

# PEDAGOGICAL STRATEGIES FOR ENHANCING ENGLISH LISTENING AND SPEAKING SKILLS TO PROMOTE POSITIVE ATTITUDES AMONG THAI LEARNERS TOWARD COMMUNICATING WITH FOREIGNERS IN THE DIGITAL ERA

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## Abstract

This article presents conceptual frameworks and practical strategies for enhancing English listening and speaking abilities among Thai learners. It highlights key linguistic principles, learning psychology, and the integration of digital technologies to strengthen communication competence and build confidence in interacting with international speakers. The discussion includes a review of effective instructional approaches, the design of communicative activities, appropriate assessment methods, and supportive educational policies that encourage active English use in the Thai context. Overall, the article argues that combining learner-centered instruction, real-world communicative tasks, and purposeful digital integration can substantially improve learners' skills and attitudes toward English communication.

**Keywords:** Attitudes, Digital education, Language learning, Listening skills, speaking skills

## Introduction

In the digital era, cross-border communication has become increasingly common, and English continues to serve as an essential medium for international interaction, global citizenship, and access to digital knowledge (Warschauer, 2000:10). For Thai learners, English proficiency—particularly in listening and speaking—has become a key determinant of academic advancement, employability, and participation in the global economy. As digital technologies facilitate real-time communication with people around the world, the ability to understand spoken English and engage confidently in oral exchanges is no longer optional but necessary for meaningful participation in international communities.

Despite this growing importance, many Thai learners continue to face persistent challenges. Research indicates that limited exposure to authentic English input, inadequate classroom interaction, and the dominance of memorization-based learning often hinder the development of communicative competence (Brown, 2007:112).

Additionally, sociocultural factors such as fear of losing face, anxiety about making mistakes, and low self-confidence contribute to negative attitudes toward speaking English with foreigners. These affective barriers frequently prevent learners from applying their English skills in real life contexts, even when they possess sufficient grammatical knowledge.

The rapid expansion of digital tools—such as online video platforms, AI-based language tutors, virtual exchange programs, and interactive communication applications—presents an unprecedented opportunity to transform English education in Thailand. When used effectively, these technologies can provide learners with abundant, authentic, and diverse linguistic input, as well as supportive environments for low-anxiety speaking practice. However, integrating digital resources into pedagogy requires research-based approaches to ensure that learners not only improve their listening and speaking skills but also develop more positive attitudes toward English communication.

This article therefore seeks to answer the guiding question: “What pedagogical approaches can effectively develop English listening and speaking skills while fostering positive attitudes among Thai learners toward using English for communication in digital contexts?” To address this question, the article draws on key theories in second language acquisition—including communicative language teaching, affective-filter theory, and digital learning frameworks—to propose practical instructional strategies suitable for Thai contexts. It also outlines guidelines for assessment and feedback that support continuous improvement. Collectively, these insights aim to inform educators, curriculum designers, and policymakers in developing effective programs that empower Thai learners to communicate confidently with speakers of other languages in the digital age.

## **Importance of Listening and Speaking in Communication**

Listening and speaking are fundamental interactive skills that form the core of successful communication in any language. In English language learning, these skills serve not only as basic tools for exchanging information but also as mechanisms through which learners build interpersonal relationships, negotiate meaning, and participate in global communities. When applied in real communicative contexts, the ability to comprehend diverse accents, recognize various communication styles, and interpret sociocultural cues becomes essential for achieving effective interaction (Celce-Murcia, Brinton, & Goodwin, 2014:22). This is especially relevant in the digital era, where Thai learners engage with speakers from multiple linguistic and cultural backgrounds via online platforms.

A strong listening foundation enables learners to process spoken input efficiently, identify key ideas, and respond appropriately. Without adequate listening skills, learners often struggle to keep pace with native or fluent speakers, misinterpret information, or fail to understand contextual nuances such as tone, pragmatic intent, or implied meaning. These

difficulties can lead to communication breakdowns and contribute to frustration or disengagement from English communication.

