

_____

_____

5. Assessment and Evaluation

_____

_____

Sign _____

( )

Evaluator

A Connectivism-Based Training Course Manual Evaluation Form

This evaluation form for a connectivism-based training course to enhance communicative teaching skills through the integration of communicative language teaching and English as an international language for English major student teachers at Rajabhat Universities is designed for the experts to evaluate the appropriateness and completeness of the training course manual and lesson plans.

The evaluation from consists of two parts: part one is based on 5-level rating scale criteria (1-5). The items whose mean scores are equal to or higher than 3.50 are considered to be appropriate and complete. For those with a score of less than 3.50 are changed, adjusted, or reworded based on the experts' comment. Part two is open-ended which allows the experts to give some comments and suggestions. In part one, please tick (√) the evaluated item in the table to identify the level of the appropriateness and completeness of the training course manual.

5 = Most appropriate

4 = More appropriate

3 = Moderately appropriate

2 = Less appropriate and need modification

1 = Least appropriate and need modification

In part two, more comments and suggestion are required.

Thank you very much for your assistance.

Kollawat Kasemchok

A master's degree student in English major

Faculty of Education, Naresuan University

Part one:

Please tick (√) the evaluated item in the table identifying the consistency and appropriateness of the components of the training course.

Components of The Training Course Manual	**Level of Appropriateness**				
	5	4	3	2	1
The introduction to the training course manual is clear.					
The objective of the training course manual is clear and consistent with the training course's objective.					
The course structure is consistent with the content and timeframe.					
The duration for each session is long enough for both the lesson and practical activities.					
Activities are related to content and real practice.					
Materials are related to the content.					
The assessment and evaluation are clear and related to the content.					
Lesson Plan					
Specification of components of the lesson plan					
All the components of the lesson plans are completely specified.					
All the components of the lesson plans are appropriately arranged.					
Appropriateness and completeness of the components of the lesson plan					
The topics are appropriate.					
The objectives of the lesson plans are clear and related to the objective of the training course.					
The objectives of the lesson plans are possible.					
The time allocated for teaching and learning is appropriate.					
The learning process is related to the objectives of the lessons.					
Materials are easy and convenient to prepare.					

Components of The Training Course Manual	Level of Appropriateness				
	5	4	3	2	1
Materials are related to the objectives of the lessons.					
Content					
The selected content ties in with the objectives of the lesson and the objective of the training course.					
The content is suitable for the enhancement of communicative teaching skills through the integration CLT and EIL.					
Learning Process					
All activities identified at each step are concise and can be implemented easily.					
The process and activities are appropriately organized for effective implementation					
The arrangement of teaching and learning at each step conforms with the enhancement of communicative teaching skills through the integration CLT and EIL.					
Assessment and Evaluation					
The methods of evaluation are related to the objectives of the lessons.					
Assessment and evaluation instrument are concise and are used easily.					
Assessment and evaluation are related to the objective of the training course.					
Use of language					
The language used in the lesson plan is appropriate and easy to understand.					

Part two:

Please write comments and suggestions based on the appropriateness and completeness of the training course manual and lesson plans to enhance communicative teaching skill through the integration of communicative language teaching and English as an international language for student teachers at Rajabhat Universities under the following aspects:

1. Introduction

_____

_____

2. Direction

_____

_____

3. Learning Introduction

_____

_____

4. Learning Organization

_____

_____

5. Objective

_____

_____

6. Learning Content

_____

_____

7. Course structure

_____

_____

8. Learning Process

_____

_____

9. Learning activities

_____

_____

10. Duration for each unit

_____

_____

11. Instructional Materials

_____

_____

12. Assessment and Evaluation

_____

_____

13. Lesson plans

_____

_____

Sign _____

( )

Evaluator

Item Objective Congruent (IOC) Form of Assessment Tools for A Connectivism-Based Training Course

This evaluation form for a connectivism-based training course to enhance communicative teaching skills through the integration of Communicative Language Teaching and English as an International Language for English major student teachers at a Rajabhat University is designed for the experts to evaluate the consistency and appropriateness of assessment tools with following:

1. English communicative teaching skills through the integration of CLT and EIL assessment test.

2. Satisfaction questionnaire and structured interview to evaluate the training course.

Instruction: Please consider the descriptors in the table whether they are congruent with the components they are intended to measure. The scoring criteria are followed:

- +1= Certain. This descriptor is congruent with the component.
- 0 = Unsure. This descriptor is congruent or incongruent.
- -1 = Certain. This descriptor is not congruent with the component.

Thank you very much for your assistance.

Kollawat Kasemchok
A master's degree student in English major
Faculty of Education, Naresuan University

1. A connectivism-based training course evaluation form.

For this purpose, the researcher created a rubric for assessment of English communicative teaching skills through the integration of CLT and EIL**.** This is designed for the experts to evaluate the consistency and appropriateness by using IOC.

Part 1: Definition of Components for Evaluation.

(To ensure understanding, these components are used in this rubric. The definitions are followed.)

1. Designing lesson plan: This will assess the skill of designing learning content and activities, including all main components of the lesson plan. These activities should focus on the real-world communication. They should also promote the development of learners' intercultural communicative skills. This is achieved by systematically integrating the principles of CLT and EIL. Moreover, for a teaching demonstration, the learning content and activities will be followed with the lesson plan.

2. Using of communicative activities: This will assess the skill of using activities which promote meaningful communication. The assessment has two parts:

2.1 In the lesson plan: This assesses the selection and design of appropriate CLT activities. An example is activities with an information gap.

2.2 In the teaching demonstration: This assesses both facilitation and activity management skills. It evaluates how well these skills promote the negotiation of meaning. This is focused rather than grammar practice.

3. Integrating of EIL awareness: This part will assess the skill of integrating EIL awareness. The evaluation considers two aspects.

3.1 In the lesson plan: This assesses the design of objectives or questions. These objectives or questions should aim to challenge biases (like accent bias). They should also promote understanding of cultural diversity.

3.2 In the teaching demonstration: This assesses the facilitation. It should encourage discussion among learners about intercultural communication strategies instead of adhering to native-speaker standards.

4. Using authentic materials: This part will assess the skill of selecting and presenting authentic media resources. The evaluation considers two parts.

4.1 In the lesson plan: This assesses the identification of materials (e.g., newspaper, podcast, clips), not created specifically for teaching. They should also reflect diversity.

4.2 In the teaching demonstration: This assesses the skill to clearly display the media to the learners. This assessment does not include the using of materials in activity design.

5. Assessing communicative competence: This part assesses the skill of evaluation in two parts

5.1 In the lesson plan: This assesses the design of assessment methods (e.g., rubrics). The methods must focus on measuring communicative competence, not just grammatical accuracy. Importantly, the assessment must align with a lesson plan's objectives.

5.2 In the teaching demonstration: This assesses whether the assessment method aligns with what is written in a lesson plan.

Note: The teaching demonstration assessment will focus specifically on the five main components outlined previously. The following aspects will not be considered as part of this evaluation:

- Voice (volume, clarity)
- Body language (gestures, eye contact)
- Classroom management (time control)

Part 2: IOC Rating Table

2.1 Lesson Plan Assessment

Components	Descriptor	+1	0	-1	Comment
1. Designing lesson plan	The lesson plan has clear sequencing and coherence between the objectives, activities, and assessment. The lesson plan has all components. (4 scores)				
	The lesson plan has clear sequencing and coherence between the objectives, activities, and assessment. However, all components are not complete. (3 scores)				
	The lesson plan has a sequence of activities, but it lacks clear coherence. (2 scores)				
	The lesson plan lacks sequencing, or, its components are inconsistent. (1 score)				
2. Using of communicative activities	The lesson plan specifies authentic communicative activities related to the topic. These activities stimulate the negotiation of meaning. (4 scores)				
	The lesson plan specifies activities, but they are only at the meaningful level. (3 scores)				

Components	Descriptor	+1	0	-1	Comment
	The lesson plan specifies activities stimulating the negotiation of meaning, but the activities are not related to the topic. (2 scores)				
	The lesson plan does not specify any communication-focused activities. (1 score)				
3. Integrating of EIL awareness	The lesson plan has the activities related to EIL or questions to discuss about EIL. (4 scores)				
	The lesson plan mentions EIL and has activities related to EIL, but it does not motivate to discuss questions. (3 scores)				
	The lesson plan mentions EIL, but it does not design clear activities or questions related to EIL. (2 scores)				
	The lesson plan does not mention or integrate the EIL. (1 score)				

