

A Model for the Development of English for Communication Management at the Primary Level of Private Schools

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Abstract

This research aimed to: 1) investigate the current situation, desirable conditions, and essential needs for managing English language learning for communication, 2) develop a model for managing English language learning for communication, 3) study the outcomes of using the model for managing English language learning for communication, and 4) evaluate the model for managing English language learning for communication at the primary level of private schools. The research is divided into 4 phases: Phase 1: Investigating the current situation, desirable conditions, and essential needs through a multi-stage random sampling of 174 individuals. Phase 2: Developing a model for managing English language learning for communication, verified by 9 qualified experts. Phase 3: Examining the outcomes of using the model for managing English language learning for communication with a target group of 14 individuals, including school administrators, academic department heads, and English language teachers in private schools. Phase 4: Studying the results of implementing the model for developing English language learning management for communication at the primary level of private schools. The research tools utilized consisted of questionnaires, assessments, in-depth interviews, and tests. The applicable statistics included mean, standard deviation, and analysis of necessary requirements (PNI_{modified}). The research findings indicated that the current overall situation is at the highest level, while the desired situation is also at the highest level. Regarding the level of necessity, it ranked from high to low as follows: English language learning management for communication and education quality in English language learning management for communication. The model comprised six components, namely: 1) Principles, 2) Objectives, 3) Curriculum Content, 4) FSDLP Process Components, 5) Measurement and Evaluation, and 6) Conditions for Model Implementation. The development outcomes of English language learning management for communication were at the highest level overall. The evaluation results of the model indicated its suitability, feasibility, and usefulness. The overall satisfaction of the stakeholders with the model was also at the highest level.

Keywords: model, English language learning management for communication, primary school level, private schools

1. Introduction

In today's world, where technology and communication play increasingly significant roles in our daily lives, the importance of perceiving and learning the English language has become paramount. English has emerged as a global language widely used for communication worldwide. It serves not only as a crucial medium of communication with people from different countries but also as an essential tool for personal and professional development in the current era. English proficiency is vital for enhancing one's abilities and advancing careers due to its widespread use in various industries and business sectors. Whether it is for tourism, education, international business, or research, proficiency in English opens up numerous opportunities. Proficiency in the English language enables individuals to access a wide range of career options, including working in multinational companies, studying at renowned international institutions, or even establishing global businesses. Education is crucial for developing individuals' knowledge and innovative thinking. Undoubtedly, pursuing education within one's own country is a convenient and easily accessible option. However, it is undeniable that as one progresses in their studies, access to information, books, and teaching materials inevitably involves the English language. Furthermore, for certain fields of study, pursuing education abroad becomes necessary. This is where English language skills become indispensable. Besides, a good command of the English language not only facilitates

effective communication but also acts as a key to personal and professional growth. English is not only a vital means of communication with people from different countries but also a gateway to a wide range of opportunities. Therefore, proficiency in English opens doors to enhanced educational opportunities, easier access to information and knowledge, and increased participation in global academic and research communities. English is considered as the primary language in the world of academia and research. Proficiency in English enables individuals to read academic articles, books, and high-quality reports more easily. It also facilitates access to a diverse range of information sources worldwide. Moreover, in terms of education abroad or participation in international educational programs, fluency or proficiency in English can greatly contribute to successful applications and a better educational experience. Additionally, mastering the English language helps individuals gain a deeper understanding of different cultures and diversity. It provides opportunities to learn about the history, arts, and cultures of various countries. English language education also enhances understanding of cultural diversity and fosters the learning of different cultures. Preparing Thai people for the 21st century and the diverse intelligence of humanity, aims to provide learners of all ages with comprehensive development in every aspect, including opportunities, equality, equity, safety, and essential competencies necessary for the 21st century and ready to drive the country's sustainable development. Therefore, in order to accelerate the overall performance of the Ministry of Education, achieve effective results, build confidence and trust in society, and promote quality and efficient education in all dimensions, the Ministry has prioritized educational management to ensure access to quality education and efficiency in all aspects. As part of this effort, the Ministry of Education has implemented a policy to accelerate the reform of the education system, aiming to create an interconnected learning environment. This initiative seeks to enhance the quality of education and develop the potential of learners, with a particular focus on strengthening English language competencies and skills. The goal is to enable learners to effectively communicate in English and use the language as a tool for acquiring knowledge and self-development, ultimately leading to an increase in the country's competitiveness. To achieve these objectives, the Ministry of Education has implemented a policy to reform English language teaching and learning at the basic education level. This policy aims to ensure that all stakeholders recognize the importance of accelerating the reform of English language teaching and learning. It also aims to develop learners' competencies and skills as outlined in the policy (Ministry of Education, 2023).

According to the EF Education First (EF) English Proficiency Index 2023, Thailand ranks at the lowest index, 101st out of 113 countries worldwide, with a score of 416. In the Asian region, Thailand ranks 21st out of 23 countries. The country with the highest English proficiency remains the Netherlands, with a score of 647. Singapore, the top-ranked Asian country, also holds the global second position for English proficiency (EF English Proficiency Index, 2023). In teaching English language subjects, educators must consider the nature of communication, which can be divided into four major skills: listening, speaking, reading, and writing. Therefore, it is essential to have guidelines for language teaching to promote effective communication skills in English language teaching and learning activities. The focus should be on enabling learners to use the language for communication. Educators need to select teaching methods and activities that are suitable for the learners' age, interests, and abilities. This approach fosters positive attitudes towards language learning, promotes efficient language learning development, and may consequently enhance learners' performance in English language subjects (Guidelines for Managing Learning in Foreign Language Learning Areas, 2008).