Similarly, speaking competence plays a crucial role in allowing learners to express their ideas clearly, interact confidently, and participate actively in communicative tasks. Learners who lack speaking skills often hesitate to engage in conversations due to fear of grammatical mistakes, pronunciation errors, or negative evaluation from peers and native speakers (MacIntyre et al., 1998:546). Such anxiety can create high affective filters that block language acquisition and reinforce negative attitudes toward using English in real-world situations. Consequently, learners may avoid opportunities for meaningful communication—even when digital tools provide accessible platforms for practice.

In addition, listening and speaking are interdependent skills. Effective speaking requires learners to first understand input, process responses, and adjust their language use based on the interlocutor's reactions. This reciprocal nature demonstrates that communication competence cannot be achieved by improving one skill in isolation. Instead, balanced development of both listening and speaking is essential for enhancing learners' overall communicative performance and boosting their confidence when interacting with foreigners.

Today's digital communication landscape—where video conferences, international collaboration tools, and AI-driven communication platforms are widespread—listening and speaking skills have become more critical than ever. Mastery of these skills enables Thai learners to participate in global dialogues, expand professional networks, and access international knowledge communities, ultimately fostering greater confidence and positive attitudes toward English communication in both online and face-to-face interactions.

## **Theoretical Foundations and Related Research**

### **Input Theory and Language Acquisition**

Krashen's (1982:34) Input Hypothesis remains one of the most influential frameworks in understanding second language acquisition. He emphasizes that Comprehensible Input—language input that learners can understand but that also contains elements slightly beyond their current proficiency level ( $i+1$ )—is fundamental for natural language development. When learners are exposed to rich and meaningful input, their linguistic competence expands gradually without relying solely on explicit grammar instruction.

In addition, listening plays a central role in the acquisition process because it serves as the primary channel through which comprehensible input is received. Vandergrift and Goh (2012:7) argue that listening is not a passive act but a highly complex cognitive process that requires the coordination of bottom-up (sound decoding) and top-down (background knowledge, prediction) strategies. They propose that explicit instruction in listening strategies and the cultivation of metacognitive awareness help learners monitor, evaluate, and regulate their listening performance more effectively.

In the context of Thai learners, the integration of comprehensible digital input—such as interactive videos, online dialogues, and AI-generated speech—can provide abundant exposure that supports both linguistic development and increased confidence in understanding real-world English.

## Interaction Hypothesis

The Interaction Hypothesis, most prominently developed by Long (1996:451), asserts that meaningful communication with interlocutors promotes language development because learners are compelled to negotiate meaning, request clarification, confirm understanding, and adjust their linguistic output. These negotiation processes create opportunities for learners to notice gaps in their knowledge, refine their linguistic forms, and receive immediate feedback in authentic communicative settings.

Interaction is particularly beneficial in developing speaking skills, as it pushes learners to produce language spontaneously rather than memorizing pre-constructed sentences. Digital communication environments—including online video conferencing, social media exchanges, and virtual language-exchange programs—further enhance interaction opportunities by enabling Thai learners to engage with diverse speakers around the world. When supported by instructional scaffolding, these interactions can help reduce communication anxiety and foster more positive attitudes toward speaking English.

## Affective Factors: Attitudes and Anxiety

Affective variables play an important role in determining language learning success. Research indicates that learners' attitudes toward the target language significantly influence motivation, willingness to communicate, and long-term persistence (MacIntyre & Gardner, 1994:284). Positive attitudes can enhance learners' engagement, while negative perceptions often result in avoidance behaviors or reluctance to participate in communicative tasks.

Language anxiety is another major factor that can hinder performance, especially in speaking. Learners who fear making mistakes or being judged may experience heightened anxiety, which can inhibit cognitive processing, reduce fluency, and limit opportunities for real communication. Brown (2007:198) notes that creating supportive, low-anxiety environments is therefore essential for encouraging learner participation and building confidence.

