

Evaluating a Communicative Instructional Package for English Competence in Upper Secondary Education

Phonnipha Tophon^{1*} / Chaleomkiet Yenphech²

¹M.Ed., English, Bankruatwittayakarn School, Buriram, Thailand

Corresponding author, E-mail: phonnipha1976@gmail.com

²Ph.D., English Program, Faculty of Humanities and Social Sciences,

Buriram Rajabhat University, Thailand

E-mail: chaleomkiet.yp@bru.ac.th

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Abstract

This study aimed to develop a communicative-based instructional package for the learning unit Relation with Other People for upper secondary school students and to evaluate its instructional efficiency based on the 80/80 criterion. The objectives were: (1) to develop the instructional package and evaluate its efficiency, (2) to compare students' English learning achievement before and after learning through the package, (3) to investigate students' English communicative competence after the implementation of the package, and (4) to examine students' satisfaction toward learning through the package. This study employed a one-group pre-test-post-test design. The sample consisted of 30 Grade 12 students in an upper secondary school in north-eastern Thailand, selected by simple random sampling. The research instruments included the communicative-based instructional package, lesson plans, a 40-item English learning achievement test, a communicative competence assessment based on role-play performance, and a student satisfaction questionnaire. The data were analysed using mean, standard deviation, percentage, and paired-samples t-test. The results showed that the instructional package achieved an efficiency of 80.93/80.83, meeting the 80/80 criterion. The students' post-test scores were significantly higher than pre-test scores at the .05 level. The English communicative competence was at a good level overall, and students' satisfaction with learning through the package was at a high level. The findings suggest that the communicative-based instructional package may contribute to the improvement of students' English learning achievement, communicative competence, and learning satisfaction in the upper secondary school context.

Keywords: CLT, English communicative competence, task-based learning

Introduction

The fast-paced global connection and digital revolution has made English essential for worldwide communication and academic work and career advancement. English functions as a worldwide language which allows students to gain access to knowledge while they interact with people from different cultures and succeed in today's connected global environment (Crystal, 2019; Kirkpatrick, 2021). The

education system of secondary schools makes English language instruction their main priority because they teach English as a foreign language (EFL) to their students.

The EFL learning process faces ongoing communication skills development obstacles despite all curriculum changes and teaching method advancements. Research shows that secondary school students lack effective speaking abilities and interactive communication skills because their teachers use traditional methods and they receive limited real-life exposure and insufficient practice in actual communication (Littlewood, 2014; Richards, 2017; Yenphech, 2018).

The teaching method of Communicative Language Teaching (CLT) stands as an established method which helps students develop their communicative abilities. The CLT framework requires students to develop functional language abilities while they learn through meaningful interactions which promote their engagement and skill integration (Savignon, 2018). Recent studies suggest that CLT-based instructional designs significantly improve learners' communication skills, motivation, and confidence (Alrabai, 2020).

Instructional packages are learner-centered instructional innovations that organize objectives, content, activities, materials, and assessment into a coherent learning system. In EFL contexts, communicative-based instructional packages can help bridge the gap between theoretical language teaching principles and classroom practice by providing structured opportunities for meaningful language use. Such packages can support learners' active participation, promote independent and collaborative learning, and create continuity across lessons. In addition, when instructional materials are carefully designed around communicative objectives, they can enhance not only learning achievement but also learners' confidence, participation, and satisfaction. For this reason, the present study emphasizes the development of an instructional package as the main instructional innovation, while CLT serves as the underlying pedagogical framework. (Srichanyachon, 2019; Wichadee & Pattanapichet, 2018).

The Thai EFL learning environment shows English communicative abilities of students including speaking skills perform worse than expected according to national and international assessment results (OECD, 2022). The situation demonstrates that teaching methods should focus on developing students' communicative abilities instead of requiring them to memorize information. The present study therefore aimed to develop and evaluate a communicative-based instructional package grounded in CLT principles in order to enhance upper secondary school students' English learning achievement, communicative competence, and learning satisfaction.