Private schools are currently a highly debated topic in the education sector, particularly concerning measures for improvement and development. In addition to low academic performance, the workforce they produce often lacks the competencies and other characteristics required by the job market (National Education Plan, B.E. 2560–2579). In the past, private schools played a significant role in education management, helping to alleviate the burden on the state. However, due to societal changes, economic factors, technological advancements, and a shift in government policies favoring state schools, private schools have been neglected. As a result, they have experienced a decline in popularity and trust. Despite this, private schools have long been instrumental in Thailand's education system, offering more flexible and adaptable approaches compared to state schools under the Office of the Basic Education Commission. Not only do private schools help alleviate the educational burden on the state, but they also provide students and parents with various educational opportunities and focuses. One widely recognized focus is preparing students with essential skills for the 21st century, enabling them to thrive in an era of uncertainty and rapid change. Critical skills such as adaptability, systems thinking, creativity, problem-solving, and collaboration are prioritized (UNICEF, 2019). Emphasis is also placed on digital literacy, data management, artificial intelligence, coding, as well as human skills such as critical thinking, teamwork, and creativity. These skills are irreplaceable by technology and are essential for future success. As students face diverse challenges in the future, these skills are invaluable. However, developing them represents a challenging task for school administrators, particularly in private schools, as they must lead students to meet the needs of learners, parents, society, and the

nation (National Economic and Social Development Plan, 13th ed., 2023–2027).

Based on the study of the background and the importance of the aforementioned issues, the researcher recognizes the significance of developing teaching methodologies. This involves adapting English language learning management to facilitate efficient learning. Students should be encouraged to use English in various contexts, including classroom conversations and daily life. Additionally, they should acquire social skills and collaboration abilities, which are essential for life. As a result, students gain confidence in using English for communication. Moreover, it helps develop their knowledge, understanding, and pronunciation skills. When students have a solid grasp of pronunciation and listening skills, they develop efficient learning and communication skills. This further enhances their interest in learning English. Furthermore, it improves academic performance and strengthens students' English language proficiency, enabling effective communication with people from other countries (Tisana Kaemane, 2019).

2. Research Objectives

- 1) To investigate the current situation, desirable conditions, and essential needs for managing English language learning for communication
- 2) To develop a model for managing English language learning for communication,
- 3) To study the outcomes of using the model for managing English language learning for communication
- 4) To evaluate the model for managing English language learning for communication at the primary level of private schools

3. Scope of the Research

The scope of the research focuses on the model for developing English language learning management for communication at the primary level of private schools as follows:

3.1 The Content Scope of the Research

The components of English language learning management for communication comprise: 1) English language curriculum for communication, 2) English language teacher for communication, 3) Teaching methods and language activities for communication, 4) English language learning management activities for communication, 5) Media for English language learning management for communication, and 6) English language assessment and evaluation for communication.

The steps of the English language learning management model for communication consist of 5 steps: 1) Introduction to the lesson (Fun Start), 2) Presentation (Smart Teaching), 3) Practice (Doing Together), 4) Language use for communication (Learner's Creativity), and 5) Summary and reflection with feedback (Positive Feedback).

The components of the development model consist of 6 components: 1) Principles, 2) Objectives, 3) Content/Curriculum-aligned Activities, 4) Development Process Steps, 5) Assessment and Evaluation, and 6) Implementation Conditions.

The steps of developing the model involve 4 phases: 1) Studying the current situation and desired conditions of the development model, 2) Developing the development model, 3) Studying the outcomes of using the development model, and 4) Evaluating the development model for English language learning communication skills at the primary school level in private schools.

3.2 The Population and Sample Groups

Phase 1: Investigating the current situation, desirable conditions, and essential needs for managing English language learning for communication at the primary level of private schools.

Step 1: Study of Components and Indicators

Data Providers consist of 9 qualified individuals selected through targeted selection.

Step 2: Study of Current Situation and Desired State of Development Model

Population includes school administrators, heads of English departments, and English teachers at the primary level in English Program schools under the Office of the Private Education Commission in 30 provinces, totaling 158 schools.

Sample Group comprises English teachers at the primary level in English Program schools under the Office of the Private Education Commission, totaling 174 individuals.

Phase 2: Developing a model for managing English language learning for communication at the primary level of

private schools.

Private schools with Best Practice, totaling 3 schools.

Qualified interviewees for in-depth interviews, totaling 3 individuals.

Qualified individuals for reviewing the suitability of the model and supporting documents, totaling 9 individuals.

Phase 3: Examining the outcomes of using the model for managing English language learning for communication at the primary level of private schools.

The group providing information consists of: 1) School administrators, 2) Head of academic department, and 3) Teachers responsible for teaching English language at the 4th–6th grade levels. These individuals come from 1 school, with a total of 14 participants, who volunteered to participate in the development program.

Phase 4: Studying the results of implementing the model for developing English language learning management for communication at the primary level of private schools.

The target group includes private schools under the jurisdiction of the Khon Kaen Provincial Education Office, which volunteered to participate in the development program for English language teaching for communication at the primary school level. There are 80 schools enrolled in the program for the academic year 2565 (2022).