In the Thai context, reducing affective filters is particularly important due to cultural tendencies related to “fear of losing face.” Instructional approaches that incorporate encouragement, constructive feedback, digital tools for private practice, and collaborative peer interaction can help alleviate anxiety. As learners gain confidence, their attitudes toward communicating with foreigners are likely to improve, leading to more frequent and more meaningful English use.

## Challenges in the Thai Context

### 1. Education System Emphasis on Theory Rather Than Practice

A major challenge in the Thai educational context stems from the long-standing focus on theoretical knowledge rather than practical communicative competence. English instruction in many schools and universities continues to prioritize grammar explanation, vocabulary memorization, and reading–writing tasks designed to prepare students for high-stakes examinations (Richards & Rodgers, 2014:88). As a result, classroom time devoted to listening and speaking activities is often limited, and learners rarely experience situations that require spontaneous oral communication.

Nation and Newton (2009:59) point out that fluency development requires repeated exposure to meaningful oral interaction, yet Thai learners frequently encounter teacher-centered instruction that restricts opportunities for communicative output. Consequently, many students may achieve high scores on written tests but remain unable to hold basic conversations with foreigners. This mismatch between assessment priorities and real-world communicative needs contributes to persistent gaps in oral proficiency and hinders the cultivation of positive attitudes toward using English outside the classroom.

### 2. Limitations in Resources and Teacher Training

Another significant challenge concerns the availability of resources and the extent of teacher training. Although digital technologies have become increasingly accessible, many classrooms still lack sufficient technological infrastructure or updated learning materials to support interactive pedagogies. Furthermore, teachers may not receive adequate professional development in communicative language teaching (CLT) or digital integration, resulting in outdated instructional approaches that fail to engage learners effectively (Warschauer, 2000:72).

Large class sizes—particularly in public schools—further complicate efforts to provide individualized feedback or facilitate interactive speaking tasks. In classrooms with 40 to 50 students, it is difficult for teachers to monitor learners’ progress, correct pronunciation, or offer personalized support. These constraints limit learners’ exposure to authentic communication and reduce opportunities to practice speaking in a safe, supportive environment. Without targeted training and systemic support, teachers may struggle to implement methodologies that foster both linguistic proficiency and more positive attitudes toward English communication.

### 3. Sociocultural Factors

Sociocultural norms also exert a strong influence on English language learning in Thailand. The cultural emphasis on maintaining social harmony and avoiding embarrassment—often described as “saving face”—can discourage learners from speaking

out, asking questions, or taking risks during communicative tasks (Nunan, 1999:203). Many Thai learners fear making mistakes publicly, worrying that their errors may result in negative judgment from peers or teachers. This fear often leads to silence, reluctance to participate, and avoidance of communicative activities.

Moreover, the hierarchical nature of Thai classrooms may contribute to learners' passivity, as students may hesitate to speak freely in front of teachers or classmates. These affective barriers reduce learners' willingness to communicate and hinder the development of oral fluency. Because attitudes and emotions significantly shape language learning outcomes, addressing sociocultural factors is essential for creating environments that encourage risk-taking, resilience, and confidence when interacting with foreigners, whether face-to-face or through digital platforms.

## Proposed Pedagogical Approaches

### Fundamental Principles (Expanded Explanation)

#### 1. Learner-Centered Instruction

Learner-centered instruction emphasizes adapting teaching methods, materials, and learning processes to the diverse needs, backgrounds, and learning preferences of students. According to Brown (2007:23), effective language learning occurs when learners are actively engaged in constructing knowledge, making choices, and participating in tasks that are personally meaningful. In the context of listening and speaking development, this principle encourages teachers to diagnose learners' proficiency levels, identify specific listening difficulties, and tailor speaking activities that align with their goals and interests. A learner-centered classroom promotes autonomy, allows for flexible pacing, and encourages self-assessment and reflection, all of which contribute to long-term improvement and higher motivation.