Components	Descriptor	+1	0	-1	Comment
4. Using authentic materials	The lesson plan specifies authentic materials. They reflect EIL diversity and are appropriate the activities. (4 scores)				
	The lesson plan specifies authentic materials. However, they are still fixed on US/UK contexts, or they are not aligned with the activities. (3 scores)				
	The lesson plan specifies authentic materials focusing on only US/UK contexts, but they are not aligned with the activities. (2 scores)				
	The lesson plan does not specify the using of authentic materials. (1 score)				
5. Assessing communicative competence	The lesson plan designs a tool (e.g., rubric). The tool is aimed at measuring communicative skills related to the objectives. (4 scores)				
	The lesson plan includes an assessment related to the objectives. However, it focuses on grammatical accuracy more than meaningful. (3 scores)				

Components	Descriptor	+1	0	-1	Comment
	The lesson plan includes an assessment, but it is not related to the objectives. (2 scores)				
	The lesson plan lacks any design for assessing communicative skills. (1 score)				

2.1 Teaching Demonstration Assessment

Components	Descriptor	+1	0	-1	Comment
1. Designing lesson plan	The teaching demonstration shows both a smooth flow and perfect alignment with the plan. (4 scores)				
	The teaching demonstration is aligned with the plan, but it has interruptions (3 scores)				
	The teaching demonstration follows the plan. However, the sequence is confusing, or steps are skipped. (2 scores)				
	The teaching demonstration does not follow the plan. (1 scores)				

Components	Descriptor	+1	0	-1	Comment
2. Using of communicative activities	The teaching demonstration follows the plan with facilitation and high learner motivation. (4 scores)				
	The teaching demonstration follows the plan. But it lacks stimulation or motivation for learners. (3 scores)				
	The teaching demonstration is overly controlled. For example, the teacher interrupts constantly to correct errors. (2 scores)				
	The teaching demonstration is only a lecture. There are no activities. (1 scores)				
3. Integrating of EIL awareness	The teaching demonstration includes a discussion on EIL issues. It also stimulates the expression of opinions. (4 scores)				
	The teaching demonstration includes a discussion on EIL issues. But it does not stimulate the expression of opinions. (3 scores)				

Components	Descriptor	+1	0	-1	Comment
	The teaching demonstration mentions EIL issues but does not organize a discussion. (2 scores)				
	The teaching demonstration does not mention EIL issues at all. (1 scores)				
4. Using authentic materials	The teaching demonstration presents the authentic materials according to the plan. The activity also proceeds smoothly. (4 scores)				
	The teaching demonstration presents the authentic materials according to the plan. However, there are technical difficulties (e.g., the media cannot be opened.), but the activity is still able to proceed. (3 scores)				
	The teaching demonstration presents the authentic materials. But there are technical difficulties which prevent the activity from preceding. (2 scores)				

Components	Descriptor	+1	0	-1	Comment
	The teaching demonstration does not present the authentic materials. (1 scores)				
5. Assessing communicative competence	The teaching demonstration uses the communication skills assessment tool based on the plan. The teacher also provides appropriate feedback. (4 scores)				
	The teaching demonstration uses the communication skills assessment tool based on the plan. But the feedback is unclear. For example, the suggestions for improving are confusing. (3 scores)				
	The teaching demonstration uses the communication skills assessment tool. But this tool does not match the plan, and the feedback is unclear. (2 scores)				
	The teaching demonstration uses the communication skills assessment tool which does not match the plan, nor does it also have feedback.				

Components	Descriptor	+1	0	-1	Comment
	(1 scores)				

2. Satisfaction questionnaire and structured interview to evaluate the training course.

For this purpose, the researcher created questionnaire and structured interview for student teachers to evaluate the training course to enhance English communicative teaching skills through the integration of CLT and EIL**.** This is designed for the experts to evaluate the consistency and appropriateness by using IOC.

Part 1: IOC Rating Table

1.1 Satisfaction questionnaire

No.	Evaluated Items	+1	0	-1	Comment
1. Learning Process					
1.1	The learning process was clear, interesting, and easy to follow.				
1.2	The learning process gave me the opportunity to connect information and construct the knowledge.				
1.3	The learning process focused on enhancing communicative teaching skills through the integration CLT and EIL.				
2. Learning Content					
2.1	The content about Communicative Language Teaching (CLT) was clear and practical.				
2.2	The content about English an International Language (EIL) was modern and provides new perspectives.				

No.	Evaluated Items	+1	0	-1	Comment
2.3	The content was well-balanced. It also integrated CLT and EIL appropriately.				
3. Learning Activities					
3.1	The learning activities were interesting, and I enjoyed doing the activities in the class.				
3.2	The learning activities gave me the opportunity to share and learn from and with classmates.				
3.3	A Teaching demonstration helped me to practice teaching skills.				
4. Learning Atmosphere					
4.1	The learning atmosphere was relaxed, stress-free and enable us to carry on the learning activities successfully.				
4.2	I felt safe to have a teaching demonstration. I also felt safe to receive feedback without worrying about making mistakes.				
5. Instructional Materials					
5.1	The instructional materials were interesting and easy to understand.				
5.2	Seeing examples of authentic materials reflecting EIL diversity was beneficial.				

No.	Evaluated Items	+1	0	-1	Comment
5.3	The instructional materials focused on enhancing communicative teaching skills through the integration CLT and EIL.				
6. The Role of Instructor					
6.1	The instructor facilitated and provided guidance throughout the learning process.				
7. Assessment and Evaluation					
7.1	The rubric used in the assessment (a lesson plan and a demonstration) was clear and fair.				
7.2	The five components evaluation criteria reflected the essential skills for real communicative teaching through the integration of CLT and EIL.				
8. Enhancing English communicative teaching skills through the integration of CLT and EIL					
8.1	I have more confident in designing a lesson plan which integrates CLT and EIL.				
8.2	I have more confident in my teaching using CLT and EIL activities.				
8.3	Overall, I am confident that this training course help to enhance my communicative teaching skills.				

1.2 Structured interview

Evaluated Items	Expert			Comment
	+1	0	-1	
I. Learning Process 1. What is your opinion of the 4-stage learning process (preparation, exploration, collaboration, reflection) used in this training course? Which stage do you think is the most beneficial? And which stage do you think is the most difficult, and why?				
II. Learning Content 2. Based on the content, what was the newest idea for you? 3. How do you think the concept of EIL has changed your way of thinking about teaching English?				
III. Learning Activities 4. How did the group discuss activities and the teaching demonstration help you understand the content better? 5. Are there any other types of activities you would like to have in the future?				
IV. Learning Atmosphere 6. How did you feel about the atmosphere in the class?				
V. Instructional Materials 7. How did seeing authentic media affect your mindset?				

Evaluated Items	Expert			Comment
	+1	0	-1	
Specially, how did experiencing media with EIL accent diversity change your thinking about selecting media for your teaching?				
VI. Role of Instructor 8. What is your opinion on the instructor's role as a facilitator in this course?				
VII. Assessment and Evaluation 9. Did you think the rubric used to evaluate the 5 components was clear? And how did receiving feedback from this rubric help you?				
VIII. Enhancing English communicative teaching skills through the integration of CLT and EIL 10. After completing this training course, how do you think your teaching skills have changed from before? What are you more confident about? And what are you still worried about?				

Sign _____

( )

Evaluator

Satisfaction questionnaire and structured interview to evaluate the training course.

Part 1: This questionnaire aims to evaluate student teachers' level of satisfaction for a connectivism-based training course. Please tick to each statement by checking (✓) in the box that best corresponds to your level of opinion.