3.3 The Research Conceptual Framework

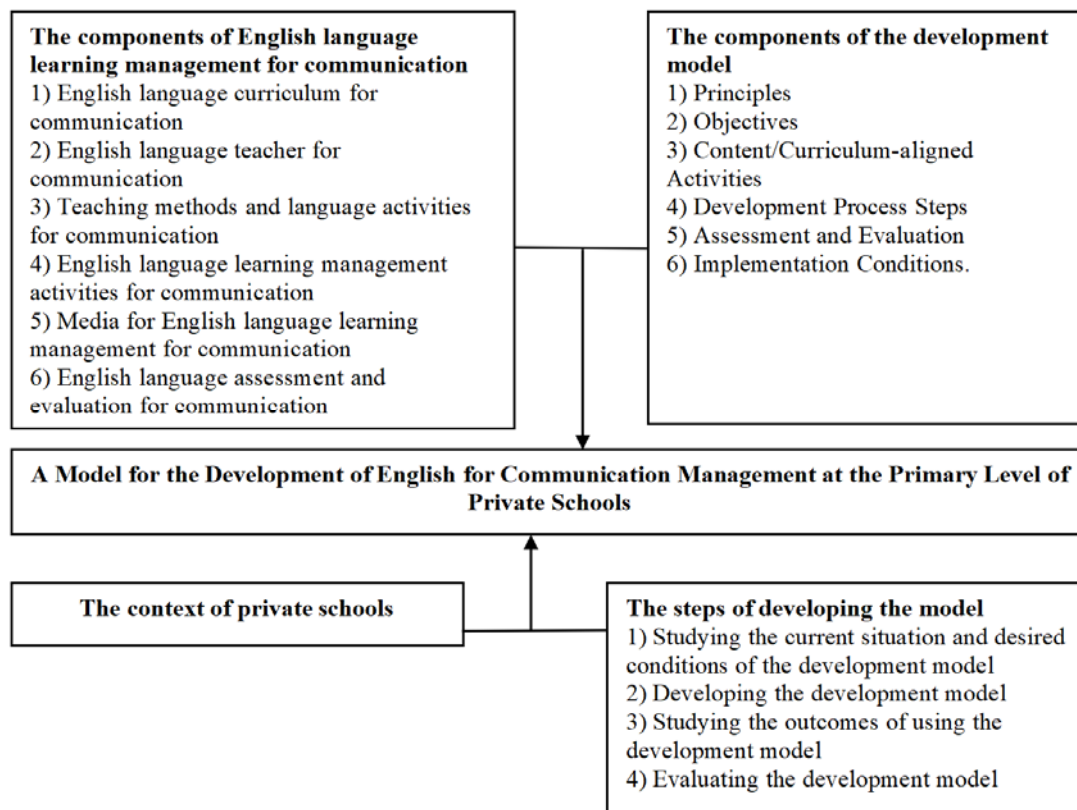


Figure 1. The research conceptual framework

4. Research Methodology

This research is a Research and Development (R&D) project divided into 4 phases as follows:

Phase 1: Investigating the current situation, desirable conditions, and essential needs for managing English language learning for communication at the primary level of private schools

1) Studying the components and indicators of English language learning management for communication by synthesizing information from research documents related to English language learning management for

communication and evaluating the suitability of the components. This step involves studying documents and research related to establish a preliminary framework for the research, including studying principles, concepts, and key content related to the following four aspects: ① Analysis of English language communication curriculum, ② Provision of knowledge for English language teaching instructors for communication, ③ Teaching methods/activities/media for English language learning management for communication, and ④ Evaluation of English language learning management for communication outcomes.

The group of data providers consists of 9 qualified individuals with expertise in English language learning management for communication, selected purposively.

The research tool used is an assessment form for the suitability of components and indicators of English language learning management for communication.

Data collection involves sending assessment forms and request letters to solicit cooperation in responding to the assessment forms from the Faculty of Education, Maharakham University, to the qualified individuals, outlining the objectives and relevant details.

2) Studying the current situation, desired conditions, and necessary developments in English language learning management for communication by synthesizing information from research documents related to English language learning management for communication and evaluating the suitability of the components.

① Population and Sample Group

Population consists of school administrators, heads of English language departments, and English language teachers for grades 4–6 in private schools implementing the English Program under the Office of the Private Education Commission in 30 provinces, totaling 158 schools.

Sample group comprises 174 English language teachers for grades 4–6 in private schools under the Office of the Private Education Commission, selected using multi-stage random sampling method, with the minimum sample size determined using Yamane's formula (1973) at a confidence level of 95%.

② The research tools include a questionnaire on the current situation and desired conditions for the development of English language learning management for communication, utilizing a 5-level Likert scale rating system, divided into two parts: Part 1: Checklist format for respondent demographic data. Part 2: Questionnaire format for current situation and desired conditions for the development of English language learning management for communication at the primary school level in private schools. The revised questionnaire was reviewed by 5 experts to ensure alignment with objectives, resulting in an Item-Objective Correlation (IOC) score ranging from 0.80 to 1.0 for 30 items.

③ Data collection involves distributing the questionnaire on the current situation and desired conditions for the development of English language learning management for communication via postal mail and online platforms.

④ Data analysis includes calculating means, standard deviations, and arranging data in order of importance using the Modified Priority Needs Index ($PNI_{Modified}$).

Phase 2: Developing a model for managing English language learning for communication at the primary level of private schools

1) Development of a Prototype English Language Learning Management Model for Communication at the Primary School Level in Private Schools: In this stage, the researcher formulated the model based on the data gathered from Phase 1.

2) Validation of the Suitability of the Prototype English Language Learning Management Model for Communication at the Primary School Level in Private Schools: The researcher conducted an assessment of the suitability of the prototype model by 9 qualified experts using a connoisseurship approach.

Phase 3: Examining the outcomes of using the model for managing English language learning for communication at the primary level of private schools

The researcher applied the English language learning management model for communication at the primary school level in private schools to the target group as follows:

1) Target Group: The target group consisted of 14 English language teachers at the primary school level who volunteered from private schools under the Office of the Private Education Commission.

Research Instruments included: ① A test of knowledge and understanding of the development model, ② A semi-structured interview questionnaire, ③ A behavior observation form, and ④ A satisfaction assessment form.

2) Data Collection: The researcher employed a mixed-methods, flexible approach to data collection, incorporating participant observation, checklist methods, and professional learning community building. This involved administering knowledge tests, understanding assessments, and semi-structured interviews to the 14 participating teachers who volunteered for the development program, following the development process steps.

