



Development of Online Lessons Based on Communicative Language Teaching to Enhance Thai Speaking Ability of Vietnamese Students

VU THANH THU

Rajabhat Maha Sarakham University

E-mail: tiengthaithacsiplern@gmail.com

Wanida Pharanat

Rajabhat Maha Sarakham University

E-mail: wanida.ph@rmu.ac.th

Received	Reviewed	Revised	Accepted
01/07/2026	22/07/2026	23/07/2026	26/08/2026

Abstract

Background and Aims: Thai language has become increasingly important for Vietnamese learners due to the growing educational, economic, and cultural cooperation between Thailand and Vietnam. However, despite having acquired Thai reading and writing skills, many Vietnamese learners continue to experience difficulties in oral communication because they have limited opportunities to practice speaking in meaningful communicative contexts. Although previous studies have demonstrated the effectiveness of Communicative Language Teaching in promoting communicative competence, most have focused on English or other foreign languages and have been conducted in traditional classroom settings. Furthermore, limited research has investigated the application of Communicative Language Teaching in online Thai language instruction for Vietnamese learners, leaving a gap between learners' linguistic knowledge and their actual communicative performance. Therefore, this study developed online lessons based on Communicative Language Teaching to enhance Thai speaking ability among Vietnamese students. The objectives of this study were: (1) to develop online lessons based on Communicative Language Teaching to enhance Thai speaking ability among Vietnamese students; (2) to examine Thai speaking ability after studying through the developed online lessons; and (3) to investigate students' satisfaction with the CLT-based online lessons.



Methodology: This study employed a pre-experimental research design involving a baseline assessment and a post-instruction achievement evaluation. The participants consisted of 18 Vietnamese learners selected through purposive sampling. Only learners whose Thai speaking ability was at the beginner level were included in the study. The instructional program comprised 18 online lessons delivered via Zoom over nine weeks, totaling 27 instructional hours. The lessons were developed according to the principles of Communicative Language Teaching and incorporated theme-based communicative activities, role-play conversations, and picture description activities to promote authentic language use. The research instruments consisted of (1) CLT-based online lesson plans, (2) a Thai Speaking Ability Test, and (3) a student satisfaction questionnaire. The content validity of the research instruments was evaluated by three experts using the Index of Item-Objective Congruence (IOC), with IOC values ranging from 0.67 to 1.00, indicating satisfactory content validity. Data were analyzed using mean and standard deviation.

Results: The findings revealed that: (1) the CLT-based online lessons were appropriate and effective for enhancing Thai speaking ability among Vietnamese students, with an overall appropriateness rating at a high appropriate level; (2) after completing the instructional program, the students' Thai speaking ability reached a very high level; and (3) students' overall satisfaction with the developed online lessons was also at a very high level, indicating that the lessons were engaging, practical, and effective in supporting Thai speaking development.

Conclusion: The findings indicate that online lessons developed based on Communicative Language Teaching are effective in enhancing Thai speaking ability among Vietnamese students. The integration of communicative activities in an online learning environment promoted meaningful interaction, speaking practice, communicative confidence, and learner engagement. In addition, the high level of student satisfaction suggests that the developed online lessons are appropriate, practical, and beneficial for Thai language instruction in online learning contexts.

Keywords: Communicative Language Teaching; Learner Satisfaction; Online Language Learning; Thai Speaking Ability; Vietnamese Learners



Introduction

Rapid globalisation and technology development in the twenty-first century have changed employment expectations, education, and communication globally. Vietnam has deepened its cultural, economic, and educational ties with Thailand as a member of the Association of Southeast Asian Nations (ASEAN). As a result, Vietnamese learners looking for educational opportunities, job growth, and successful cross-cultural communication within the ASEAN community now consider competence in Thai to be a valuable advantage. Learners are supposed to acquire communicative skills in addition to language knowledge so they can use the language successfully in everyday contexts (Canale & Swain, 1980; Richards, 2006).

In the twenty-first century, the emphasis of language instruction has changed from imparting grammatical information to fostering communicative abilities and real-world language use. Learner-centred instruction, engagement, teamwork, critical thinking, and meaningful communication are all emphasised in modern language learning. Therefore, rather than just teaching vocabulary and grammatical structures, foreign language instruction should give students the chance to actively utilise the target language in real-world communicative circumstances.

Speaking is widely regarded as one of the most important language skills (Nunan, 1999; Brown, 2004). Despite having mastered the fundamentals of Thai vocabulary, grammar, reading, and writing, many Vietnamese learners of Thai still struggle to improve their speaking abilities. There are few possibilities for students to participate in meaningful communication because traditional teaching methods frequently concentrate on vocabulary memorisation, translation, and grammar clarification. As a result, while utilising Thai in everyday contexts, learners often lack confidence, fluency, and communicative competence (Horwitz et al., 1986; Nation & Newton, 2009).