1 = not satisfied at all
2 = satisfied to a lesser extent
3 = fairly satisfied
4 = satisfied
5 = highly satisfied

No.	Evaluated Items	Level of Satisfaction				
		5	4	3	2	1
1. Learning Process						
1.1	The learning process was clear, interesting, and easy to follow.	34	13	5	0	0
1.2	The learning process gave me the opportunity to connect information and construct the knowledge.	31	15	6	0	0
1.3	The learning process focused on enhancing communicative teaching skills through the integration CLT and EIL.	34	15	3	0	0
Total		**99**	**43**	**14**	**0**	**0**
2. Learning Content						
2.1	The content about Communicative Language Teaching (CLT) was clear and practical.	31	17	4	0	0
2.2	The content about English an International Language (EIL) was modern and provides new perspectives.	39	10	3	0	0
2.3	The content was well-balanced. It also integrated CLT and EIL appropriately.	33	19	0	0	0
Total		**103**	**46**	**7**	**0**	**0**

No.	Evaluated Items	Level of Satisfaction				
		5	4	3	2	1
3. Learning Activities						
3.1	The learning activities were interesting, and I enjoyed doing the activities in the class.	41	8	3	0	0
3.2	The learning activities gave me the opportunity to share and learn from and with classmates.	35	16	1	0	0
3.3	A Teaching demonstration helped me to practice teaching skills.	40	9	3	0	0
Total		**116**	**33**	**7**	**0**	**0**
4. Learning Atmosphere						
4.1	The learning atmosphere was relaxed, stress-free and enable us to carry on the learning activities successfully.	35	16	1	0	0
4.2	I felt safe to have a teaching demonstration. I also felt safe to receive feedback without worrying about making mistakes.	34	13	5	0	0
Total		**69**	**29**	**6**		
5. Instructional Materials						
5.1	The instructional materials were interesting and easy to understand.	31	15	6	0	0
5.2	Seeing examples of authentic materials reflecting EIL diversity was beneficial.	34	15	3	0	0
5.3	The instructional materials focused on enhancing communicative teaching skills through the integration CLT and EIL.	31	17	4	0	0
Total		**96**	**47**	**13**	**0**	**0**
6. The Role of Instructor						
6.1	The instructor facilitated and provided guidance throughout the learning process.	39	10	3	0	0
Total		**39**	**10**	**3**	**0**	**0**

No.	Evaluated Items	Level of Satisfaction				
		5	4	3	2	1
7. Assessment and Evaluation						
7.1	The rubric used in the assessment (a lesson plan and a demonstration) was clear and fair.	33	19	0	0	0
7.2	The five components evaluation criteria reflected the essential skills for real communicative teaching through the integration of CLT and EIL.	41	8	3	0	0
Total		**74**	**27**	**3**	**0**	**0**
8. Enhancing English communicative teaching skills through the integration of CLT and EIL						
8.1	I have more confident in designing a lesson plan which integrates CLT and EIL.	35	16	1	0	0
8.2	I have more confident in my teaching using CLT and EIL activities.	40	9	3	0	0
8.3	Overall, I am confident that this training course help to enhance my communicative teaching skills.	35	16	1	0	0
Total		**110**	**41**	**4**	**0**	**0**
General Total		**706**	**276**	**57**	**0**	**0**

Thank you

Part 1: Lesson Plan Assessment (40 scores)

Group	1. Designing a lesson plan	2. Using communicative activities	3. Integrating EIL awareness	4. Using authentic materials	5. Assessing communicative competence	Total
1	9	8	6	4	6	33
2	9	8	6	4	4	31
3	9	8	6	4	6	33
4	9	8	6	4	4	31
5	9	8	6	4	4	31
6	9	8	6	4	6	33
7	9	8	6	4	6	33
8	9	8	6	4	4	31

Part 2: Teaching Demonstration Assessment (60 scores)

Group	1. Teaching process and management	2. Using communicative activities	3. Integrating EIL awareness	4. Using authentic materials	5. Assessing communicative competence	Total
1	12	12	12	8	9	53
2	12	12	9	8	9	50
3	12	12	9	8	9	50
4	12	12	9	8	9	50
5	12	12	12	8	9	53
6	12	12	9	8	9	50
7	12	12	9	8	9	50
8	12	12	9	8	9	50

Full Score

Group	Full score	Part 1	Part 2	Total
1	100	33	53	86
2	100	31	50	81
3	100	33	50	83
4	100	31	50	81
5	100	31	53	84
6	100	33	50	83
7	100	33	50	83
8	100	31	50	81

Part 2: Structured interview guide for examining student teachers' opinion towards the training course.

I. Learning Process

1. What is your opinion of the 4-stage learning process (preparation, exploration, collaboration, reflection) used in this training course? Which stage do you think is the most beneficial? And which stage do you think is the most difficult, and why?

II. Learning Content

2. Based on the content, what was the newest idea for you?

3. How do you think the concept of EIL has changed your way of thinking about teaching English?

III. Learning Activities

4. How did the group discuss activities and the teaching demonstration help you understand the content better?

5. Are there any other types of activities you would like to have in the future?

IV. Learning Atmosphere

6. How did you feel about the atmosphere in the class?

V. Instructional Materials

7. How did seeing authentic media affect your mindset? Specially, how did experiencing materials with EIL accent diversity change your thinking about selecting media for your teaching?

VI. Role of Instructor

8. What is your opinion on the instructor's role as a facilitator in this course?

VII. Assessment and Evaluation

9. Did you think the rubric used to evaluate the 5 components was clear? And how did receiving feedback from this rubric help you?

VIII. Enhancing English communicative teaching skills through the integration of CLT and EIL

10. After completing this training course, how do you think your teaching skills have changed from before? What are you more confident about? And what are you still worried about?

APPENDIX C

A Connectivism-Based Training Course Manual to Enhance English Communicative Teaching Skills through the Integration of Communicative Language Teaching and English as an International Language for English Major Student Teachers at a Rajabhat University

By Kollawat Kasemchok

Master's Student of Naresuan University

PREFACE

This connectivism-based training course is designed to enhance the skills of English major student teachers at Rajabhat Universities in applying Communicative Language Teaching (CLT) and English as an International Language (EIL). The training course provides both knowledge and practice, enabling participants to understand key concepts, to design lesson plans, and to apply communicative teaching strategies in the classroom.

The training course is organized into two phrases. The first phase focuses on the study of theoretical foundations and the development of essential skills while the second phase is assessment and evaluation with writing a lesson plan, having a teaching demonstration. Following these steps, participants are guided to connect theory with practicing in ways that enhance their professional teaching skills.

It is hoped that this connectivism-based training course will serve as a foundation for student teachers to enhance English communicative teaching skills by integrating CLT and EIL, which meet both national and international education needs

Introduction

A connectivism-based training course to enhance English communicative teaching skills through the integration of Communicative Language Teaching (CLT) and English as an International Language (EIL) for English major student teachers at a Rajabhat University is designed to respond to the global and local demands of English education. In today, English serves as the global language in business, science, and education. Within ASEAN, it is the official working language while in Thailand has been highlighted as a key for national competitive under the Thailand 4.0 policy. To support this vision, the Ministry of Education promoted CLT since 2017 as the primary method for teaching English.

However, despite the emphasis on CLT, many Thai classrooms remain teacher-centered, limiting opportunities for authentic communication. At the same time, the global perspective of EIL, which values linguistic diversity and intercultural communication, is still challenging. To respond these issues, the connectivism-based training course provides the learning process promoting learning network, collaboration, interaction, and real-world engagement.

Therefore, this connectivism-based training course manual introduces both practical guide and a learning framework. Anyone who wishes to use the training course is recommended to follow this manual. It is hoped that this connectivism-based training course manual will be an effective guide to enhance communicative teaching skills through the integration of CLT and EIL.

Direction

This connectivism-based training course is developed to facilitate the using of a connectivism-based training course to enhancing English communicative teaching skills through the integration of CLT and EIL. Therefore, any instructor or institution that wishes to use this training course must strictly follow the direction as explained in the connectivism-based training course manual under the following aspects: principle, learning introduction, learning organization, principle, objective, learning contents, course structure, learning processes, instructional media, instructor's role, learners' role, assessment and evaluation, and lesson plans.

Learning Introduction

Concerning the enhancement of English communicative teaching skills through the integration of CLT and EIL, the following instruction is recommended.

1. Critically, study the connectivism-based training course to understand the background, theoretical approaches for the development of the training course, components and the relationship between them.

2. Any person who wishes to use this training course to enhance English communicative teaching skills through the integration of CLT and EIL should read and gain a clear understanding of this training course manual.

3. He/She should carefully read the learning instructions to enhance English communicative teaching skills through the integration of CLT and EIL.

4. He/She should thoroughly understand and select relevant media which focuses on enhancing English communicative teaching skills through the integration of CLT and EIL.

5. He/She should follow the organized lesson plans to enhance English communicative teaching skills through the integration of CLT and EIL.

Learning Organization

1. Read the organized lesson plans and make a clear understanding of them.

2. Read the learning processes to enhance English communicative teaching skills through the integration of CLT and EIL and gain a comprehensive understanding of each step.

3. Read and make a clear understanding of using instructional media to enhance English communicative teaching skills through the integration of CLT and EIL.

4. Read and make a clear understanding of using all assessment tools to evaluate English communicative teaching skills through the integration of CLT and EIL.