#### 2. Communicative and Task-Based Learning

Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) prioritize the use of real-life communication as the core of language instruction. Long (2014:12) emphasizes that language is best learned through meaningful interaction that mirrors authentic situations outside the classroom. In listening and speaking contexts, this principle translates into designing tasks such as problem-solving discussions, role-plays, information-gap activities, interviews, and collaborative projects that require students to negotiate meaning and use language as a tool for accomplishing goals. These communicative tasks not only improve linguistic accuracy and fluency but also develop pragmatic competence, critical thinking, and interpersonal skills essential for effective communication in real-world settings.

### **3. Scaffolded Learning**

Scaffolding, introduced by Wood, Bruner, and Ross (1976:90), refers to the strategic support that teachers provide to help learners accomplish tasks they cannot complete independently. In language learning, scaffolding may include pre-listening vocabulary preparation, modeled dialogues, guided speaking frames, pronunciation demonstrations, teacher feedback, and peer collaboration. Over time, these supports are gradually reduced as learners gain confidence, proficiency, and autonomy. Effective scaffolding ensures that listening and speaking tasks remain challenging but achievable, prevents learner frustration, and encourages steady progress. This principle is particularly important in Thai classrooms, where many students lack confidence and require structured support before they can perform authentic communicative tasks independently.

### **Sample Lessons and Activities**

#### **a) Shadowing and Meaningful Repetition**

Shadowing is a technique in which learners listen to short segments of authentic audio—such as podcast excerpts, interviews, or dialogues—and repeat the sentences simultaneously or immediately after hearing them. This activity helps learners internalize natural rhythm, intonation, and pronunciation patterns while improving listening accuracy (Vandergrift, 2007:112). After shadowing, learners engage in guided discussions about the meaning, context, and communicative intent of the utterances. This follow-up stage promotes deeper comprehension and encourages learners to connect linguistic forms with real-world use. Meaningful repetition also reduces speaking anxiety by allowing learners to practice in a structured and supportive format.

#### **b) Authentic Role-plays**

Authentic role-plays replicate real-life communication scenarios such as hotel check-ins, job interviews, restaurant conversations, workplace interactions, or travel emergencies. Using adaptable scripts allows learners to first gain familiarity with typical expressions, and then gradually personalize or extend the dialogue using their own ideas (Celce-Murcia et al., 2014:140). Such tasks encourage spontaneous language production, help learners develop pragmatic competence, and foster confidence in interacting with foreigners. When integrated with digital tools—such as video recordings or virtual simulations—role-plays can become even more engaging and reflective.

#### **c) Information-gap Tasks**

Information-gap activities require learners to communicate in pairs or groups to exchange missing information and complete a specific task, such as solving a scheduling problem, describing a picture, or assembling instructions (Long, 2014:29). Because each learner holds different pieces of information, communication becomes essential, not optional. This structure supports the principles of the Interaction Hypothesis, as learners must negotiate

meaning, ask clarification questions, confirm mutual understanding, and adjust their linguistic forms during the interaction. These activities strategically create authentic communicative pressure that enhances both fluency and accuracy.

#### **d) Digital Tandem/Language Exchange**

Digital tandem learning pairs Thai learners with native or proficient English speakers through online exchange platforms, video calls, or messaging applications. Through these interactions, learners not only practice listening and speaking but also gain insights into diverse cultural norms, communication styles, and global perspectives (Thorne, 2013:55). Such exchanges promote learner autonomy, increase motivation, and provide authentic input that cannot be fully replicated in traditional classrooms. Digital interaction also helps learners overcome the psychological barrier of speaking English by offering real, meaningful conversations in a relatively low-stakes environment.