Many Vietnamese learners at the introductory level have limited speaking abilities and frequently fail to articulate thoughts spontaneously in Thai, according to the researcher's teaching experience in online Thai language classes. While students are able to comprehend written materials and grammatical rules, they struggle to use what they have learned while speaking. In online learning situations, where students may



have less opportunities to engage and practise communicating with others, this issue is more noticeable. As a result, educational strategies that encourage engagement, communication, and purposeful language use are required.

Although previous studies have consistently demonstrated that Communicative Language Teaching can effectively improve learners' speaking ability and communicative competence in various foreign language contexts, most of these studies have focused on English or other widely taught languages and have been conducted in conventional face-to-face classrooms. Research investigating the application of CLT in online Thai language instruction for Vietnamese learners remains limited. Furthermore, few studies have examined how communicative learning activities can be systematically integrated into synchronous online learning environments to address the persistent gap between learners' grammatical knowledge and their actual ability to communicate orally. This research gap highlights the need to develop and evaluate an online instructional model that combines Communicative Language Teaching with synchronous online learning to enhance Thai speaking ability among Vietnamese learners.

Communicative Language Teaching is a widely used approach to language teaching that places strong emphasis on communication as both the process and the outcome of language acquisition (Richards & Rodgers, 2014). The method encourages students to engage in meaningful communication activities, communicate with others, negotiate meaning, and use language in real-world situations. Communicative tasks such as role-plays, conversations, information-gap activities, and problem-solving tasks provide learners with opportunities to develop both linguistic competence and communicative competence (Littlewood, 1981; Richards, 2006; Richards & Rodgers, 2014). Communicative language teaching successfully increases students' speaking proficiency, self-assurance, and motivation for learning a foreign language, according to numerous research.

Simultaneously, new online learning options have been made possible by the development of educational technology. Online training offers flexible and interactive learning experiences while allowing students to access educational resources at any time and from any location. However, the calibre of learning activities and instructional



design plays a major role in how successful online language learning is. In order to promote interaction, communication, and learner engagement, online courses should be carefully crafted.

Synchronous online learning platforms such as Zoom provide technological affordances that are highly consistent with the principles of Communicative Language Teaching. Through real-time interaction, breakout room discussions, pair work, role-play activities, screen sharing, and immediate teacher feedback, learners are able to participate in authentic communicative situations despite being physically separated. According to social interaction perspectives in language learning, meaningful interaction and collaborative communication play essential roles in developing speaking proficiency. Therefore, integrating Communicative Language Teaching with synchronous online platforms provides an appropriate pedagogical framework for creating interactive learning environments that foster learners' communicative competence.

The researcher was interested in creating online lessons based on Communicative Language Teaching to improve Vietnamese students' Thai speaking skills because of the significance of Thai speaking ability, the drawbacks of conventional teaching methods, and the possible advantages of Communicative Language Teaching in online learning environments. The created lessons incorporate role-playing exercises, picture description exercises, and topic-based communicative activities to motivate students to actively use Thai in relevant circumstances. The researcher anticipates that the results of this study will aid in the creation of efficient online Thai language training and offer helpful recommendations for teachers, curriculum designers, and researchers who are interested in improving Vietnamese learners' ability to speak Thai.

Study Objectives

1. To develop online lessons based on Communicative Language Teaching to enhance Thai speaking ability among Vietnamese students, as evaluated by expert assessment of the lesson plans.
2. To assess Vietnamese students' Thai speaking ability after completing the CLT-based online lessons using the Thai Speaking Ability Test.



3. To determine Vietnamese students' satisfaction with the CLT-based online lessons using a Student Satisfaction Questionnaire.

Scope of Study

1. Study Group:

The participants were 18 Vietnamese learners of Thai selected through purposive sampling, aged between 20 and 40 years. All participants had acquired basic Thai reading and writing skills but possessed little to no Thai speaking ability due to the lack of prior communicative language training. They participated in CLT-based online lessons designed to enhance their Thai speaking ability and proficiency in communication.

For the purposes of this study, learners were operationally classified as beginner-level (A0/Pre-A1) speakers based on a baseline speaking assessment administered by the researcher. Although the Common European Framework of Reference for Languages (CEFR) does not formally define an A0 level, the participants' speaking performance was below the descriptors of CEFR A1. They were able to recognize basic Thai vocabulary and sentence structures through reading and writing but were unable to produce simple spoken interactions or respond appropriately in everyday communicative situations. Therefore, they were considered pre-A1 learners and were selected as the target group for this study.

2. Variables in the Study

The independent variable is the online lessons developed based on Communicative Language Teaching.

Dependent Variables:

- + Thai speaking ability of Vietnamese students
- + Vietnamese students' satisfaction level

3. Content: To enhance the Thai speaking ability of Vietnamese students, the online lessons in this study were developed based on the principles of Communicative Language Teaching and were designed to integrate three main Communicative Language Teaching approaches. These teaching approaches aim to develop linguistic thinking, communicative reflexes, and the ability to use Thai in practical



communication. The instructional sequence is organized from simple to more complex levels, in accordance with the speaking skill development of beginner-level learners, consisting of 18 lesson plans, 27 hours, with the following details:

The communicative themes included in the instructional program were selected based on their relevance to authentic everyday communication situations commonly encountered by Vietnamese learners when studying, traveling, or working in Thailand. The themes progress from basic personal communication (e.g., greetings, self-introduction, numbers, and time) to more functional communicative tasks (e.g., ordering food, booking accommodation, shopping, and asking for directions). This sequence follows the principles of Communicative Language Teaching by moving from simple to increasingly complex communicative situations while providing learners with meaningful opportunities to practice language in realistic contexts.