Principle of Training Course

The enhancement of student teachers' English communicative teaching skills integrates CLT and EIL based on a connectivism theory. This training course is to prepare student teachers at a Rajabhat University to design a lesson plan of English communicative teaching for global contexts and to enhance their communicative teaching skills by integrating CLT and EIL. Moreover, the learning activity is applied by a connectivism theory which facilitates networked collaboration, creation, and reflection to effectively achieve communicative teaching in international contexts.

Objective of Training Course

This training course is developed to enhance English major student teachers' skills in English communicative teaching through the integration of CLT and EIL based on connectivism theory.

Learning Content

The learning content of a connectivism-based training course to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers is included:

1. Foundation of CLT and EIL: This topic aims to build an understanding of the theoretical foundations and key principles of Communicative Language Teaching (CLT) and English as an International Language (EIL). This provides a basis for designing and managing communicative English language teaching in today's global context. The topic includes core concepts and teaching objectives of CLT and EIL. It also focuses on the difference between traditional language teaching and communicative teaching in intercultural contexts.

2. Communicative Teaching Strategies: This topic aims to develop skills to select and apply communication strategies in teaching activities to promote communication, which focuses on meaning and fluency rather than accuracy.

3. Authentic Materials: This topic aims to build an understanding of selecting, adapting, and integrating authentic English media into communicative language teaching. Authentic materials refer to resources created for real communication rather

than for teaching purposes, such as online new articles, interview videos, or real-life conversations.

4. Assessment for Communicative Competence: This topic aims to develop knowledge and skills in designing and using English communicative competence assessment with the principles of CLT and EIL.

5. Designing Communicative Lessons: This topic aims to build the knowledge and skills to design English communicative lesson plans with their complete components based on the principles of CLT and EIL. It focuses on considering of language diversity, cultural differences, and real-life language.

Course Structure of Training Course

The connectivism-based training course to enhance English communicative language teaching skills through the integration of CLT and EIL is designed as a short-term intensive training course for English major student teachers at Rajabhat Universities. The course aims to provide both theoretical knowledge and practical training, enabling participants to apply communicative teaching skills in real classroom contexts. The training course extends 9 weeks with a total of 36 hours.

Learning Units and Hours

Week	Learning Units	Content	Hours
1-2	Unit 1: Foundations of CLT and EIL	- Orientation and diagnostic activity - Overview of CLT: principles, fluency vs. accuracy, learner-centered approach - Overview of EIL: global perspectives, diversity of English use, intercultural communication	8
3-4	Unit 2: Communicative	- Strategies for promoting interaction	8

Week	Learning Units	Content	Hours
	Teaching Strategies	- Classroom management in communicative lesson: Balancing fluency and accuracy	
5	Unit 3: Authentic Materials	- Definition and importance of authentic materials in language teaching - Selecting authentic texts, audio, and media for CLT - Designing communicative activities based on authentic resources	4
6	Unit 4: Assessment for Communicative Competence	- Concepts of communicative competence (Canale & Swain model: grammatical, sociolinguistic, discourse, strategic) - Tools and techniques for evaluating communicative performance (rubrics, peer feedback)	4
7-8	Unit 5: Designing Communicative Lesson Plan	- Principles of lesson plan in communicative teaching - Designing learner-centered tasks which promote interaction - Integrating EIL into lesson plan	8
9	Teaching Demonstration		4
Total			**9 weeks / 36 hours**

Organization of Training Course

This connectivism-based training course aims to enhance English communicative teaching skills through the integration of CLT and EIL for English major student teachers at Rajabhat Universities. The course is administered according to the following guidelines:

1. Participants complete a diagnostic activity to identify their current understanding of CLT, EIL, and communicative teaching principles.

2. After completing Unit 5, participants are expected to design communicative lesson plans which integrate CLT and EIL and to demonstrate communicative teaching by integrating CLT and EIL.

3. On week 9, participants reflect the training outcomes through writing a lesson plan and having a teaching demonstration as a group work. The evaluation is measured with a criterion of 70% or higher as a proficiency in communicative teaching performance.

4. The training course is scheduled for a total of 36 hours with 9 weeks. This includes both theoretical input and practical applications.

Learning Process

The learning process of this connectivism-based training course is organized into four stages based on a connectivism theory. These stages provide a learning guide from preparation to reflection, ensuring that each unit promotes active participation, collaboration, and improvement.

1. Preparation and Motivation Stage

Preparation and motivation stage serves as the entry point to each unit, providing the foundation for meaningful engagement with the training course. At this stage, learners are guided to understand the overall purpose of the unit and structure of the learning activities which will follow. This stage is not only about introducing the content but also about preparing participants affectively to engage with new ideas. It focuses on the importance of activating background knowledge so that learners can connect what they already know with the learning objectives of the course. Another element of this stage is the cultivation of motivation. It is considered essential for active learning. During this stage, the instructor supports a positive environment,

helping learners develop an openness to share and interact. The focus is on reducing anxiety, clarifying expectations, and building a sense of community which promote collaboration throughout the unit. Therefore, this stage ensures that learners begin each unit with clarity, focus, and enthusiasm. It acts as a bridge between background experiences and new knowledge, promoting participants to fully engage with the subsequent stages of exploration, collaboration, and reflection.

2. Exploration and Connection Stage

The exploration and connection stage is that participants move beyond preparation and begin to engage actively with new knowledge and perspectives. In this second stage, it highlights the participants' role as an active researcher of information rather than passive learners. It focuses on the importance of discover, interpretation, and the building of connections between theoretical concepts and the participants' background knowledge or experiences as well as an instructor. With this, participants develop a clear understanding of how new knowledge relates to what they already know, enabling them to construct a more meaningful and coherent concepts of understand. Significantly, participants are encouraged to examine ideas, analyze principles, and question. Exploration involves searching information of concepts which may be unfamiliar, changing, or even contradictory to previous beliefs. Connection occurs when participants begin to integrate new knowledge with their own experiences, seeing how theoretical concepts can be applied in a practice. This is related to the connectivism that learning is a process of creating and expanding networks of knowledge across individuals, resources, and contexts. Another important feature of this stage is interaction. Learners are not expected to explore and connect knowledge alone but through interact, exchange, and exposure to multiple viewpoints. The interaction with an instructor, classmates, and resources helps participants expand their knowledge and develop their ability across different sources of information. Therefore, this stage ensures that learning is not limited to receive information but involves the active construction of meaning. It promotes participants to see the relevance of new knowledge, strengthens their ability to connect theory with practice, and prepare them for collaborative knowledge construction in the next stage of the learning process.

3. Collaboration and Creation Stage

The collaboration and creation stage represents the point in the learning process that participants actively apply and extend their understanding through cooperative work. After exploring and connecting new ideas, learners are now guided to interact more deeply with one another, applying their knowledge, skills, and perspectives. Collaboration is not simply working, but it involves purposeful engagement in which learners negotiate meaning, share responsibilities, and contribute knowledge to achieve a common learning goal. This process allows knowledge to be constructed collectively rather than individually according to the connectivism view that learning is distributed across networks of people and resources. In this stage, creation becomes significant. learners are expected to transform the knowledge they have acquired and connected into concrete outputs. The act of creating encourages participants to synthesize information, organize their ideas, and demonstrate their ability to apply theory in a meaningful way. Moreover, collaboration at this stage supports the development of essential skills, such as communication, teamwork, problem-solving, and adaptability. Learners experience the dynamics of working in groups, including the challenges of different opinions, the compromise, and the value or classmate support. Therefore, this stage promotes learners to take ownership of their learning, supports creativity through collective effort, and prepares them to the final stage of reflection and evaluation.

4. Reflection and Evaluation Stage

The reflection and evaluation stage is the conclusion of the learning process in each unit, providing learners with the opportunity to look back, assess, and apply what has been learned. Reflection allows learners to pause and think critically about their experiences, considering what they understood well, what challenges they encountered, and how their perspectives have evolved. Evaluation complements reflection by offering structured feedback on performance and outcomes. In this stage, learners' task, contribution, and demonstrations are assessed to determine how effectively they have met the objectives of the unit. More importantly, evaluation is not just a judgement but a constructive process which guides learners on how to improve. Together, reflection and evaluation create a cycle of continuous improvement. Reflection promotes internal understanding and personal growth while

evaluation provides external understanding for performance. By the end of this stage, learners develop their learning, gain clarity about their progress, and leave each unit with deep understanding for future practice.

Note: All activities are conducted in supportive environment with an instructor acting as a facilitator. Continuous monitoring, feedback, and encouragement are provided learners to succeed in the training course.