#### **e) Pronunciation Clinics**

Pronunciation clinics focus on improving segmental features (such as consonants and vowels that Thai learners commonly struggle with) as well as suprasegmental features including stress, rhythm, and intonation. Using phonetic techniques—such as minimal pairs, visual sound charts, and articulatory explanations—along with audio models allows learners to recognize and produce sounds more accurately (Celce-Murcia et al., 2014:178). Pronunciation training is essential for boosting intelligibility and communicative confidence. When delivered through digital tools such as speech analysis apps, learners can receive immediate feedback, track progress, and practice independently, reinforcing both skill development and positive attitudes toward English speaking.

## **Integration of Digital Technologies**

### **Recommended Platforms and Tools**

Digital technologies provide abundant opportunities for learners to access authentic input and engage in interactive speaking practice. Video-streaming platforms such as YouTube and TED-Ed offer learners exposure to a wide variety of global English accents, communication styles, and real-world topics (Vandergrift & Goh, 2012:95). These platforms allow instructors to select materials that match learners' proficiency levels and interests, thereby increasing motivation and promoting deeper comprehension. Short clips can also be used for micro-listening exercises, shadowing practice, or vocabulary building.

Language learning applications such as Duolingo, HelloTalk, and other mobile-based tools have become increasingly popular due to their accessibility and gamified learning environments. These apps encourage regular practice through rewarding systems, short interactive tasks, and real-time communication functions (Warschauer, 2000:120). In addition, tandem platforms allow Thai learners to engage in reciprocal language exchange with native

or proficient speakers of English, providing authentic communication experiences outside the classroom.

AI-driven chatbots and conversational agents represent another emerging tool for improving speaking proficiency. These systems offer learners a safe, judgment-free environment where they can practice pronunciation, sentence construction, and conversational flow without the fear of making mistakes (Heil et al., 2016:210). Because AI tools can generate instant feedback and adaptive responses, they help learners build confidence, test new expressions, and overcome affective barriers associated with real-life communication.

### **Classroom Implementation**

Effective integration of digital technologies requires thoughtful pedagogical planning. The flipped classroom model is one approach that maximizes in-class speaking opportunities. By assigning video lessons, interactive content, or listening tasks as homework, instructors can free classroom time for communicative activities, peer interaction, and guided speaking practice (Bergmann & Sams, 2012:34). This format shifts learners from passive recipients of information to active participants, supporting deeper processing and skill application.

Audio and video reflection tasks provide another avenue for integrating digital tools meaningfully. Students may record themselves performing short monologues, dialogue reenactments, or spontaneous speaking tasks. These recordings can be uploaded for peer review, teacher feedback, or self-assessment using structured rubrics (Nation & Newton, 2009:147). This process not only builds speaking fluency and pronunciation accuracy but also enhances metacognitive awareness, as learners can compare their progress across multiple recordings.

Both synchronous and asynchronous digital activities contribute to the development of listening and speaking skills. Synchronous activities—such as live video discussions, virtual debates, or real-time role-plays—simulate authentic communication and allow learners to negotiate meaning immediately. Asynchronous tasks—such as discussion boards, recorded responses, or message-based interactions—provide learners with additional processing time to formulate ideas, revise their speech, and gradually build confidence (Thorne, 2013:118). A balanced combination of both modes helps accommodate diverse learner preferences, supports continuous practice, and encourages meaningful communication in and beyond the classroom.

## Assessment of Learning and Attitudes

### Assessing Listening and Speaking Skills

Assessment of listening and speaking skills should reflect learners' ability to use English in real communicative contexts rather than simply recall memorized content. Performance-based assessments are widely recognized as effective tools because they require learners to demonstrate authentic language use in tasks such as interviews, group discussions, role-plays, and oral presentations (Brown, 2004:201). These assessments allow instructors to observe how learners process spoken input, express ideas clearly, negotiate meaning, and apply conversational strategies in real time.

Performance tasks also promote learner engagement by connecting assessment with meaningful, real-life communication rather than test-driven routines.