3.1. Stage 1: Theme-based Communicative Language Teaching (sentence construction from Vietnamese into Thai). In the first stage, students practiced translating sentences from Vietnamese into Thai based on communicative topics such as:

Lesson 1: Personal Pronouns (90 minutes)

Lesson 2: Greetings and Self-introduction (90 minutes)

Lesson 3: Numbers (90 minutes)

Lesson 4: Classifiers and Comparative Structures (90 minutes)

Lesson 5: Days, Months, and Years (90 minutes)

Lesson 6: Time (90 minutes)

Lesson 7: Travel and Giving Directions (90 minutes)

Lesson 8: Ordering food (90 minutes)

Lesson 9: Booking a hotel room (90 minutes)

Lesson 10: Buying and Selling (90 minutes)

3.2. Stage 2: Dialogue-based Communicative Language Teaching (dialogue construction from Vietnamese into Thai). In the second stage, students practiced constructing and performing dialogues in order to improve their communicative responsiveness and speaking fluency.

Lesson 11: Role-playing conversations (90 minutes)

Lesson 12: Role-playing conversations (90 minutes)



Lesson 13: Role-playing conversations (90 minutes)

Lesson 14: Role-playing conversations (90 minutes)

3.3. Stage 3: Picture-based Communicative Language Teaching (picture description in Thai). In the third stage, students practiced picture description activities in Thai to develop extended speech production and linguistic thinking skills.

Lesson 15: Describing Pictures (90 minutes)

Lesson 16: Describing Pictures (90 minutes)

Lesson 17: Describing Pictures (90 minutes)

3.4. Stage 4: Finally, the fourth stage consisted of the final examination, the test is administered within 90 minutes (1.5 hours), which was designed to evaluate students' Thai speaking ability after completing the online lessons

Conceptual Framework

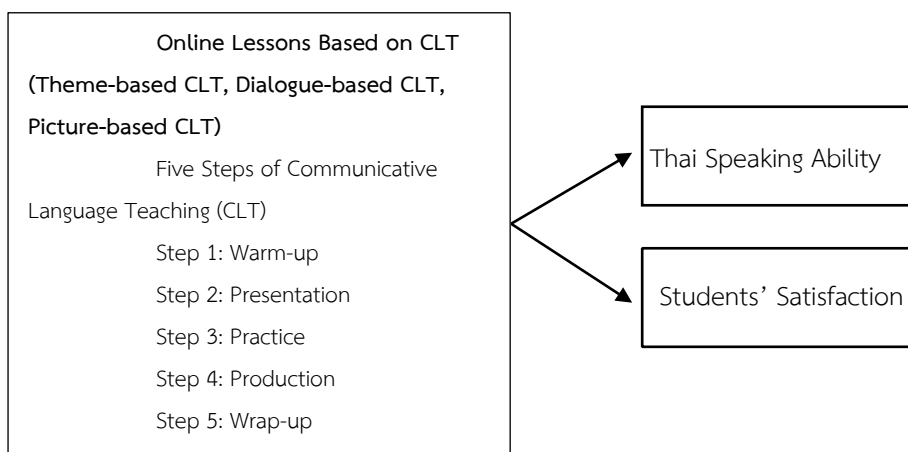


Figure 1 Conceptual Framework

Narrative Description of the Conceptual Framework

Figure 1 illustrates the conceptual framework of this study. The independent variable consists of online lessons developed based on Communicative Language Teaching, integrating three communicative instructional approaches: Theme-based CLT, Dialogue-based CLT, and Picture-based CLT. These approaches were implemented through five instructional steps: Warm-up, Presentation, Practice, Production, and Wrap-up.



The five instructional steps were consistently applied across the three communicative teaching stages. During the Warm-up stage, learners' prior knowledge was activated and they were prepared for communicative activities. In the Presentation stage, new vocabulary, sentence patterns, and communicative functions were introduced within meaningful contexts. During the Practice stage, learners performed guided communicative tasks appropriate to each instructional approach. For example, learners practiced sentence construction in Theme-based CLT, dialogue construction and role-play in Dialogue-based CLT, and picture description in Picture-based CLT. The Production stage provided opportunities for learners to communicate independently in authentic situations using the target language. Finally, the Wrap-up stage was used to summarize lesson content, provide feedback, and reinforce learners' communicative performance.

The three communicative instructional approaches were designed to progressively develop learners' Thai speaking ability. Theme-based communicative activities focused on developing vocabulary knowledge and grammatical accuracy. Dialogue-based communicative activities emphasized communicative responsiveness, interaction, and speaking fluency through role-play and conversational practice. Picture-based communicative activities promoted extended speech production, linguistic thinking, and the ability to communicate continuously in Thai.