Instructional Materials

The instructional media used for this training course support active, interactive, and reflective learning. These include:

1. A connectivism-based training course manual to enhance English communicative language teaching skills through the integration of Communicative Language Teaching (CLT) and English as an International Language (EIL) for English major student teachers at a Rajabhat University
2. Lesson Plans
3. Handouts
4. Video clips
5. Interactive digital tools (e.g., Padlet, Mentimeter)

How to Implement Training Course

This connectivism-based training course brings about an enhancement of English communicative teaching skills through the integration of CLT and EIL and also shows the methods how the instructor will follow during the training course implementation process to bring about effective teaching. It also shows the various learning activities and the plan of activities to be followed, the number of hours (36 hours), and the content and objectives are identified.

This innovation is made up of the following structures:

1. The manual illustrating how to follow and implement the innovation.
2. Documents for student teachers to use during the implementation process.
3. PowerPoint presentations with the content to be taught.
4. A connectivism-based training course evaluation form.

Instructor's Role

In this training course, the instructor's role is completely transformed from a traditional lecturer. It becomes a complex and multidimensional role. The descriptive roles are as follows:

1. Learning facilitator: The main role is not to transmit content. It is to design and manage activities which give participants the opportunity to use language for meaningful communication. At the same time, the instructor must create a warm and psychologically safe environment. This helps to reduce participant anxiety and build their courage to communicate. The instructor selects and prepares learning resources as a starting point for the participants' exploration. The instructor provides continuous feedback and encouragement.

2. Network consultant: The instructor is no longer the center of all knowledge. Instead, the job is to help participants build and manage their own Personal Learning Network (PLN). In this role, the instructor acts like a more experienced Node in the network. He / She provides consultation on how to learn and on how to evaluate the credibility of sources. This is very different from simply providing the one correct answer. The instructor also has the important duty to recommend other valuable nodes. These might include subject matter experts, online communities, or reliable databases. This helps participants to begin building their own networks effectively.

3. Co-learner and critical thinking promoter: This role reflects a change. The instructor is no longer in the status of an all-knowing expert. Instead, He / She is ready to learn alongside participants. This happens when participants explore and discover new information in the limitless knowledge network. The instructor's duty in this role is to stimulate a deeper level of learning by asking challenging questions. The purpose is to promote discussion, analysis, and the critical synthesis of received information. This is the opposite of superficially receiving information.

Learners' Role

In this training course, the participants as learners change their role from passive learners to the active and responsible center of the learning process. The descriptive roles are as follows:

1. Network creator: The learners must take direct responsibility for their own learning. This responsibility covers everything from seeking out resources to self-assessing their progress. In their role as an explorer, they must navigate the information network. They must also evaluate and synthesize information from a variety of sources. Finally, they independently create and manage their own Personal Learning Network (PLN).

2. Knowledge constructor: The learners are not simply collectors of information. They must be able to synthesize information received various sources, evaluate diverse perspectives, and create a new personal understanding.

3. Collaborator and reflector: The learners must take on the role of a collaborator with other members of the network. They must interact, exchange opinions, share responsibilities, and co-create knowledge together to achieve their learning goals. Moreover, participants must be a reflector of their learning. This means that they are able to look back to evaluate and critically think about their own experiences. This process leads to a deep understanding, and it supports continuous self-development.

Learners' role with four stages of learning process with following:

Learning Stage	**Learners' Role**
1. Preparation and Motivation Stage	- Active Investigator
2. Exploration and Connection Stage	- Explorer and Network Creator
3. Collaboration and Creation Stage	- Constructor and Collaborator
4. Reflection and Evaluation Stage	- Reflector

Assessment and Evaluation

After Unit 5 of the training course, an assessment of learning achievement will be conducted. The purpose is to measure the participants' communicative teaching skills based on the training course's objective. The assessment will be conducted through writing a lesson plan and having a teaching demonstration. In this assessment, student teachers must apply all the knowledge and skills that they have learned to design a lesson plan and present their teaching.

Instruments and criteria: The evaluation will use an assessment form for communicative teaching skills which integrates CLT and EIL. This form covers five key components.

1. Designing a lesson plan
2. Using communicative activities
3. Integrating EIL awareness
4. Using authentic materials
5. Assessing communicative competence

Note: Participants will be considered to have the expected teaching skills when they achieve a total score of 70% or higher from the lesson plan and teaching demonstration assessment.

Lesson Plans

Lesson Plan 1

Unit 1: Foundation of CLT and EIL

Level: First-year student teacher

Duration: 2 weeks, 8 hours

Learning Framework: Connectivism Theory (4 Stages: Preparation → Exploration → Collaboration → Reflection)

Learning Objectives: At the end of this lesson, student teachers will be able to

1. Understand the key principles of CLT and EIL.
2. Explain the main principles of CLT and EIL.

Content

- Overview of CLT: principles, fluency vs. accuracy, learner-centered approach
- Overview of EIL: global perspectives, diversity of English use, intercultural communication

Learning Process and Activities

Stage	Instructor	Student teachers
1. Preparation and Motivation	- Introduce unit objective. - Explain the structure of learning process and the outcome. - Do a short diagnostic activity about CLT and EIL.	- Listen, ask questions, and complete a short diagnostic activity.
2. Exploration and Connection	- Provide input about CLT principles and EIL concepts through mini lecture. - Guide discussion.	- Take notes and discuss. - Make concept maps or notes.
3. Collaboration and Creation	- Assign group task to synthesize CLT and EIL principles. - Facilitate group working and comment.	- Work in group.
4. Reflection and Evaluation	- Guide reflection. - Summarize learning points and connect to unit 2.	- Reflect learning.

A Connectivism-Based Learning Process and Activities

Stage	Node	Network	Connection	Learning outcome
1. Preparation and Motivation	- Student teachers - Instructor	- Instructor ↔ Student teachers - Student teachers ↔ Student teachers (Sharing ideas about teaching English)	- Student teachers share knowledge about communicative teaching and experience of CLT and EIL with an instructor.	- Student teachers aware of importance of teaching communication and are prepared to engage with CLT and EIL content.
2. Exploration and Connection	- Instructor (slides) - Information: communicative teaching, CLT, EIL - Student teachers' experiences - Video clips	- Resources ↔ Student teachers - Student teachers ↔ Student teachers - Instructor ↔ Student teachers	- Student teachers discuss with instructor and explore about principles of CLT and EIL. - Student teachers connect information with their experiences own summarizing note.	- Student teachers understand and explain the key principles of CLT and EIL by linking theory with their own experiences.
3. Collaboration and Creation	- Student teachers (group work) - Shared tasks	- Group network (Student teachers collaborating)	- Groups construct meaning by analyzing principles	- Student teachers in group create products which show understanding of CLT and

Stage	Node	Network	Connection	Learning outcome
	(concept mapping, lesson ideas) - CLT and EIL frameworks		of CLT and EIL and creating presentation (maps, brief summaries, comparisons)	EIL principles.
4. Reflection and Evaluation	- Student teachers (self-reflection) - Classmates (feedback) - Instructor (evaluation)	- Self ↔ Classmate ↔ Instructor	- Student teachers reflect on their learning of CLT and EIL. - They integrate both feedback and evaluation to develop their learning.	- Student teachers develop their learning and understanding of CLT and EIL.

Materials and Resources

- Slide
- Handout
- Infographic template example
- Refection template
- Video clips
- Summary slide

Assessment

- Classroom observation

Lesson Plan 2

Unit 2: Communicative Teaching Strategies

Level: First-year student teacher

Duration: 2 week, 8 hours

Learning Framework: Connectivism Theory (4 Stages: Preparation → Exploration → Collaboration → Reflection)

Learning Objectives: At the end of this lesson, student teachers will be able to

1. Identify communicative strategies used in English communication.
2. Apply communicative strategies in teaching activities.

Content

- Definition and importance of communicative strategies.
- Types of communicative strategies (e.g., paraphrasing, asking for clarification, confirmation checks).
- The role of communicative strategies in promoting fluency and reducing anxiety.

Learning Process and Activities

Stage	Instructor	Student teachers
1. Preparation and Motivation	- Introduce the topic with examples from real situations. - Explain unit objective and relevance to CLT and EIL. - Motivate a short brainstorming activity, such as *"How do you help students communicate?"*	- Share background experiences.