Phase 4: Studying the results of implementing the model for developing English language learning management for communication at the primary level of private schools

The target group includes private schools under the jurisdiction of the Khon Kaen Provincial Education Office, which volunteered to participate in the development program for English language teaching for communication at the primary school level. There are 80 schools enrolled in the program for the academic year 2565 (2022).

5. Research Results

Phase 1: Investigating the current situation, desirable conditions, and essential needs for managing English language learning for communication at the primary level of private schools

Step 1: Study of Components and Indicators of Developing English Language Learning Management for Communication at the Primary School Level in Private Schools

Table 1. The components and indicators of developing English language learning management for communication at the primary school level in private schools

The components of English language learning management for communication	The indicators of English language learning management for communication
1) Analysis of English language communication curriculum	1) Analyzing policies of the Ministry and affiliated units for curriculum analysis 2) Establishing policies and guidelines for managing English language learning for communication 3) Appointing an education task force 4) Surveying current conditions, issues, and the needs for English language learning for communication formats 5) Analyzing student learning performance data 6) Involving teachers in meetings, planning, and project development 7) Soliciting feedback from teaching staff to inform decision-making on English language learning management development 8) Studying successful models of English language learning management development 9) Creating information materials, teacher manuals for English language learning management, and related documents
2) Provision of knowledge for English language teaching instructors for communication	1) Developing teachers' planning for managing English language learning according to subject groups aligned with central and local curriculum frameworks 2) Enhancing teachers' skills in designing and writing English language learning management plans that meet the needs of learners and communities 3) Developing teachers' abilities in using diverse teaching methods and techniques to fully develop students' potential 4) Improving teachers' proficiency in utilizing various media, innovations, and technologies suitable for learners, content, and learning activities 5) Advancing teachers' capacity in creating and analyzing the quality of measurement tools and assessments accurately 6) Promoting opportunities for teachers' professional development
3) Teaching methods/activities/media for English language learning management for communication	1) Informing students about the learning objectives 2) Integrated Skills learning management 3) Organizing activities for students to practice communication skills 4) Organizing activities for students to apply knowledge and experiences (Active learning) 5) Training students to use language within the framework of language fundamentals, language rules, flexible communication, and situational language use 6) Utilizing innovative media and technology in diverse learning activities suitable for content and learning activities 7) Conducting internet-based research to develop learning management 8) Using computer technology to produce media/innovations used in learning management 9) Creating a learning-promoting atmosphere that is enjoyable and ensures student safety 10) Creating an environment that promotes the use of English for communication
4) Evaluation of English language learning management for communication outcomes	1) Designing diverse methods of measurement and assessment 2) Creating and utilizing measurement and assessment tools appropriately 3) Assessing and evaluating students based on actual performance 4) Providing guidance and feedback to students during activities, while monitoring their learning progress 5) Utilizing learning assessment results for learning management development
4 components	30 indicators

This research was conducted through a study of relevant documents, concepts, and theories, including project documents for English language development, guidelines for project implementation in English language development, and a study visit to observe the Best Practices at Silver Fern International School. Through this process, the components and indicators of developing English language learning management for communication at the primary school level in private schools were synthesized, as shown in Table 1.

According to Table 1, the framework for developing English language learning management for communication at the primary school level in private schools comprises 4 components and 30 indicators.

Table 2. Mean and standard deviation of the components of English language learning management development for communication at the primary school level in private schools

The components	Appropriateness		
	\bar{X}	S.D.	Meaning
1) Analysis of English language communication curriculum	4.78	0.44	Highest
2) Provision of knowledge for English language teaching instructors for communication	4.67	0.50	Highest
3) Teaching methods/activities/media for English language learning management for communication	4.78	0.44	Highest
4) Evaluation of English language learning management for communication outcomes	4.89	0.33	Highest
Overall	4.89	0.33	Highest

According to Table 2, it is evident that the components of developing English language learning management for communication at the primary school level in private schools, both overall and across components, are highly suitable. Upon closer examination, the component with the highest suitability rating is the evaluation of English language learning management for communication outcomes (Mean = 4.89), followed by the English language curriculum for communication (Mean = 4.78), teaching methods/activities/media for English language learning for communication (Mean = 4.78). The component with the lowest mean score is providing knowledge to English language teachers for communication (Mean = 4.67).

Phase 2: Developing a model for managing English language learning for communication at the primary level of private schools

Table 3. The findings of the analysis indicate the current state, desired state, and necessary requirements for developing English language learning management for communication at the primary school level in private schools, categorized according to components

Components and Indicators	The current state			The desired state			PNI _{modified} (I-D)/D	Ranking of the needs
	\bar{X}	S.D.	Meaning	\bar{X}	S.D.	Meaning		
1) Analysis of English language communication curriculum	3.93	0.91	High	4.80	0.51	Highest	0.22	3
1.1 Analyzing policies of the Ministry and affiliated units for curriculum analysis	3.90	0.81	High	4.72	0.50	Highest	0.21	7
1.2 Establishing policies and guidelines for managing English language learning for communication	4.11	0.91	High	4.91	0.28	Highest	0.19	8
1.3 Appointing an education task force	4.09	0.90	High	4.97	0.21	Highest	0.22	6
1.4 Surveying current conditions, issues, and the needs for English language learning for communication formats	4.01	0.93	High	4.74	0.60	Highest	0.18	9
1.5 Analyzing student learning performance data	3.92	0.92	High	4.90	0.32	Highest	0.25	2
1.6 Involving teachers in meetings, planning, and project development	3.90	0.95	High	4.79	0.47	Highest	0.23	4
1.7 Soliciting feedback from teaching staff to inform decision-making on English language learning management development	3.88	0.96	High	4.76	0.42	Highest	0.23	3
1.8 Studying successful models of English language learning management development	3.78	0.89	High	4.79	0.53	Highest	0.27	1
1.9 Creating information materials, teacher manuals for English language learning management, and related documents	3.76	0.89	High	4.59	0.89	Highest	0.22	5
2) Provision of knowledge for English language teaching instructors for communication	3.80	0.90	High	4.65	0.74	Highest	0.23	2