Research Objectives

1. To develop a communicative-based instructional package for the learning unit Relation with Other People for upper secondary school students and to evaluate its instructional efficiency based on the 80/80 criterion
2. To examine the effects of the communicative-based instructional package on students' English learning achievement by comparing pre-test and post-test scores
3. To investigate students' English communicative competence after learning through the communicative-based instructional package

4. To explore students' satisfaction toward learning English through the communicative-based instructional package

Research Questions

1. Does the communicative-based instructional package for the learning unit Relation with Other People achieve the instructional efficiency criterion of 80/80?
2. Is there a significant difference in English learning achievement between students' *pre-test* and *post-test* scores after using the communicative-based instructional package?
3. To what extent does the communicative-based instructional package enhance students' English communicative competence?
4. What are students' levels of satisfaction toward learning English through the communicative-based instructional package?

Literature Review

1. Communicative Language Teaching and Communicative Competence

Communicative Language Teaching (CLT) has been widely recognized as an important approach in EFL classrooms because it emphasizes meaningful language use rather than isolated grammatical knowledge. However, previous studies have shown that the success of CLT depends not only on the approach itself but also on how it is implemented through classroom materials, activity design, and assessment procedures. While some studies report positive effects of CLT on learners' speaking confidence and interaction, others suggest that communicative outcomes remain limited when classroom materials do not provide sufficient structure or continuity (Richards, 2017; Savignon, 2018). Research findings show that CLT creates positive effects on student speaking abilities and their willingness to speak and their speaking confidence when teachers create activities which help students interact with each other through natural language use (Alrabai, 2020; Goh & Burns, 2018).

2. Communicative Activities and Task-Based Learning

Task-based learning is closely related to CLT because both approaches emphasize meaning-focused communication and learner engagement in purposeful language use. In this study, task-based learning was applied as one of the instructional procedures within the CLT-based package. The instructional activities included role-plays, discussions, simulations, and pair or group tasks that required students to exchange information, negotiate meaning, and use English for communicative purposes. Thus, task-based learning was not treated as a separate framework, but as a practical means of implementing CLT principles in the instructional package. (Fernández, 2021; Nguyen & Boers, 2019).

3. Instructional Packages as Educational Innovation

Instructional packages have increasingly been used as educational innovations because they integrate learning objectives, content, activities, materials, and assessment into a systematic format that can support classroom instruction more effectively. In language education, such packages are particularly useful because they help translate broad teaching principles into concrete learning experiences. A communicative-based instructional package can provide learners with sequenced communicative tasks, opportunities for repeated language practice, and interactive

activities aligned with real-life language use. It may also help teachers maintain consistency in instruction and assessment across lessons. In EFL classrooms, where students often require structured support to engage in communication, instructional packages can function as a practical bridge between theory and classroom implementation. Therefore, the present study places instructional package development at the center of the research, with CLT serving as the theoretical basis for its design. (Srichanyachon, 2019; Wichadee & Pattanapichet, 2018).