Stage	Instructor	Student teachers
2. Exploration and Connection	- Present theory and classifications of communicative strategies. - Demonstrate each strategy through short video clips. - Guide learners to identify which strategies appear in each clip and how they influence interaction.	- Observe, take notes, and discuss in small groups. - Create own summarizing note.
3. Collaboration and Creation	- Form group and assign a task (a short communicative activity). - Facilitate group work and provide support on language and classroom management.	- Collaborate to design their activity. - Prepare a performance and take a reflective note. - Engage peer feedback.
4. Reflection and Evaluation	- Guide reflective discussion. - Evaluate a task. - Summarize key points and connect to the unit 3.	- Participate in open discussion and self-evaluation.

A Connectivism-Based Learning Process and Activities

Stage	Node	Network	Connection	Learning outcome
1. Preparation and Motivation	- Student teachers - Instructor	- Instructor ↔ Student teachers - Student teachers ↔ Student teachers (Sharing communication problems)	- Student teachers share experiences about communication challenges with an instructor.	- Student teachers aware of importance and need for communicative strategies.
2. Exploration and Connection	- Instructor (slides) - Information: definition and examples of communicative strategies. - Student teachers' experiences - Video clips	- Resources ↔ Student teachers - Student teachers ↔ Student teachers - Instructor ↔ Student teachers	- Student teachers discuss with instructor and explore about communicative strategies. - Student teachers connect information with their experiences by creating own summarizing note.	- Student teachers can identify and explain communicative strategies and their purposes.
3. Collaboration and Creation	- Student teachers (group work) - Shared tasks (concept mapping, teaching task)	- Group network (Student teachers collaborating)	- Groups integrate their understanding of strategies to design a short communicative activity to demonstrate the use.	- Student teachers in group integrate and apply communicative strategies in classroom activities.

Stage	Node	Network	Connection	Learning outcome
4. Reflection and Evaluation	- Student teachers (self-reflection) - Classmates (feedback) - Instructor (evaluation)	- Self ↔ Classmate ↔ Instructor	- Student teachers analyze their use of strategies during teaching performance - Student teachers reflect on feedback to improve their learning.	- Student teachers develop their learning and applying communicative strategies.

Materials and Resources

- Slide
- Handout
- brainstorming board (padlet)
- Video clips
- Refection template
- Summary slide

Assessment

- Classroom observation

Lesson Plan 3

Unit 3: Authentic Materials

Level: First-year student teacher

Duration: 1 week, 4 hours

Learning Framework: Connectivism Theory (4 Stages: Preparation → Exploration → Collaboration → Reflection)

Learning Objectives: At the end of this lesson, student teachers will be able to

1. Explain the concept of authentic media in language teaching.
2. Identify different types of authentic media suitable for English language teaching.
3. Apply authentic medias for communicative activities.

Content

- Definition and characteristics of authentic materials.
- Types of authentic materials (e.g., newspaper, podcasts, websites).
- Criteria for selecting and adapting authentic materials.
- Designing classroom tasks for using authentic materials.

Learning Process and Activities

Stage	Instructor	Student teachers
1. Preparation and Motivation	- Introduce the topic with the questions, such as *"What materials do you usually use when teaching English?"* - Present images of real materials (ads, news, podcasts) with the questions, such as "*Which of these are authentic?*" - Explain objectives and links to the topic to CLT and EIL.	- Share background experiences and examples of materials they have ever used. - Discuss the issue, such as the differences between authentic materials and textbook.
2. Exploration and Connection	- Define authentic materials and present characteristics. - Explain types with examples. - Facilitate group work: analyzing short authentic materials.	- Work in group. - Create own summarizing note.
3. Collaboration and Creation	- Assign an activity task: using one authentic material. - Guide groups about task with CLT and EIL concepts.	- Select authentic materials - Design a short communicative activity integrating the materials.
4. Reflection and Evaluation	- Lead a short discussion. - Summarize best practice and connect the topic to real teaching contexts.	- Write a personal reflection. - Give other groups feedback after each presentation.

A Connectivism-Based Learning Process and Activities

Stage	Node	Network	Connection	Learning outcome
1. Preparation and Motivation	- Student teachers - Instructor - real materials	- Instructor ↔ Student teachers - Student teachers ↔ Student teachers	- Student teachers share experiences about sample materials with an instructor.	- Student teachers aware of importance and need for authentic materials.
2. Exploration and Connection	- Instructor (slides) - Information: authentic materials - Student teachers' experiences - Video clips	- Resources ↔ Student teachers - Student teachers ↔ Student teachers - Instructor ↔ Student teachers	- Student teachers discuss with instructor and explore about concepts of authentic materials. - Student teachers connect information with their experiences by creating own summarizing note.	- Student teachers can understand the concepts of authentic materials and relationship to real-world communication. - They can evaluate the appropriateness of authentic materials for teaching.
3. Collaboration and Creation	- Student teachers (group work) - Shared tasks	- Group network (Student teachers collaborating)	- Groups create tasks integrating CLT and EIL concepts.	- Student teachers in group integrate authentic materials with CLT and EIL concepts

Stage	Node	Network	Connection	Learning outcome
	- Authentic media			in their teaching.
4. Reflection and Evaluation	- Student teachers (self-reflection) - Classmates (feedback) - Instructor (evaluation)	- Self ↔ Classmate ↔ Instructor	- Student teachers reflect their use of authentic media during teaching performance - Student teachers get feedback to improve their learning.	- Student teachers develop their learning and applying authentic materials.

Materials and Resources

- Slide
- Authentic materials
- brainstorming board (padlet)
- Video clips
- Refection template
- Summary slide

Assessment

- Classroom observation

Lesson Plan 4

Unit 4: Assessment for Communicative Competence

Level: First-year student teacher

Duration: 1 week, 4 hours

Learning Framework: Connectivism Theory (4 Stages: Preparation → Exploration → Collaboration → Reflection)

Learning Objectives: At the end of this lesson, student teachers will be able to

1. Explain the concept of communicative competence and its components.
2. Design assessment task which measure communicative competence in CLT and EIL contexts.
3. Evaluate learner's communicative performance using rubrics.

Content

- Definition and components of communicative competence.
- Principles of assessment in CLT.
- Designing rubrics for communicative competence

Learning Process and Activities

Stage	Instructor	Student teachers
1. Preparation and Motivation	- Introduce topic and classroom assessment examples. - Explain objectives and relevance to	- Share personal assessment experiences. - Discuss the issue.

Stage	Instructor	Student teachers
	CLT and EIL assessment.	
2. Exploration and Connection	- Present concept of communicative competence and explain its components. - Introduce principles of communicative assessment. - Demonstrate short video examples of assessment tasks.	- Take notes and discuss. - Summarize in personal note.
3. Collaboration and Creation	- Assign each group to design one communicative assessment task (e.g., role play). - Guide groups with at least two components of communicative competence. - Provide rubric template and example descriptions.	- Work in group to design assessment activity. - Create a brief rubric with 3-4 criteria.
4. Reflection and Evaluation	- Lead reflection discussion. - Highlight connections between assessment, teaching, and motivation.	- Write a personal reflection. - Give other groups feedback after each presentation.

A Connectivism-Based Learning Process and Activities

Stage	Node	Network	Connection	Learning outcome
1. Preparation and Motivation	- Student teachers - Instructor	- Instructor ↔ Student teachers - Student teachers ↔ Student teachers	- Student teachers share experiences about communicative assessment with an instructor.	- Student teachers aware of importance and need for communicative assessment.
2. Exploration and Connection	- Instructor (slides) - Information: components and principles of communicative assessment - Student teachers' experiences - Video clips	- Resources ↔ Student teachers - Student teachers ↔ Student teachers - Instructor ↔ Student teachers	- Student teachers discuss with instructor and explore about concepts of communicative competence and assessment criteria. - Student teachers connect information with their experiences by creating own summarizing note.	- Student teachers can explain and identify components and principles of communicative assessment. - They can connect principles of assessment to real classroom.

Stage	Node	Network	Connection	Learning outcome
3. Collaboration and Creation	- Student teachers (group work) - Shared tasks - rubric template	- Group network (Student teachers collaborating)	- Groups create tasks integrating CLT and EIL concepts.	- Student teachers in group apply communicative assessment task with CLT and EIL concepts in their teaching.
4. Reflection and Evaluation	- Student teachers (self-reflection) - Classmates (feedback) - Instructor (evaluation)	- Self ↔ Classmate ↔ Instructor	- Student teachers reflect group task - Student teachers get feedback to improve their learning.	- Student teachers develop their learning and applying communicative assessment.