Components and Indicators	The current state			The desired state			PNI _{modified} (I-D)/D	Ranking of the needs
	\bar{X}	S.D.	Meaning	\bar{X}	S.D.	Meaning		
2.1 Developing teachers' planning for managing English language learning according to subject groups aligned with central and local curriculum frameworks	3.74	0.86	High	4.57	0.60	Highest	0.22	5
2.2 Enhancing teachers' skills in designing and writing English language learning management plans that meet the needs of learners and communities	3.76	0.80	High	4.65	0.59	Highest	0.24	2
2.3 Developing teachers' abilities in using diverse teaching methods and techniques to fully develop students' potential	3.93	0.96	High	4.73	0.79	Highest	0.20	6
2.4 Improving teachers' proficiency in utilizing various media, innovations, and technologies suitable for learners, content, and learning activities	3.75	1.01	High	4.59	0.90	Highest	0.22	3
2.5 Advancing teachers' capacity in creating and analyzing the quality of measurement tools and assessments accurately	3.79	0.88	High	4.71	0.80	Highest	0.24	1
2.6 Promoting opportunities for teachers' professional development	3.80	0.89	High	4.65	0.82	Highest	0.22	4
3) Teaching methods/activities/media for English language learning management for communication	3.97	0.95	High	4.91	0.35	Highest	0.24	1
3.1 Informing students about the learning objectives communication skills	3.94	0.96	High	4.92	0.27	Highest	0.25	4
3.2 Integrated Skills learning management	3.98	0.95	High	4.88	0.56	Highest	0.23	7
3.3 Organizing activities for students to practice	3.97	0.93	High	4.87	0.43	Highest	0.23	6
3.4 Organizing activities for students to apply knowledge and experiences (Active learning)	3.80	0.93	High	4.89	0.41	Highest	0.29	2
3.5 Training students to use language within the framework of language fundamentals, language rules, flexible communication, and situational language use	3.79	0.91	High	4.92	0.35	Highest	0.30	1
3.6 Utilizing innovative media and technology in diverse learning activities suitable for content and learning activities	3.93	0.95	High	4.95	0.31	Highest	0.26	3
3.7 Conducting internet-based research to develop learning management	3.94	0.94	High	4.87	0.40	Highest	0.24	5
3.8 Using computer technology to produce media/innovations used in learning management	4.11	0.97	High	4.96	0.20	Highest	0.21	8
3.9 Creating a learning-promoting atmosphere that is enjoyable and ensures student safety	4.13	0.95	High	4.93	0.36	Highest	0.19	9
3.10 Creating an environment that promotes the use of English for communication	4.14	0.95	High	4.93	0.36	Highest	0.19	10
4) Evaluation of English language learning management for communication outcomes	4.07	0.91	High	4.89	0.36	Highest	0.20	4
4.1 Designing diverse methods of measurement and assessment	3.92	0.90	High	4.84	0.36	Highest	0.23	1
4.2 Creating and utilizing measurement and assessment tools appropriately	4.01	0.87	High	4.76	0.58	Highest	0.19	4
4.3 Assessing and evaluating students based on actual performance	4.14	0.93	High	4.98	0.17	Highest	0.20	3
4.4 Providing guidance and feedback to students during activities, while monitoring their learning progress	4.18	0.93	High	4.92	0.27	Highest	0.18	5
4.5 Utilizing learning assessment results for learning management development	4.07	0.89	High	4.91	0.28	Highest	0.21	2
Overall	3.94	0.93	High	4.82	0.51	Highest	0.22	

According to Table 3, it exhibits that the current state of the study is overall at a high level, while the desired state is rated as highly desirable overall. Upon analyzing the modified importance index (PNI_{modified}) to rank the importance of essential needs, it was found that the range of the necessity index falls between 0.20 to 0.24, indicating a percentage change between the desired and current conditions of English language learning management for communication at the primary school level within private educational institutions, ranging from 20% to 24%. Concerning each aspect of the essential needs for developing English language learning management for communication at the primary school level within private educational institutions, the highest priority is attributed to the teaching methods/activities/media for English language learning for communication (PNI_{modified} = 0.24). Following closely is the aspect of providing knowledge to English language teachers for communication (PNI_{modified} = 0.23), curriculum analysis for English language communication (PNI_{modified} = 0.22), and the lowest

priority is the assessment of English language learning management for communication ($PNI_{\text{modified}} = 0.20$).

Phase 3: Developing a model for managing English language learning for communication at the primary level of private schools

1) The draft framework for developing English language learning management for communication at the primary school level in private schools comprises 6 components and is driven by activities corresponding to these 6 components. Further details are depicted in Figure 2.