The effectiveness of the developed online lessons was evaluated through two dependent variables. Thai speaking ability was assessed using the Thai Speaking Ability Test administered after completion of the instructional program, while students' satisfaction with the developed online lessons was measured using the Student Satisfaction Questionnaire. The conceptual framework therefore demonstrates the logical relationship between the instructional intervention, the communicative learning process, and the expected learning outcomes.

Research methods

This study employed a pre-experimental research design using a pretest-posttest approach. The research procedure consisted of four stages. First, a baseline speaking assessment was conducted to evaluate the participants' initial Thai-speaking proficiency before the instructional intervention. Second, the participants received instruction through online lessons developed based on the principles of Communicative Language



Teaching (CLT). The instructional program consisted of 18 online lessons delivered via the Zoom platform over a period of nine weeks, totaling 27 instructional hours. Third, upon completion of the instructional intervention, a post-instruction speaking achievement test was administered to assess the participants' Thai-speaking ability after the learning process. Finally, a learner satisfaction survey was conducted to investigate the participants' satisfaction with the online lessons based on the Communicative Language Teaching approach. The collected data were analyzed to determine the effectiveness of the online lessons in enhancing the Thai-speaking ability of Vietnamese learners and to evaluate learners' satisfaction with the instructional program.

This study employed a one-group pretest-posttest pre-experimental design. Although this design did not include a control group and may therefore be subject to potential threats to internal validity, such as maturation and testing effects (Campbell & Stanley, 1963), it was considered appropriate because the primary purpose of the study was to develop and conduct a preliminary evaluation of CLT-based online lessons. To minimize potential threats to internal validity, all participants received the same instructional content, learning duration, instructional procedures, and assessment criteria throughout the study.

1. The research instruments used in this study were classified into three categories as follows:

1.1 Lesson plans: CLT-based online lesson plans consisting of 18 lessons, 27 hours, designed through three main instructional approaches: theme-based translation practice, dialogue role-play activities, and picture description tasks to enhance Thai speaking ability

1.2 Thai Speaking Ability Test: The Thai Speaking Ability Test was scored using a predefined scoring rubric covering three communicative components: Theme-based CLT (60 points), Dialogue-based CLT (30 points), and Picture-based CLT (10 points), with a total score of 100 points. Standardized scoring criteria were applied consistently to all participants to ensure fairness and consistency in assessment.

Table 1: Content analysis of learning objectives and the number of test items in the Thai Speaking Ability test for Vietnamese students



Part	Learning content	Learning objectives	Number of recorded sentences	Number of recorded dialogues	Number of recorded paragraphs
Theme-based CLT	1. Personal Pronouns	Sentence Construction through Theme-based Communicative Language Teaching: Learners construct Thai sentences by translating from Vietnamese into Thai based on communicative themes, using course-specific vocabulary and structures to develop accuracy and confidence in meaningful communication across ten topics	4		
	2. Greetings and Self-introduction		4		
	3. Numbers		4		
	4. Classifiers and Comparative Structures		4		
	5. Days, Months, and Years		4		
	6. Time		4		
	7. Travel and Giving Directions		4		
	8. Ordering food		4		
	9. Booking a hotel room		4		
	10. Buying and Selling		4		



Part	Learning content	Learning objectives	Number of recorded sentences	Number of recorded dialogues	Number of recorded paragraphs
Dialogue-based CLT	Role-playing conversations	Learners are required to translate dialogues from Vietnamese into Thai. Each dialogue consists of 10 turns and reflects real-life communicative situations related to the studied themes, with the aim of developing fluency, interactional competence, and communicative responsiveness.		2	
Picture-based CLT	Describing Pictures	Learners are required to translate a given paragraph from Vietnamese into Thai. Each paragraph consists of 10 sentences, with a focus on the accurate use of vocabulary, correct grammar, and clearly cohesive and fluid sentence linkage.			1
Total			40	2	1



Table 2: Thai Speaking Ability Test Assessment Criteria for the Theme-Based CLT Section
(40 sentences = 60 points), 1.5 point per correct sentence

Criteria	Description	Point
Vocabulary Accuracy	The translated text accurately expresses the intended idea and makes use of suitable terminology.	0.5
Grammatical Accuracy	The sentence has proper word order and sentence structure, and it is grammatically correct.	0.5
Pronunciation and Intelligibility	Tones and pronunciation are clear and intelligible, allowing the sentence to be easily understood.	0.5
Total per Sentence	Each sentence is evaluated based on the three criteria above.	= 1.5

Table 3: Thai Speaking Ability Test Assessment Criteria for the Dialogue-Based CLT Section
(A dialogue consisting of 10 turns = 15 points), 1.5 points per turn