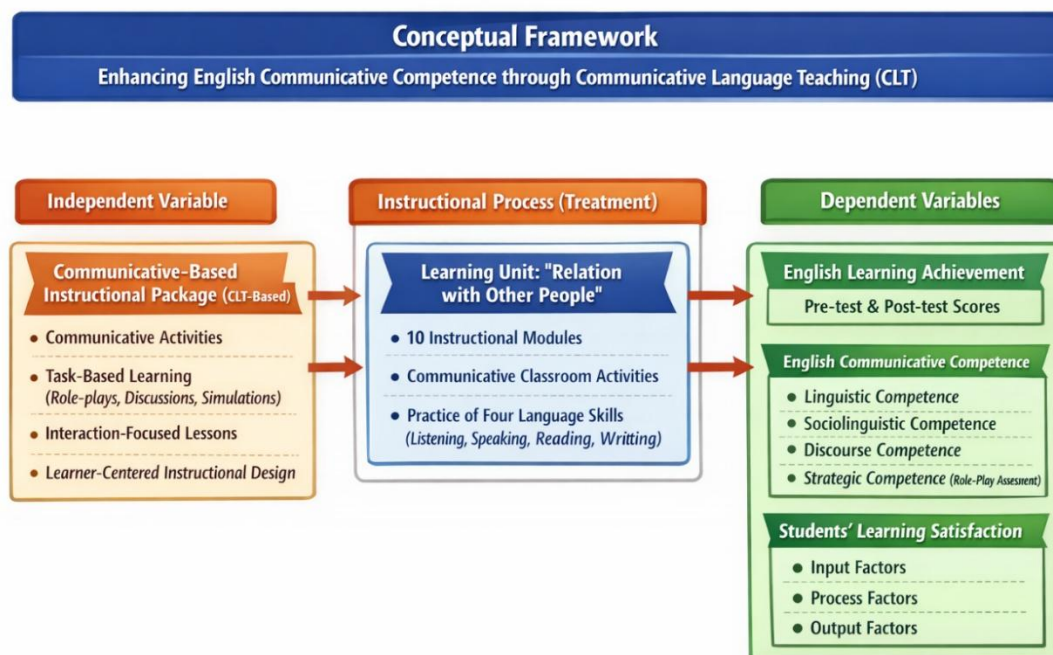
4. Learning Achievement, Communicative Skills, and Learner Satisfaction

Assessment in CLT-oriented research extends beyond traditional achievement tests to include communicative performance and affective factors. Learner satisfaction is an important indicator of instructional effectiveness (Alharbi, 2025).

Research Framework

Figure 1

Conceptual Framework



Methodology

1. Research design

This study employed a one-group *pre-test-post-test* design to examine the outcomes of implementing the communicative-based instructional package. The design was suitable for the developmental and preliminary evaluative purposes of the study, particularly in assessing instructional efficiency, learning achievement, communicative competence, and learner satisfaction within one classroom context. However, because the study did not include a control group, the findings should be interpreted with caution. Improvements in *post-test* scores may not be attributed solely to the instructional package, as other factors such as familiarity with the test, classroom exposure, or maturation may also have influenced the results. Therefore, the study

provides evidence of improvement associated with the intervention rather than conclusive evidence of causality.

2. Population and Sample

The population consisted of 306 Grade 12 students enrolled in an upper secondary school in northeastern Thailand during the second semester of the academic year. From this population, 30 students were selected by simple random sampling to participate in the study. All participants were enrolled in an English course emphasizing communicative language learning.

3. Research Instruments

Four instruments were used: 1) a communicative-based instructional package for the unit “*Relation with Other People*” consisting of ten modules, 2) a 40-item English learning achievement test administered as *pre-test* and *post-test*, 3) a communicative skills assessment based on role-play performance. These components were operationalized through five assessment criteria: (1) participation in preparation and presentation, (2) role performance, (3) purposeful use of language for communication, (4) use of language and gestures, and (5) imagination and creativity. Each criterion was rated on a 4-point scale, with a total possible score of 20. The assessment rubric was reviewed by five experts for content validity, yielding IOC values ranging from 0.60 to 1.00, and 4) a learning satisfaction questionnaire using a 5-point Likert scale (Likert, 1967). All instruments were validated by five experts, with IOC values ranging from 0.60 to 1.00. The achievement test showed appropriate difficulty ($p = 0.67-0.80$), acceptable discrimination ($r = 0.204-0.541$), and high reliability ($KR-20 = 0.894$). The student satisfaction questionnaire, try-out tested with 30 non-sample students, demonstrated excellent reliability (Cronbach’s $\alpha = 0.982$).

4. Data Collection

The study was conducted over 12 hours, including pretesting and *post-test*. Students completed a *pre-test*, participated in ten instructional sessions using the communicative-based instructional package, were assessed on communicative skills through role-play activities, completed a *post-test*, and responded to the satisfaction questionnaire.