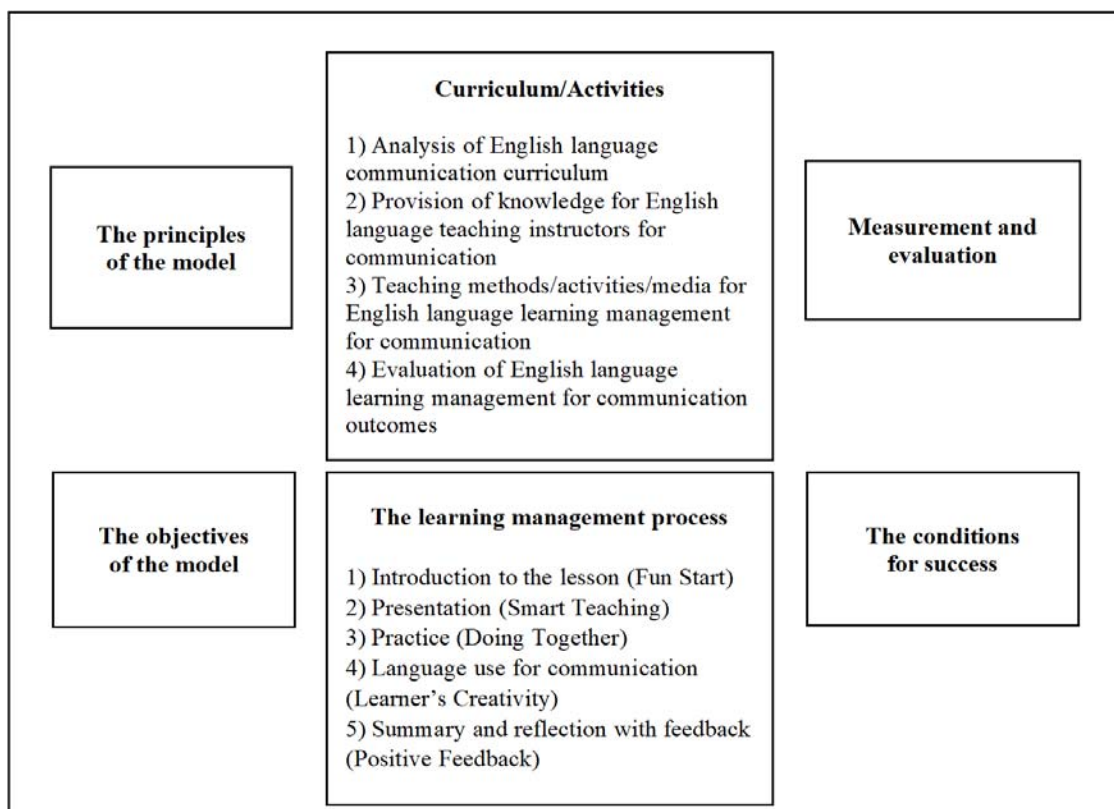


Figure 2. The model for developing English language learning management for communication at the primary school level of private schools

2) The appropriateness and feasibility assessment of the draft format for developing English language learning management for communication at the primary school level of private schools indicates a high level of appropriateness and feasibility, approaching the highest level.

Table 4. The mean and standard deviation of the appropriateness, feasibility, and utility aspects of the framework for developing English language learning management for communication at the primary level of private schools

Components	Appropriateness			Feasibility			Utility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1) Principles	5.00	0.00	Highest	4.90	0.10	Highest	5.00	0.10	Highest
2) Objectives	5.00	0.00	Highest	4.90	0.10	Highest	5.00	0.00	Highest
3) Development Process	5.00	0.00	Highest	4.90	0.10	Highest	5.00	0.00	Highest
4) Assessment and Evaluation	5.00	0.00	Highest	4.90	0.10	Highest	5.00	0.00	Highest
5) Implementation Conditions	5.00	0.00	Highest	4.90	0.10	Highest	5.00	0.00	Highest
Overall	5.00	0.00	Highest	4.90	0.10	Highest	5.00	0.00	Highest

Based on the findings presented in Table 4, it is clear that the draft framework for the development of English language learning management for communication among primary school students in private schools demonstrates

the highest level of appropriateness, feasibility, and utility across all components.

Phase 4: Studying the results of implementing the model for developing English language learning management for communication at the primary level of private schools

During this phase of the study, the developed framework for English language learning management for communication at the primary school level in private schools was implemented and tested with the target group, consisting of private schools under the jurisdiction of the Khon Kaen Provincial Education Office. A total of 80 schools participated in the project for the development of English language learning management for communication at the primary school level during the academic year 2022. The details of the implementation outcomes are as follows:

1) Preparation for implementing the developed framework for English language learning management for communication at the primary school level in private schools, tested with the target group, details as follows:

Orientation Meeting: Conducted to provide information and enhance understanding among school administrators and teachers responsible for English language learning management for communication at the primary school level of private schools.

Implementation Driven by a 5-Step Activity Process:

① Introduction to the Lesson (Fun Start): Teachers initiate greetings with students, welcoming them warmly to stimulate readiness for learning through activities such as songs, games, questions, and energizing stories.

② Presentation Step (Smart Teaching): Teachers present and design learning management activities using appropriate multimedia aids and activities to promote English language learning for communication, such as role-playing scenarios. Teachers utilize diverse and suitable instructional aids to stimulate student interest.

③ Practice Step (Doing Together): Students practice language skills and demonstrate English proficiency individually, in pairs, or in groups, according to the situations designed by the teacher.

④ Language Use for Communication (Learner's Creativity): Students present creative works demonstrating listening, speaking, reading, and writing skills.

⑤ Summary and Reflective Feedback (Positively Feedback): 1) Initiate with Positive Feedback, 2) Incorporate Corrective Feedback, and 3) Conclude with Positive Feedback.

Evaluation of the implementation results of the English language communication development management model at the primary school level of private schools: Through the assessment of the implementation results of the English language communication development management model at the primary school level of private schools, involving school directors, academic department heads, and English language teachers for grades 4 – 6, it was found that the evaluation results of the model's implementation were highly consistent, appropriate, feasible, and beneficial in assessing the use of the English language communication development management model at the primary school level of private schools by relevant stakeholders, with an overall rating at the highest level.