Criteria	Description	Point
Vocabulary Accuracy	The extent to which appropriate Thai vocabulary is used to accurately convey the meaning of the original Vietnamese sentence within the communicative context.	0.5
Grammatical Accuracy	The degree to which the dialogue turn demonstrates correct sentence structure, word order, and basic grammatical rules of Thai.	0.5
Pronunciation and Intelligibility	The clarity and accuracy of pronunciation and tone that allow the dialogue turn to be easily understood by the listener without requiring interpretation	0.5



Criteria	Description	Point
Total per turn	Each turn is evaluated based on the three criteria above.	= 1.5

Table 4: Thai Speaking Ability Test Assessment Criteria for the Picture-Based CLT Section
(a paragraph = 10 points)

Criteria	2.5 points	2.0 points	1.5 points	1.0 point	0 point
Meaning Accuracy	The Thai paragraph fully and accurately conveys the meaning of the original Vietnamese paragraph with no distortion or omission of key information.	The main meaning is accurately conveyed with very minor inaccuracies that do not affect understanding.	The general meaning is conveyed, but some inaccuracies or omissions affect the clarity of the picture description.	Limited meaning is conveyed, with frequent distortions or misunderstandings of the original content.	The meaning of the original Vietnamese paragraph is not conveyed.
Vocabulary Accuracy and Appropriateness	Appropriate Thai vocabulary is consistently and accurately used to describe	Vocabulary use is mostly accurate, with minor inappropriate word choices.	Vocabulary is understandable, but several inappropriate or inaccurate word choices	Limited vocabulary control with frequent lexical errors.	Vocabulary use is largely incorrect or inappropriate, making the paragraph difficult to understand.



Criteria	2.5 points	2.0 points	1.5 points	1.0 point	0 point
	the picture in context.		affect clarity.		
Grammatical Accuracy	Sentences demonstrate correct basic Thai sentence structure, word order, and grammatical forms with no or very minor errors.	Minor grammatical errors occur but do not affect overall understanding.	Noticeable grammatical errors occur and occasionally affect understanding.	Frequent grammatical errors significantly affect understanding.	Grammatical errors severely hinder or prevent comprehension.
Coherence and Sentence Linking	Sentences are logically connected, forming a coherent and fluent paragraph with appropriate linking devices.	The paragraph is generally coherent, with minor problems in sentence linking.	Some sentence connections are present, but coherence is inconsistent.	Limited coherence; sentences are weakly connected or repetitive.	Sentences are disconnected, resulting in a lack of paragraph coherence.

1.3 Satisfaction Questionnaire: To evaluate the students' satisfaction with CLT-based online lesson to enhance their Thai speaking proficiency, the researcher designed



a Satisfaction Questionnaire. The design table was created on Google Form and consists of 10 questions

Table 5: Investigating Students' Satisfaction with Communicative Language Teaching Based Online Lessons to Enhance Thai Speaking Ability

content	satisfaction				
	5	4	3	2	1
1. I like the relevance of the lesson content to improving my Thai speaking ability.					
2. I like the theme-based sentence construction activities					
3. I think the theme-based activities help me understand vocabulary and sentence structures in Thai.					
4. I like the dialogue construction and role-play activities					
5. I think the role-play activities improve my speaking fluency and communicative confidence.					
6. I like the picture description activities in Thai					
7. I think the picture description activities help me develop longer and more natural spoken responses.					
8. I think the online learning platform and learning materials support my speaking development.					
9. I think the Communicative Language Teaching activities are effective in improving my Thai speaking ability.					



content	satisfaction				
	5	4	3	2	1
10. I am satisfied with the overall design of the online lessons and learning activities.					

2. Data Collection: The data collection phase of this study was designed in accordance with the pre-experimental research model with baseline assessment and post-instruction measurement. The purpose of data collection was to evaluate the effectiveness of online lessons based on Communicative Language Teaching (CLT) in enhancing the Thai speaking ability of Vietnamese students, as well as to investigate students' satisfaction with the CLT-based online instructional program. A systematic and structured procedure was applied to ensure the validity and reliability of the collected data.

1) Preparation: Prior to data collection, the researcher developed two research instruments: a Thai Speaking Achievement Test and a Satisfaction Questionnaire. Both instruments were reviewed and validated by three experts using the IOC method before being implemented with 18 Vietnamese students at the A0 level.

Table 6: Results of the evaluation of the consistency of Thai Speaking Ability Test

Point number	Level of expert opinion			Total	IOC	Consistency
	1	2	3			
1	1	1	1	3.00	1.00	available
2	1	1	1	3.00	1.00	available
3	1	1	1	3.00	1.00	available
4	1	1	1	3.00	1.00	available
5	1	1	1	3.00	1.00	available
6	1	1	1	3.00	1.00	available



Point number	Level of expert opinion			Total	IOC	Consistency
	1	2	3			
7	1	1	1	3.00	1.00	available
8	1	1	1	3.00	1.00	available
9	1	1	1	3.00	1.00	available
10	1	1	1	3.00	1.00	available
11	1	1	1	3.00	1.00	available
12	1	1	1	3.00	1.00	available
13	1	1	1	3.00	1.00	available
14	1	1	1	3.00	1.00	available
15	1	1	1	3.00	1.00	available
16	1	1	1	3.00	1.00	available
17	1	1	1	3.00	1.00	available
18	1	1	1	3.00	1.00	available
19	1	1	1	3.00	1.00	available
20	1	1	1	3.00	1.00	available
21	1	1	1	3.00	1.00	available
22	1	1	1	3.00	1.00	available
23	1	1	1	3.00	1.00	available
24	1	1	1	3.00	1.00	available
25	1	1	1	3.00	1.00	available
26	1	1	1	3.00	1.00	available