5. Data Analysis

The data were analysed using mean, standard deviation, percentage, and paired-samples t-test. Mean and standard deviation were used to summarize students’ learning achievement, communicative competence, and satisfaction, while the paired-samples t-test was employed to compare pre-test and post-test achievement scores. The satisfaction questionnaire used a 5-point Likert scale, and the mean scores were interpreted as follows: 4.50-5.00 = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = low, and 1.00-1.49 = very low. For the communicative competence assessment, role-play scores were interpreted according to percentage-based criteria adapted from the Office of the Basic Education Commission (2010), as follows: 77.50-100.00 = very good, 62.50-77.49 = good, 47.50-62.49 = fair, and below 47.50 = needs improvement. A score of 60 percent or above was considered passing.

Results

Phase 1: Development of the Instructional Package for the Learning Unit *Relation with Other People* Based on the Communicative Language Teaching Approach for Upper Secondary Students

Table 1

Efficiency Analysis (E1/E2) of the CLT-based Instructional Package (80/80 Criterion)

Instructional Package	Number of Students (N)	E1 (Mean Score)	E2 (Mean Score)	E1/E2
Group 1 (One by One Testing)	3	77.67	77.50	77.67/77.50
Group 2 (Small Group Testing)	9	79.67	78.06	79.67/78.06
Group 3 (Field-Testing)	30	80.93	80.83	80.93/80.83

As shown in Table 1, the efficiency analysis (E1/E2) of the instructional package for the learning unit *Relation with Other People*, developed based on the Communicative Language Teaching approach, revealed that the field-testing group (Group 3) achieved an efficiency value of 80.93/80.83, which meets the 80/80 efficiency criterion.

Phase 2: Learning Achievement Results from Instruction Using the Instructional Package for the Learning Unit *Relation with Other People* Based on the Communicative Language Teaching Approach for Upper Secondary Students

Table 2

Learning Achievement before and after CLT-based Instruction

Learning Achievement	N	M	SD.	t	Sig.
<i>Pre-test</i>	30	17.90	1.296	53.481	.000**
<i>Post-test</i>	30	32.33	1.605	-	-

** $p < .05$

As presented in Table 2, the students' mean post-test score ($M = 32.33$, $SD = 1.605$) was higher than their mean pre-test score ($M = 17.90$, $SD = 1.296$). The paired-samples t-test revealed a statistically significant difference between the pre-test and post-test scores ($t = 53.481$, $p < .05$). This result indicates that students demonstrated higher English learning achievement after learning through the communicative-based instructional package.

Phase 3: Results of English Communicative Skills Assessment from Instruction Using the Instructional Package for the Learning Unit *Relation with Other People* Based on the Communicative Language Teaching Approach for Upper Secondary Students

Table 3

English Communicative Skills Assessment Based on Role-Play Performance Using the CLT-based Instructional Package for the Learning Unit Relation with Other People (N = 30)

Assessment Item	Full Score	<i>M</i>	<i>SD.</i>	Percentage	Skill Level
1. Participation in preparation and presentation	4	3.29	0.12	82.13	Very Good
2. Role performance	4	2.72	0.06	68.03	Good
3. Purposeful use of language for communication	4	2.81	0.09	70.15	Good
4. Use of language and gestures	4	3.20	0.15	79.93	Very Good
5. Imagination and creativity	4	3.07	0.04	76.75	Good
Total	20	15.08	-	-	-
Overall Mean	-	3.01	0.41	75.40	Good

As shown in Table 3, the students' overall English communicative competence was at a good level ($M = 3.01$, $SD = 0.41$, 75.40%). Among the five assessment criteria, participation in preparation and presentation received the highest mean score ($M = 3.29$, $SD = 0.12$, 82.13%), which was interpreted as very good. Use of language and gestures was also rated at a very good level ($M = 3.20$, $SD = 0.15$, 79.93%). The remaining criteria, including role performance ($M = 2.72$, $SD = 0.06$, 68.03%), purposeful use of language for communication ($M = 2.81$, $SD = 0.09$, 70.15%), and imagination and creativity ($M = 3.07$, $SD = 0.04$, 76.75%), were rated at a good level.