Materials and Resources

- Slide
- Sample test
- Brainstorming board (padlet)
- Video clips
- Rubric form
- Refection template
- Summary slide

Assessment

- Classroom observation

Lesson Plan 5

Unit 5: Designing Communicative Lessons

Level: First-year student teacher

Duration: 2 week, 8 hours

Learning Framework: Connectivism Theory (4 Stages: Preparation → Exploration → Collaboration → Reflection)

Learning Objectives: At the end of this lesson, student teachers will be able to

1. Explain the principles of lesson plan design under CLT.
2. Apply CLT and EIL principles to develop lesson plan.
3. Integrate communicative strategies, authentic materials, and assessment techniques for a complete lesson plan.

Content

- Principles and structure of a communicative lesson plan (Warm-up → Presentation → Practice → Production → Reflection).
- Lesson plan with CLT and EIL.
- Integrating authentic materials and communicative strategies into lesson plan.
- Designing assessment tasks

Learning Process and Activities

Stage	Instructor	Student teachers
1. Preparation and Motivation	- Introduce the concept of lesson planning. - Show examples of communicative lesson plans. - Review the learning outcomes and connect with previous units.	- Discuss background experience about using lesson plan.
2. Exploration and Connection	- Present the structure of a communicative lesson and how each stage promotes communication (Presentation → Practice → Production model with reflection). - Show sample tasks integrating authentic materials and communicative strategies. - Motivate to analyze a model lesson plan and identify strengths and weaknesses.	- Analyze lesson plans. - Take notes and discuss. - Summarize in personal note.
3. Collaboration and Creation	- Assign a group work to design a communicative lesson plan (one 50-60 minutes classroom). - Provide lesson plan template and rubric. - Facilitate collaborative working and comment each group.	- Work in group to design a communicative lesson plan. - Demonstrate a teaching (10-15 minutes).

Stage	Instructor	Student teachers
4. Reflection and Evaluation	- Lead reflection discussion.	- Write a personal reflection. - Give other groups feedback after each presentation. - Submit revised lesson plan after feedback.

A Connectivism-Based Learning Process and Activities

Stage	Node	Network	Connection	Learning outcome
1. Preparation and Motivation	- Student teachers - Instructor - Sample lesson plans	- Instructor ↔ Student teachers - Student teachers ↔ Student teachers - Sample lesson plans ↔ Student teachers	- Student teachers share experiences about lesson plan with an instructor.	- Student teachers aware of importance and need for designing a lesson plan.
2. Exploration and Connection	- Instructor (slides) - Information: lesson plan model, CLT/EIL principles - Student teachers'	- Resources ↔ Student teachers - Student teachers ↔ Student teachers - Instructor ↔ Student teachers	- Student teachers discuss with instructor and explore about lesson plan components. - Student teachers	- Student teachers can explain and identify components about a lesson plan. - They can connect

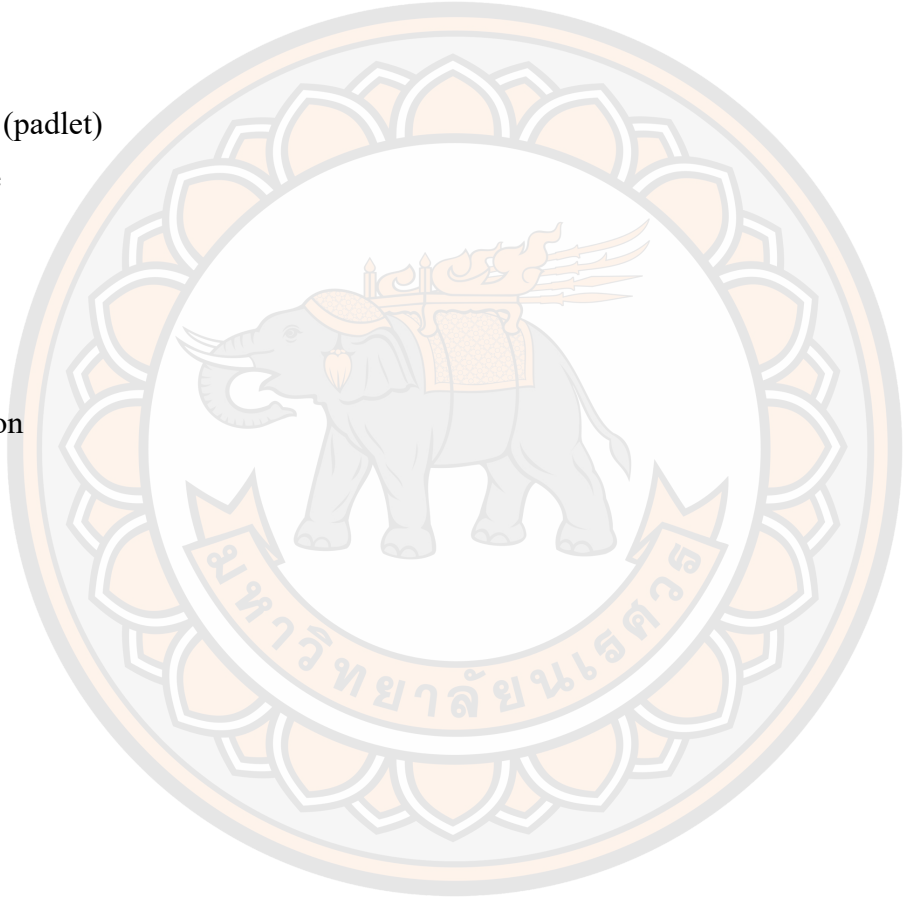
Stage	Node	Network	Connection	Learning outcome
	experiences - Video clips		connect information with their experiences by creating own summarizing note.	CLT and EIL concept with a lesson plan
3. Collaboration and Creation	- Student teachers (group work) - Lesson template - Shared tasks	- Group network (Student teachers collaborating)	- Groups design a communicative lesson integrating all previous unit concepts.	- Student teachers in group apply their designing with CLT and EIL concepts in their communicative teaching.
4. Reflection and Evaluation	- Student teachers (self-reflection) - Classmates (feedback) - Instructor (evaluation)	- Self ↔ Classmate ↔ Instructor	- Student teachers reflect group task - Student teachers get feedback to improve their learning.	- Student teachers develop their learning and applying designing into a communicative teaching.

Materials and Resources

- Slide
- Example lesson plan
- Brainstorming board (padlet)
- Lesson plan template
- Refection template
- Summary slide

Assessment

- Classroom observation



Assessment Tools

A connectivism-based training course will use English communicative teaching skills through the integration of CLT and EIL assessment test consisting of writing a lesson plan and having a teaching demonstration.

Assessment Test of English communicative teaching skills through the integration of Communicative Language Teaching and English as an Internation Language

This connectivism-based training course aims to enhance English communicative teaching skills through the integration of CLT and EIL. The assessment of this training course focuses on a lesson plan and a teaching demonstration. Both the pedagogical design (a lesson plan) and the practical implementation (a demonstration) are strategically chosen to provide the evaluation of English communicative teaching skills through the integration of CLT and EIL. The lesson plan serves as evidence of the student teachers' skills to design learning activity which is consistent to the lesson objective as well as complete components of the lesson plan. The teaching demonstration also provides observable evidence of their teaching skills to apply CLT and EIL concepts in practice. The evaluation is done in groups with peer evaluation and instructor feedback to assess both the lesson plan and the teaching demonstration.

In this study assessment focuses on five synthesized components with the following:

1. Designing a lesson plan: This will assess the skill of designing learning content and activities, including all main components of the lesson plan. These activities should focus on the real-world communication. They should also promote the development of learners' intercultural communicative skills. This is achieved by systematically integrating the principles of CLT and EIL. Moreover, for a teaching demonstration, the learning content and activities will be followed with the lesson plan.

2. Using communicative activities: This will assess the skill of using activities which promote meaningful communication. The assessment has two parts:

2.1 In the lesson plan: This assesses the selection and design of appropriate CLT activities. An example is activities with an information gap.

2.2 In the teaching demonstration: This assesses both facilitation and activity management skills. It evaluates how well these skills promote the negotiation of meaning. This is focused rather than grammar practice.

3. Integrating EIL awareness: This part will assess the skill of integrating EIL awareness. The evaluation considers two aspects.

3.1 In the lesson plan: This assesses the design of objectives or questions. These objectives or questions should aim to challenge biases (like accent bias). They should also promote understanding of cultural diversity.

3.2 In the teaching demonstration: This assesses the facilitation. It should encourage discussion among learners about intercultural communication strategies instead of adhering to native-speaker standards.