Point number	Level of expert opinion			Total	IOC	Consistency
	1	2	3			
27	1	1	1	3.00	1.00	available
28	1	1	1	3.00	1.00	available
29	1	1	1	3.00	1.00	available
30	1	1	1	3.00	1.00	available

Table 7: Results of the evaluation of the consistency of the Questionnaire form

List of questions	Level of expert pinion			T0tal	IOC	Consistency
	1	2	3			
1	1	1	1	3.00	1.00	available
2	1	1	1	3.00	1.00	available
3	1	1	1	3.00	1.00	available
4	1	1	1	3.00	1.00	available
5	1	1	1	3.00	1.00	available
6	1	1	1	3.00	1.00	available
7	1	1	1	3.00	1.00	available
8	1	1	1	3.00	1.00	available
9	1	1	0	2.00	0.67	available
10	1	1	1	3.00	1.00	available

2) Data Collection Methods: The data collection process followed the research model, including baseline speaking assessment, implementation of CLT-based online lessons, a



post-instruction Thai speaking achievement test with a total score of 100 points, and a 10-item satisfaction questionnaire.

3) Data Entry and Processing: After data collection, all data were entered into Microsoft Excel and analyzed using descriptive statistics, including Mean and Standard Deviation, to evaluate students' Thai speaking ability and their satisfaction with the CLT-based online

3. Data analysis: After data collection, the study analyzed students' Thai-speaking ability and their satisfaction with the CLT-based online lessons. Data on Thai Speaking Ability were collected through the Post-Instruction Thai Speaking Ability Test and analyzed using descriptive statistics, including Mean (M) and Standard Deviation (SD), with Microsoft Excel. Data from the satisfaction questionnaire were analyzed using descriptive statistics, including Mean and Standard Deviation, through Microsoft Excel to evaluate students' satisfaction with the lesson content, learning activities, and online learning experience.

Result

Part 1: Analysis of the appropriateness of the online lessons

The results of the experts' evaluation indicated that the online lessons developed based on Communicative Language Teaching (CLT) were appropriate at a high level ($\bar{X} = 4.38$, S.D. = 0.47). The evaluation covered the components of the online lessons, including the clarity and consistency of the concepts, learning objectives, learning content, learning activities, instructional media and resources, and measurement and evaluation. The teaching process consisted of five stages: Warm-up, Presentation, Practice, Production, and Wrap-up. The detailed results of the experts' evaluation are presented in Table 1

Table 1: Results of experts' evaluation on the appropriateness of the online lessons

Evaluation list	Level of expert opinion			$\bar{X}$	S.D.	Appropriate level
	1	2	3			
1. The concept convey a	4	5	5	4.67	0.58	very high



Evaluation list	Level of expert opinion			$\bar{X}$	<i>S.D.</i>	Appropriate level
	1	2	3			
clear meaning.						
2. The concept is consistent with the learning objectives.	4	5	5	4.67	0.58	very high
3. The concept are consistent with the content taught.	4	4	5	4.33	0.58	high
4. The objective is clear and easy to understand.	4	4	5	4.33	0.58	high
5. Objectives are consistent with measurement and evaluation.	4	4	5	4.33	0.58	high
6. Learning content is appropriate for the age of the learners.	4	4	5	4.33	0.58	high
7. Learning content is appropriate for the learning activities used.	4	4	5	4.33	0.58	high
8. Learning activities are appropriate for the time.	4	4	4	4.00	0.00	high
9. Learning activities promote the creation of knowledge by oneself.	4	4	4	4.00	0.00	high
10. Learning activities are diverse and interesting.	4	4	4	4.00	0.00	high



Evaluation list	Level of expert opinion			$\bar{X}$	<i>S.D.</i>	Appropriate level
	1	2	3			
11. Learning activities stimulate interest in learning more.	4	5	5	4.67	0.58	very high
12. Media and learning resources appropriate for organizing activities.	4	5	5	4.67	0.58	very high
13 media and learning resources appropriate to the content and interesting	4	5	5	4.67	0.58	very high
14 Measurement and evaluation are consistent with learning objectives.	4	4	5	4.33	0.58	high
15. Measurement and evaluation are appropriate to the subject content.	4	4	5	4.33	0.58	high
16. Measurement and evaluation are appropriate to the learner's context.	4	4	5	4.33	0.58	high
$\bar{X}$				4.38	0.47	high

* As shown in Table 1, the overall appropriateness of the online lessons developed based on Communicative Language Teaching (CLT) was rated at a high level ($\bar{X}$ = 4.38, S.D. = 0.47), indicating that the developed online lessons were suitable for



implementation to enhance the Thai speaking ability of Vietnamese students in an online learning environment.