Phase 4: Students' Learning Satisfaction from Instruction Using the Instructional Package for the Learning Unit *Relation with Other People* Based on the Communicative Language Teaching Approach for Upper Secondary Students

Table 4

Students' Learning Satisfaction toward the CLT-based Instructional Package for the Learning Unit Relation with Other People (N = 30)

Evaluation Item	M	SD.	Satisfaction Level
1. Input Factors			
1.1 Appropriateness of instructional time	4.47	0.57	High
1.2 Appropriateness of language used	4.10	0.61	High
1.3 Appropriateness of content difficulty	4.43	0.50	High
1.4 Variety and attractiveness of instructional media	4.37	0.96	High
1.5 Appropriateness and clarity of font size	4.67	0.61	Very High
Average (Input Factors)	4.41	0.65	High
2. Process Factors			
2.1 Variety and attractiveness of learning activities	4.47	0.57	High
2.2 Appropriateness of activity difficulty	4.30	0.47	High
2.3 Participation in group communication practice	4.47	0.57	High
2.4 Participation in all learning stages	4.40	0.62	High
2.5 Practice of listening, speaking, reading, and writing skills	4.60	0.56	Very High
Average (Process Factors)	4.45	0.56	High
3. Output Factors			
3.1 Enjoyment and happiness in learning	4.50	0.57	Very High
3.2 Application of knowledge in daily life	4.03	0.56	High
3.3 Increased interest in learning	4.67	0.48	Very High
3.4 Increased confidence in self-expression	4.63	0.56	Very High
3.5 Improvement of listening, speaking, reading, and writing skills	4.03	0.56	High
Average (Output Factors)	4.37	0.55	High
Overall Average	4.41	0.58	High

The results indicate that students' overall satisfaction toward learning through the CLT-based instructional package was at a high level ($M = 4.41$, $SD. = 0.58$). The highest satisfaction items were related to increased learning interest, confidence in self-expression, and appropriate font size, all rated at a very high level.

Discussion

The findings of this study demonstrated that the communicative-based instructional package for the learning unit Relation with Other People achieved the instructional efficiency criterion of 80/80, indicating satisfactory learning process and learning outcome efficiency. This result supports the theoretical framework of Communicative Language Teaching (CLT), which emphasizes meaningful interaction,

learner engagement, and real-life language use as essential conditions for effective language acquisition (Richards, 2017; Savignon, 2018).

The significant improvement in students' posttest scores compared to their pretest scores confirms that the developed instructional package effectively enhanced English learning achievement. Research supports the effectiveness of methods of teaching that put students into communication. This type is compared to more traditional methods where grammar rules are the main focus. Communicative tasks repeated over time enhance language skills in the learner according to Nguyen and Boers (2019). This is due to improvements in learner fluency and in the ability to interact in the language.

The students' purposeful use of language for communication reflects aspects of linguistic competence, as they were required to select and use language forms appropriately during interaction. Their role performance and use of language and gestures relate to sociolinguistic competence, since these criteria involved appropriate expression in interpersonal situations (Yenphech & Intanoo, 2022). Their ability to maintain participation in presentation and communication tasks may reflect discourse competence, as students needed to organize and sustain spoken interaction. Finally, their performance in role-play and their use of imagination and creativity may indicate strategic competence, because students had to manage communication, compensate for limited language resources, and convey meaning effectively in contextualized situations. As Goh and Burns (2018) note, communicative classroom activities, such as role-plays, discussions and simulations, aid the development of learners' communication skills when these activities are properly structured. His study's results back up the theoretical construct of communicative competence, which was developed by Ahmed in 2023, encompassing the discourse, sociolinguistic, strategic and linguistic dimensions.