Clear and comprehensive rubrics are essential for ensuring reliability and transparency in evaluating listening and speaking performance. Such rubrics typically include criteria related to accuracy (grammatical correctness and appropriate word choice), fluency (flow, speed, hesitations), communicative effectiveness (coherence, interactional competence, ability to maintain conversation), and pronunciation (intelligibility, stress, rhythm, and intonation) (Celce-Murcia et al., 2014:208). When learners are familiar with the rubric beforehand, they can better understand expectations, monitor their progress, and set realistic goals for improvement. Rubrics also help teachers provide constructive feedback that targets specific areas, supporting continuous development of communicative competence.

### Measuring Attitudes and Confidence

Assessing changes in learners' attitudes and confidence is crucial, as affective factors strongly influence learners' willingness to communicate and their long-term success in language learning. Pre- and post-intervention questionnaires are commonly used to measure variables such as language anxiety, willingness to communicate, intrinsic motivation, and self-efficacy (MacIntyre et al., 1998:550). These instruments reveal shifts in learners' emotional responses to English communication and help educators evaluate the effectiveness of instructional approaches in reducing anxiety and promoting positive attitudes.

In addition to quantitative methods, qualitative approaches contribute valuable insights into learners' internal experiences. Interviews allow learners to express their feelings, perceptions, and challenges in greater depth, while classroom observations help researchers identify behavioral indicators of confidence—such as increased participation, willingness to initiate conversation, or reduced hesitation (Nunan, 1999: 267). When combined, these methods offer a comprehensive picture of how learners' attitudes evolve over time. Tracking affective changes is especially important in the Thai context, where cultural norms related to “saving face” may hinder participation. By monitoring both skill performance and psychological factors, educators can create more responsive learning environments that

support sustained improvement in listening, speaking, and overall communicative engagement.

## **Teacher Development and Policy Recommendations**

### **Teacher Training**

Teacher professional development is a critical component in improving learners' listening and speaking abilities. Many English teachers in Thailand have limited opportunities for specialized training in communicative pedagogy, particularly approaches that emphasize listening–speaking integration, interaction-based learning, and the use of digital tools. Workshops focusing on these areas—such as task-based language teaching (TBLT), pronunciation instruction, and digital resource integration—can enhance teachers' methodological repertoire and equip them with practical strategies for fostering communicative competence (Richards & Farrell, 2005:39). Such training should include hands-on activities, demonstration lessons, and opportunities for teachers to experiment with new techniques in supportive professional settings.

Moreover, establishing professional learning communities (PLCs) among English teachers can significantly strengthen instructional quality. Hord (1997:12) notes that PLCs encourage collaboration, reflective teaching, and collective problem-solving. Through regular meetings, peer observations, and shared lesson planning, teachers can exchange best practices, co-develop materials, discuss learners' challenges, and evaluate the effectiveness of new approaches. In the long term, PLCs foster a culture of continuous learning and innovation, ensuring that teachers remain up to date with current pedagogical trends and technological advancements. These collaborative networks also help reduce teacher isolation and promote sustained professional growth.

### **Institutional and National Policy**

Institutional and national educational policies play a vital role in shaping the direction of English language teaching in Thailand. Educational institutions should establish communication-focused standards that prioritize listening and speaking skills, shifting away from the traditional emphasis on grammar-based examinations (Warschauer, 2000:89). This shift may include redesigning curricula to incorporate communicative tasks, increasing classroom hours dedicated to oral interaction, and adopting assessment systems that evaluate real-world language performance. Policies that encourage experiential learning—such as project-based communication, intercultural exchanges, and partnerships with international organizations—can further strengthen learners' confidence and positive attitudes toward English communication.

To ensure equitable access to high-quality language learning, it is also essential to provide adequate technological infrastructure nationwide. Improved internet connectivity, updated digital tools, and access to online learning platforms are necessary for integrating interactive technology into English instruction (Thorne, 2013:202).