In particular, several aspects were evaluated at a very high level, including the clarity of the concepts, the consistency between the concepts and the learning objectives, the ability of the learning activities to stimulate learners' interest, and the appropriateness of the instructional media and learning resources ($\bar{X} = 4.67$, S.D. = 0.58). The remaining aspects were evaluated at a high level. Overall, these findings demonstrate that the developed online lessons were appropriate and suitable for implementation in online learning.

Part 2: Results of Baseline Speaking Ability

Before participating in the course, all participants had no prior Thai speaking ability and were classified at the A0 level. A total of 18 students participated in the study. The baseline characteristics of the participants are presented in Table 2

Table 2: Baseline Characteristics of Participants

Participants (N)	Prior Thai Speaking Ability	Level
18	None	A0

* As shown in Table 2, all 18 participants had no prior Thai speaking ability before participating in the course and were classified at the A0 level. These findings indicate that all participants had the same baseline speaking proficiency prior to the implementation of the online lessons.

Part 3: Thai Speaking Ability of Students after Instruction (O)

The results of the post-instruction speaking assessment indicated that the students achieved a very high level of Thai speaking ability after participating in the online lessons developed based on Communicative Language Teaching. A total of 18 students completed the post-instruction speaking assessment. The overall mean score was 88.72 (S.D. = 5.14), which was classified as an "Excellent" level according to the score



classification criteria. The detailed post-instruction speaking scores are presented in Table 3

Table 3: Post-instruction Thai Speaking Ability Scores

No.	Part 1 (60)	Part 2 (30)	Part 3 (10)	Total (100)
1	49	27	7	83
2	50	25.5	8.5	84
3	51.5	27	7	85.5
4	53	26	7.5	86.5
5	52	28.5	8.5	89
6	57	27.5	9	93.5
7	55	26	6.5	87.5
8	55.5	29	9	93.5
9	57.5	27.5	8.5	93.5
10	59	28.5	8.5	96
11	50	24	0	74
12	49.5	29	9	87.5
13	55	26.5	7	88.5
14	54	26.5	8.5	89
15	55	29.5	9	93.5
16	55.5	28	8	91.5
17	53.5	29.5	7.5	90.5
18	55.5	27.5	7.5	90.5
Total	967.5	493	136.5	1597
$\bar{X}$	53.75	27.39	7.58	88.72
<i>S.D.</i>	2.91	1.49	2.06	5.14

* As shown in Table 3, all 18 students completed the post-instruction speaking assessment. The total mean score was 88.72 (S.D. = 5.14), indicating that the students' Thai speaking ability after instruction was at an excellent level. The relatively low



standard deviation suggests that the students' scores were closely distributed around the mean, reflecting consistent learning outcomes among the participants.

Regarding each assessment component, the students obtained a mean score of 53.75 out of 60 for Part 1, 27.39 out of 30 for Part 2, and 7.58 out of 10 for Part 3. These results demonstrate that the students performed well across all components of the Thai speaking assessment following the instructional intervention.

Part 4: Analysis of students' satisfaction (S)

The results of the students' satisfaction survey indicated that the online lessons developed based on Communicative Language Teaching received a very high level of satisfaction. The overall mean satisfaction score was 4.54, indicating that the students had very positive perceptions of the lesson design, learning activities, and instructional approach implemented in this study. The detailed results of the students' satisfaction survey are presented in Table 4

Table 4: Mean standard deviation and student satisfaction research

List of questions	$\bar{X}$	<i>S.D.</i>	Description
1. I like the relevance of the lesson content to improving my Thai speaking ability.	4.72	0.46	Very High
2. I like the theme-based sentence construction activities.	4.56	0.62	Very High
3. I think the theme-based activities help me understand vocabulary and sentence structures in Thai.	4.56	0.62	Very high



4. I like the dialogue construction and role-play activities.	4.44	0.70	High
5. I think the role-play activities improve my speaking fluency and communicative confidence.	4.72	0.46	Very high
6. I like the picture description activities in Thai.	4.72	0.46	Very high
7. I think the picture description activities help me develop longer and more natural spoken responses.	4.56	0.62	Very high
8. I think the online learning platform and learning materials support my speaking development.	4.50	0.51	High
9. I think the Communicative Language Teaching activities are effective in improving my Thai speaking ability.	4.33	0.59	High
10. I am satisfied with the overall design of the online lessons and learning activities.	4.33	0.59	High
Total	4.54	0.57	Very High



* As shown in Table 4, the overall level of students' satisfaction with the online lessons developed based on Communicative Language Teaching was at a very high level ($\bar{X} = 4.54$). Most questionnaire items were rated at the "Very High" level. The highest mean score ($\bar{X} = 4.72$) was obtained for the relevance of the lesson content to improving Thai speaking ability, the effectiveness of role-play activities in enhancing speaking confidence and fluency, and the usefulness of picture description activities in developing longer and more natural spoken responses.