6. Discussion

1) Findings from the study on the utilization of the English Language Communication Development Management Model at the primary school level of private schools (R1) were presented for discussion on the following issues:

The findings of the current state indicate that the overall assessment of the utilization of the English Language Communication Development Management Model at the primary school level of private schools is at a high level. The component with the highest current status is the assessment of English language learning management for communication purposes. This outcome suggests that teachers still lack sufficient knowledge, understanding, and preparation regarding English language learning management for communication. Additionally, there is a lack of understanding of the objectives, context, and guidelines for English language learning management for communication. It is evident that teachers continue to use traditional teaching methods, focusing on memorization and grammar structures rather than teaching language for meaningful communication. This could be attributed to the academically rigorous environment of private schools. Therefore, the assessment system must be accurate to facilitate individualized student development based on the obtained results. Aligned with the study of Littlewood (1996) which is on language teaching management, it emphasizes that teachers should provide opportunities for students to practice language skills simultaneously. This approach fosters motivation in language learning without imposing pressure on students. Students can naturally communicate with others in real-life situations, facilitating their language proficiency. This is consistent with the study of Alamri (2018), which examined English language learning management for communication in the teaching context. The study found that teaching English for communication requires instructors to help students express thoughts and feelings, demonstrate their attitudes

through group activities in the classroom. The goal of English language teaching for communication is to develop students' communication abilities and enhance language teaching processes across all four skills: listening, speaking, reading, and writing. This corresponds with the notion of Richard (2005) that English language teaching for communication is an effective and widely popular approach in English language education. This approach focuses on the learner-centered teaching philosophy, enabling students to use English for communication in real-life situations. Learning is sequenced according to the learner's cognitive processes. Given the significance of English language teaching for communication, it results in desirable teaching practices. The management of English language learning for communication by teachers is at a high level, serving as an indicator of the necessity to develop supplementary programs to enhance teachers' English language learning management skills. The study of Wiwittanakorn and Pyma-sard (2020) also support the findings that the English language learning management process for communication, as practiced by teachers and perceived by students, was highly satisfactory in all aspects. The desirable conditions of the overall assessment of the utilization of the English language communication development management model at the primary school level of private schools were found to be at the highest level. Upon closer examination of each aspect, it is evident that the aspect of English language learning management for communication exhibited the highest level of desirability. This is because English language learning for communication is an appropriate learning management approach for students in the present era, given the widespread use of English as a lingua franca worldwide. Therefore, the development of teachers' abilities in English language learning management for communication is a crucial issue in the development of educators, as suggested by various scholars. This corresponds with the study conducted by Sappaso and Krissanasuvan (2018), which explored the development of teacher training programs in English language learning management for communication purposes in schools under the jurisdiction of the Secondary Educational Service Area Office, Area 27. The research findings indicated that the desired conditions of English language learning and teaching activities for communication in these schools were at the highest level overall.

The results of the assessment of the necessary requirements for English language learning management for communication in private schools revealed that the index of necessity was highest in the aspect of English language learning management for communication. This is attributed to the Ministry of Education's policy aiming for students to acquire English language communication skills according to standards and to keep pace with the global demands of the 21st century. Aligned with the study by Praimahaniyom, Kamutthapichai, and Panklam (2021) on the current status, issues, imperative needs, and the learning-teaching environment of English language, the group's opinions briefly summarize that effective management of English language instruction necessitates teachers with expertise and experience in English language teaching. They should employ effective instructional methods, possess pedagogical insights, articulate English clearly and accurately adhering to pronunciation principles, and facilitate a natural, non-rushed learning pace while comprehending individual student differences. Furthermore, teachers should stimulate students to express themselves, influence their strengths in English language, foster familiarity, empathy, and understanding among students, and instill a love for learning English. Emphasis should be placed on memory retention in select areas, while encouraging maximal cognitive engagement. Instruction should be relevant to students' daily lives, incorporating diverse and innovative teaching techniques. Conversely, areas with minimal imperative needs refer to the evaluation of English language learning outcomes. This is attributed to private schools' readiness in utilizing diverse learning management systems through computer programs for assessment, with regular teacher training in measurement and evaluation annually, highlighting a notable strength and readiness in educational management among many private schools. In line with the perspective of Meksawan(2001), who emphasized that private schools need to evolve and innovate their educational institutions to improve effectiveness across all domains, ensuring consistent acceptance by both parents and society.

2) The results of the development and assessment of the English language communication-oriented learning management framework at the primary level of a private school (D1) were presented for discussion as follows:

The outcomes of the refinement and enhancement, along with the evaluation of the utilization of the English language learning management framework for communication at the primary level of a private school, have been reviewed. This assessment involved an examination of both the utilization outcomes of the framework and the guidelines for its implementation at the primary level of a private school by qualified individuals.

Upon verifying the framework through expert validation in terms of alignment, appropriateness, feasibility, and usefulness, it was found that the evaluation of the English language learning management framework for communication at the primary level of a private school, in overall, excelled in all four aspects. This was attributed to the researchers' profound exploration of various concepts, theories, and frameworks through appropriate processes. With the involvement of qualified experts possessing relevant knowledge and experience in assessing

the utilization of the English language learning management framework for communication at the primary level of a private school, the evaluation yielded comprehensive results in terms of alignment, appropriateness, feasibility, and usefulness. The evaluation comprised the following elements: 1) principles, 2) objectives, 3) development process, 4) assessment and evaluation, and 5) implementation conditions. The manual for utilizing the English language learning management framework for communication at the primary level of private schools is structured as follows: 1) Introduction: importance and background, objectives of the manual, scope of learning management, target learner group, and expected benefits, 2) Related Documents, 3) The Framework: principles, objectives, development process, assessment and evaluation, and implementation conditions, and 4) Tools for English Language Learning Management for Communication at the Primary Level of Private Schools. The aforementioned procedures align with the study Kha-on (2017) that developing English communication skills among fourth-grade elementary school students using situational learning. The research findings indicate that post-learning test scores were significantly higher than pre-learning scores at the .05 level of significance. Furthermore, students demonstrated ease of understanding, flexibility, and quality in communication, both in terms of comprehension and quantity. Overall satisfaction levels were rated as high.