Students' high levels of learning satisfaction further confirm the instructional effectiveness of the developed package. The positive emotional responses are a result of an approach to instruction that is learner-centered and which places emphasis on communication. This type of approach encourages the active participation of learners and promotes meaningful learning. In accordance with Alharbi's (2025) study, it was concluded that students learn more effectively in both communicative and blended learning environments as they lead to increased learner satisfaction, retention and motivation. Additionally, Wichadee and Pattanapichet (2018) found that instructional innovations emphasizing communicative interaction positively influence learners' motivation and learning achievement.

In the Thai EFL context, the present findings also align with national and international reports indicating a persistent need to improve learners' communicative competence (OECD, 2016, 2023). The successful implementation of the CLT-based instructional package suggests that structured communicative materials can serve as an effective pedagogical intervention to address communicative skill deficiencies in upper secondary education. In line with Vibulphol's (2021) study, the results show the relevance of teachers' comprehension of the implementation process of a curriculum to achieve communicative learning objectives.

The outcomes of this study provide context-specific evidence from Thailand, suggesting that a communicative-based instructional package grounded in CLT principles may support the development of English learning achievement,

communicative competence, and learner satisfaction among upper secondary school students. Studies into the implementation of a language teaching syllabus which is grounded in communicative principles have shown that this model of language teaching can be effective.

Conclusion

The objective of this study was to formulate and assess a communicative language teaching-oriented course module in relation with other people for the twelfth standard students. This study utilized an experimental design using a one group pre-test post-test design. The study aimed to design an instructional package, measure the effects of the package on students' learning achievement, assess the students' English communicative competence, and examine the students' satisfaction levels towards the course.

This research involved 30 grade twelve students from a school in Thailand. These pupils were selected for the study through a random process. The research tools used in this study were ten-unit communication skills teaching package, the corresponding teacher lesson plans, a language skills test, a communication skills evaluation tool and a student questionnaire.

The results obtained from the instructional package indicated an efficiency level of 80.93 to 80.83 percent; this percentage fell within the predetermined 80 percent threshold. This thus demonstrated that the learning and instructional processes were effective. After starting out low, students showed major gains on the final test-differences held up when tested against a .05 cutoff. Because of this pattern, it appears the material handed out helped learners do better in English. Communicating in English showed strong proficiency-average 3.01, 75.4%. Most felt the experience met their expectations, scoring near 4.41 on a whole. This positive view concerned all aspects of the course: its organization, the activities carried out and the results obtained.

Taken together, these findings suggest that the communicative-based instructional package was associated with positive learning outcomes in this classroom context. However, because the study used a one-group pre-test-post-test design without a control group, the results should be interpreted cautiously. The study therefore provides preliminary support for the use of communicative-based instructional packages in upper secondary EFL instruction rather than definitive evidence of causal effectiveness.

Recommendations

1. Research Applicability and Expansion

Based on the findings of this study, English teachers at the upper secondary level may consider using communicative-based instructional packages to support students' English learning achievement, communicative competence, and engagement in classroom interaction. In particular, instructional materials that incorporate role-play, pair work, group communication, and real-life language situations may be appropriate for learners at this level. However, the recommendation should be applied primarily to contexts similar to that of the present study, since the participants were limited to one group of Grade 12 students in one school setting.

2. Future Research

Looking ahead, studies on communicative-based programs need longer-term observation-either through experiments or tracking over years. A broader mix of participants would help make results more reliable. Instead of small groups, bigger ones might show patterns across varied backgrounds. Motivation, stress during learning, or understanding between cultures could shape how languages grow. These factors added might reveal more about skill building. Schools differ a lot; including those at different grade levels would stretch findings further. Real-world classrooms vary widely, so testing more settings increases confidence in outcomes.

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Authors

Phonnipha Tophon is an English teacher at Bankruatwittayakarn School, Buriram, Thailand.

Chaleomkiet Yenphech is a lecturer in the English Program, Faculty of Humanities and Social Sciences at Buriram Rajabhat University, Thailand.