Government support in funding digital resources and training programs can help reduce disparities between urban and rural schools, enabling all learners to benefit from modern communicative approaches. Strategic investment in technology-enhanced language education will not only support listening and speaking skill development but also prepare Thai learners to participate actively in global communication in the digital era.

## Conclusion

The development of English listening and speaking skills among Thai learners is a multidimensional process that requires pedagogical innovation, appropriate technological integration, and thoughtful attention to affective factors. As emphasized by Krashen (1982:78), meaningful exposure to comprehensible input forms the foundation for language acquisition, while strategic listening instruction enhances learners' ability to process real-world communication (Vandergrift & Goh, 2012:150). This article highlights that both linguistic competence and positive attitudes play essential roles in ensuring learners' success in communicating with foreigners in the digital era.

Current challenges in Thailand—including theory-oriented instruction, limited teacher training, and sociocultural barriers—remain significant obstacles. However, the systematic use of communicative, learner-centered activities such as role-plays, information-gap tasks, digital tandem exchanges, and pronunciation clinics can meaningfully transform the learning environment. When combined with performance-based assessment and tools for measuring attitudes, these approaches not only build linguistic proficiency but also strengthen learners' confidence, reduce anxiety, and cultivate more positive perceptions of English.

Ultimately, fostering both competence and a supportive mindset is crucial. As learners gain repeated exposure to authentic communication and experience success in low-stress environments, their willingness to communicate increases, thereby enabling more effective and confident interactions with foreigners across digital and face-to-face settings.

## Recommendations

### 1. Pedagogical Recommendations for Classroom Practice

- Integrate authentic communicative tasks such as real-life role-plays, simulations, listening-to-speak activities, and information-gap tasks to promote meaningful interaction rather than passive knowledge retention.

- Use digital tools strategically, including AI chatbots, video-based input, online collaboration tools, and language exchange platforms to enrich learning materials and expand opportunities for practice beyond the classroom.
- Implement performance-based assessments—such as interviews, discussions, and presentations—to evaluate learners’ functional communication skills rather than solely grammatical accuracy.
- Measure and monitor affective factors through pre/post questionnaires, reflection tasks, and interviews to track changes in anxiety, confidence, and willingness to communicate.
- Provide structured feedback using clear rubrics that target specific skills: fluency, accuracy, intelligibility, communicative effectiveness, and pragmatic appropriateness.

## **2. Recommendations for Teacher Development**

- Offer ongoing professional development programs focusing on listening–speaking pedagogy, task-based approaches, digital integration, and pronunciation instruction.
- Establish professional learning communities (PLCs) to promote collaborative lesson planning, mutual observation, and sharing of best practices.
- Encourage reflective teaching, including the use of teaching portfolios, peer coaching, and classroom research to improve instructional quality and responsiveness.

## **3. Policy and Institutional Recommendations**

- Reform curricula so that communicative competence—particularly listening and speaking—is prioritized over grammar-based examinations and textbook-driven instruction.
- Invest in technological infrastructure, ensuring equitable access to high-speed internet, updated hardware, and quality digital learning materials across schools nationwide.
- Support innovation through funding and pilot programs that encourage schools to experiment with digital language learning, virtual exchanges, and blended learning models.
- Develop national standards and assessment guidelines that reflect real-world communicative demands, ensuring alignment between instructional goals and evaluation practices.

## **Limitations and Directions for Future Research**

This article serves primarily as a conceptual and literature-based framework. While it synthesizes relevant theories and research, it does not include empirical classroom data. Future studies in Thai educational settings are necessary to test the effectiveness of the proposed pedagogical strategies and digital tools. Mixed-methods research—combining performance assessments, learner attitude surveys, classroom observations, and qualitative interviews—would provide comprehensive insights.

Longitudinal studies are also recommended to examine how learners' attitudes and communicative abilities evolve over time with sustained intervention. Such empirical evidence will strengthen the theoretical foundations presented here and support the development of evidence-based policies capable of transforming English language education in Thailand for the digital age.

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