4. Using authentic materials: This part will assess the skill of selecting and presenting authentic materials resources. The evaluation considers two parts.

4.1 In the lesson plan: This assesses the identification of materials (e.g., newspaper, podcast, clips), not created specifically for teaching. They should also reflect diversity.

4.2 In the teaching demonstration: This assesses the skill to clearly display the resource to the learners. This assessment does not include the using of materials in activity design.

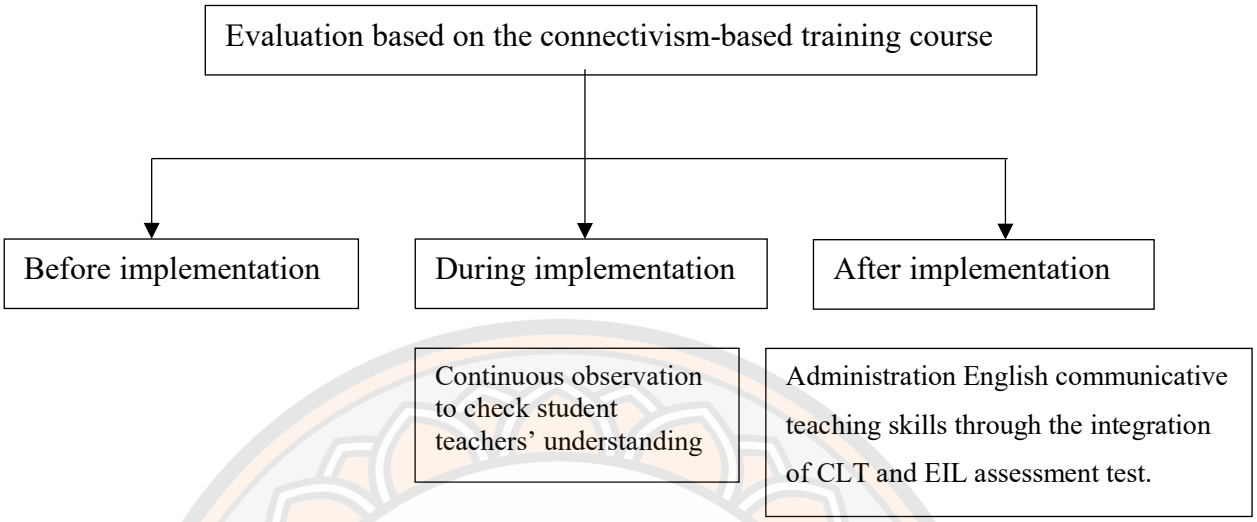
5. Assessing communicative competence: This part assesses the skill of evaluation in two parts

5.1 In the lesson plan: This assesses the design of assessment methods (e.g., rubrics). The methods must focus on measuring communicative competence, not just grammatical accuracy. Importantly, the assessment must align with a lesson plan's objectives.

5.2 In the teaching demonstration: This assesses whether the assessment method aligns with what is written in a lesson plan.

Note: The teaching demonstration assessment will focus specifically on the five main components outlined previously. The following aspects will not be considered as part of this evaluation:

- Voice (volume, clarity)
- Body language (gestures, eye contact)
- Classroom management (time control)



From the above figure, the evaluation of English communicative teaching skills through the integration of CLT and EIL is administered at the end of the training course implementation process. After the training course implementation, the assessment is administered to find out whether English communicative teaching skills through the integration of CLT and EIL is enhanced based on the stated criteria. The results of the assessment are analyzed systematically and statistically. In a situation where the score of assessment is equal to or higher than the stated criteria, it is described that English communicative teaching skills through the integration of CLT and EIL is enhanced.

English Communicative Teaching Skills through the Integration of Communicative Language Teaching and English as an International Language Assessment Test

Rubic Score for assessing English communicative teaching skills through the integration of CLT and EIL.

Part 1: Lesson Plan Assessment (40 scores)

Components	Descriptor				Weight	Score
1. Designing a lesson plan (12 scores)	The lesson plan has clear sequencing and coherence between the objectives, activities, and assessment. The lesson plan has all components. (4 scores)	The lesson plan has clear sequencing and coherence between the objectives, activities, and assessment. However, all components are not complete. (3 scores)	The lesson plan has a sequence of activities, but it lacks clear coherence. (2 scores)	The lesson plan lacks sequencing, or, its components are inconsistent. (1 score)	3	
2. Using communicative activities (8 scores)	The lesson plan specifies authentic communicative activities related to the topic. These activities stimulate the negotiation of meaning. (4 scores)	The lesson plan specifies activities, but they are only at the meaningful level. (3 scores)	The lesson plan specifies activities stimulating the negotiation of meaning, but the activities are not related to the topic. (2 scores)	The lesson plan does not specify any communication-focused activities. (1 score)	2	

Components	Descriptor				Weight	Score
3. Integrating EIL awareness (8 scores)	The lesson plan has the activities related to EIL or questions to discuss about EIL. (4 scores)	The lesson plan mentions EIL and has activities related to EIL, but it does not motivate to discuss questions. (3 scores)	The lesson plan mentions EIL, but it does not design clear activities or questions related to EIL. (2 scores)	The lesson plan does not mention or integrate the EIL. (1 score)	2	
4. Using authentic materials (4 scores)	The lesson plan specifies authentic materials. They reflect EIL diversity and are appropriate the activities. (4 scores)	The lesson plan specifies authentic materials. However, they are still fixed on US/UK contexts, or they are not aligned with the activities. (3 scores)	The lesson plan specifies authentic materials focusing on only US/UK contexts, but they are not aligned with the activities. (2 scores)	The lesson plan does not specify the using of authentic materials. (1 score)	1	
5. Assessing communicative competence (8 scores)	The lesson plan designs a tool (e.g., rubric). The tool is aimed at measuring communicati ve skills related to the objectives. (4 scores)	The lesson plan includes an assessment related to the objectives. However, it focuses on grammatical accuracy more than meaningful. (3 scores)	The lesson plan includes an assessment, but it is not related to the objectives. (2 scores)	The lesson plan lacks any design for assessing communica tive skills. (1 score)	2	
Total						

Part 2: Teaching Demonstration Assessment (60 scores)

Components	Descriptor				Weight	Score
1. Teaching process and management (16 scores)	The teaching demonstration shows both a smooth flow and perfect alignment with the plan. (4 scores)	The teaching demonstration is aligned with the plan, but it has interruptions (3 scores)	The teaching demonstration follows the plan. However, the sequence is confusing, or steps are skipped. (2 scores)	The teaching demonstration does not follow the plan. (1 scores)	4	
2. Using communicative activities (12 scores)	The teaching demonstration follows the plan with facilitation and high learner motivation. (4 scores)	The teaching demonstration follows the plan. But it lacks stimulation or motivation for learners. (3 scores)	The teaching demonstration is overly controlled. For example, the teacher interrupts constantly to correct errors. (2 scores)	The teaching demonstration is only a lecture. There are no activities. (1 scores)	3	
3. Integrating EIL awareness (12 scores)	The teaching demonstration includes a discussion on EIL issues. It also stimulates the expression of opinions. (4 scores)	The teaching demonstration includes a discussion on EIL issues. But it does not stimulate the expression of opinions. (3 scores)	The teaching demonstration mentions EIL issues but does not organize a discussion. (2 scores)	The teaching demonstration does not mention EIL issues at all. (1 scores)	3	

Components	Descriptor				Weight	Score
4. Using authentic materials (8 scores)	The teaching demonstration presents the authentic materials according to the plan. The activity also proceeds smoothly. (4 scores)	The teaching demonstration presents the authentic materials according to the plan. However, there are technical difficulties (e.g., the media cannot be opened.), but the activity is still able to proceed. (3 scores)	The teaching demonstration presents the authentic materials. But there are technical difficulties which prevent the activity from preceding. (2 scores)	The teaching demonstration does not present the authentic materials. (1 scores)	2	
5. Assessing communicative competence (12 scores)	The teaching demonstration uses the communication skills assessment tool based on the plan. The teacher also provides appropriate feedback. (4 scores)	The teaching demonstration uses the communication skills assessment tool based on the plan. But the feedback is unclear. For example, the suggestions for improving are confusing. (3 scores)	The teaching demonstration uses the communication skills assessment tool. But this tool does not match the plan, and the feedback is unclear. (2 scores)	The teaching demonstration uses the communication skills assessment tool which does not match the plan, nor does it also have feedback. (1 scores)	3	