3) The outcomes of using the English language learning management framework for communication at the elementary level in private schools were discussed as follows:

The experimental results of applying the English language learning management framework for communication at the elementary level in private schools were discussed through the implementation of a 5-step instructional process for English language learning management, which yielded positive outcomes. Through curriculum analysis and expert input, teachers successfully improved learning activities using the FSDLP Model. Both school administrators and English teachers at the primary level demonstrated adequate knowledge and practical application of English language teaching methods. Notably, teachers effectively incorporated feedback for continuous improvement, leading to enhanced learning activities. Overall, the development and implementation of the English language learning management framework received high satisfaction from teachers and students alike, fostering a more engaging and enjoyable learning environment. The study's alignment with educational policies and priorities facilitated its practical application, empowering teachers to efficiently plan and design English language teaching activities. Through comprehensive training and support, teachers were equipped with the necessary skills to enhance English language learning management effectively. In accordance with Suthapannakul and Chattiwat (2016), current foreign language teaching emphasizes enhanced English language instruction for communication and prioritizes student-centered curriculum activities. Learners engage meaningfully in real-life language usage and daily life situations, while also emphasizing grammatical structures. This teaching approach extends beyond mere grammar comprehension to foster language skills development in speaking, listening, reading, and writing. It integrates grammatical competence with communication strategies, recognizing that learners must encounter diverse language communication forms beyond sentence construction. Besides, proficiency in communication arises when learners can employ various sentence types in different contexts, such as describing, suggesting, questioning, requesting, and instructing. Moreover, it is consistent with Richards (2005), who proclaims that English language teaching for communication is an effective and widely favored pedagogical approach. This approach prioritizes student-centered teaching, encouraging learners to use English for real-life communication. It involves sequencing learning processes according to learners' cognitive processes. As a result of the emphasis on teaching English for communication, the desirable state of English language learning management by teachers is highly achieved. Teachers serve as a reflection of the necessity to develop supplementary programs to enhance English language learning management for communication purposes. This also aligns with the research conducted by Wiwittanakorn and Pyma-ard (2020), which investigated English language learning management processes for communication in schools with exemplary practices. The research findings revealed that the English language learning management processes for communication, based on teacher practices and student feedback, were highly effective in all aspects. Strategies to enhance English language learning management for communication included teachers' preparation before teaching, the use of diverse and engaging activities, contemporary teaching techniques, interesting media and innovations, as well as varied methods of assessment personalized to students' diverse abilities.

4) The evaluation results of using the English language learning management framework for communication at the primary level of the private schools revealed that stakeholders rated the alignment, appropriateness, feasibility, and benefits of utilizing this framework at the highest level. This may be attributed to the framework's development through various appropriate processes and thorough assessment by qualified individuals who possess relevant knowledge and experience. These individuals have deeply studied various concepts, theories, and frameworks, leading to stakeholders' overall highest rating of alignment, appropriateness, feasibility, and benefits

of using the English language learning management framework for communication at the primary level of the private schools. The findings are in line with Wichianrat (2018), who studied the competency development format in using English for communication among school administrators, the assessment results of the competency development format in using English for communication among school administrators were predominantly at a high level. When considering the assessment criteria, it was found that the criterion with the highest average score was the usefulness aspect, rated at the highest level. Conversely, the feasibility aspect had the lowest average score but was still at a high level.

7. Suggestion

7.1 General Suggestions

1) From the research findings on the current state of English language communication proficiency development frameworks for primary school levels in private schools, it was found that the aspect of providing knowledge to teachers to enhance their competency in managing English language learning for communication purposes had the lowest average score. Therefore, private schools should promote opportunities for English language teachers to develop their knowledge, abilities, new teaching techniques, and incorporate technology into English language learning management for effective communication.

2) According to the research on the desired state of English language communication proficiency development frameworks for primary school levels in private schools, it was found that the aspect of providing knowledge to teachers to enhance their competency in managing English language learning for communication purposes had the highest average score. Therefore, private schools should enhance the competency of English language teachers in learning management and translate it into classroom practice to transform teachers' learning management into active teaching.

3) From the research on the necessary requirements of English language communication proficiency development frameworks for primary school levels in private schools, it was found that the aspect of English language learning management for communication had the highest necessity index, followed by providing knowledge to teachers to enhance their competency in managing English language learning for communication purposes, analyzing the current situation, problems, and needs, and evaluating the results of English language learning management for communication. Therefore, private schools should utilize the survey results on other components to further develop the school.

4) Based on the research on the implementation of English language communication proficiency development frameworks for primary school levels in private schools, to ensure effective utilization, there should be continuous English language learning management activities for communication. School administrators and English language teachers should prioritize and be aware of planning and policy-making in English language learning management for communication, as well as continuous monitoring and evaluation for sustainable development, emphasizing increased participation from all parties.

7.2 Suggestions for Further Study

1) There should be research conducted on the development framework of English language learning management for communication at the primary school level in various associations, such as schools affiliated with the local primary education office or schools affiliated with the local secondary education office. This aims to develop an English language learning management framework for communication at the primary school level in private schools that aligns with the context of the educational institution.

2) Research should be conducted on the development framework of English language learning management for communication at the primary school level in private schools to create a management approach suitable for the context of the educational institution. The study outcomes should be widely applicable and beneficial.

3) Research on the development framework of English language learning management for communication at the primary school level in private schools should be conducted, categorizing schools based on their size. This is because each school has different management contexts and factors.

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