Several items were rated at the "High" level, including the dialogue construction and role-play activities ($\bar{X} = 4.44$), the support provided by the online learning resources and platform ($\bar{X} = 4.50$), and the students' overall satisfaction with the lesson plan ($\bar{X} = 4.33$). The relatively low standard deviations across all items indicate that students' responses were generally consistent. Overall, the findings demonstrate that the students were highly satisfied with the online lessons developed based on Communicative Language Teaching.

Discussion of research results

Based on the findings of the study, the results are discussed as follows:

1. Appropriateness of the CLT-Based Online Lessons

The experts' assessment showed that the online courses created using Communicative Language Teaching were generally very appropriate ($\bar{X} = 4.38$, S.D. = 0.47). The components of the online lessons, incorporating learning goals, learning content, learning activities, instructional media and resources, and measurement and evaluation, were all evaluated at high and very high levels. This indicates that the developed online lessons were systematically designed and were suitable for enhancing Thai speaking ability in an online learning environment.

The high level of appropriateness may be attributed to the incorporation of CLT concepts into each lesson's component. The learning objectives were clearly aligned with communicative outcomes, while real-world conversation and authentic language use were highlighted in the course material. Additionally, the learning exercises promoted student engagement, meaningful communication, and active participation, all



of which are essential components of communicative language teaching. The instructional media and online learning resources were also appropriately selected to support students' engagement and speaking practice. Furthermore, the measurement and evaluation methods were consistent with the learning objectives and communicative exercises, allowing for precise evaluation of students' speaking proficiency.

The idea of instructional design in language acquisition, which highlights the significance of coordinating objectives, content, activities, media, and assessment to achieve successful learning outcomes, is supported by these findings. The findings also imply that well-crafted CLT-based online courses can offer a suitable and successful framework for improving speaking abilities among beginning foreign language learners.

2. Enhancement of Thai Speaking Ability

The research results indicated that the online lessons developed based on CLT were Incredibly successful in enhancing students' Thai speaking ability. After the instruction, students achieved a very high level of speaking ability (Mean = 88.72, S.D. = 5.14), Even without any previous Thai speaking ability at the baseline (A0 level). The design of learning activities based on CLT principles, which prioritize meaningful communication, interaction, and everyday language use is responsible for this improvement.

In order to encourage students to actively utilise the Thai language, the researcher carefully crafted the online lectures by include communicative tasks like role-plays, dialogues, and interactive speaking exercises. By giving students the chance to practise speaking in authentic settings, these exercises improved their fluency, self-assurance, and communicative skills. This result is in line with Canale and Swain's (1980) idea of communicative competence, which emphasises the value of interaction in language acquisition. Additionally, it is consistent with the Communicative Language Teaching approach, which supports real language use and learner-centred education.

Additionally, the usage of internet platforms made learning environments flexible and interesting, allowing students to actively participate and practise speaking abilities on a regular basis. As a result, students were able to progress from having no prior knowledge to achieving a high level of speaking ability within the instructional period.



3. Learning Outcomes in Relation to Baseline Ability

Although this study did not employ a pre-test, the baseline assessment clearly indicated that all participants had no prior Thai speaking ability (A0 level). Therefore, the high level of post-instruction Thai speaking ability test shows that students' speaking skills have significantly improved.

This finding implies that because CLT-based online courses offer structured yet adaptable chances for language exposure and practice, they are ideal for learners at the basic level. In line with constructivist learning theory (Piaget, 1954), which holds that students actively construct knowledge via experience and social interaction, the learning activities encouraged pupils to do so.

Additionally, students were able to acquire both practical speaking skills and linguistic understanding thanks to the focus on communication and everyday language use. This corroborates other research showing that communicative methods can significantly improve speaking ability, particularly for students who have never used the language before.

4. Student Satisfaction

The results also showed that students' overall satisfaction with the CLT-based online lessons was at a very high level (Mean = 4.54, S.D. = 0.57). This indicates that students positively perceived both the instructional approach and the learning experience.

The interactive character of CLT activities, which encourage student participation, engagement, and teamwork, may be the reason for the high degree of satisfaction. Additionally, the online learning environment offered flexibility and convenience, enabling students to learn at their own pace while still having meaningful conversations. Additionally, students' enthusiasm and interest in learning Thai were raised by the use of communicative tasks, which made the learning process more pleasurable and applicable to real-life circumstances. This result is in line with earlier studies that demonstrate how interactive and communicative teaching strategies can improve student satisfaction and learning outcomes.



High speaking proficiency and high satisfaction are positively correlated, indicating that the created online courses were both successful and well-liked by the students. This demonstrates the potential of CLT-based online training as a successful strategy for improving speaking abilities in situations including foreign language acquisition.

5. Comparison with Previous Empirical Studies

The findings of this study are consistent with recent empirical studies investigating the effectiveness of Communicative Language Teaching in online language learning environments. Previous studies conducted in ASEAN countries have reported that integrating communicative activities, such as role-play, collaborative dialogue, and authentic communication tasks, significantly improves learners' speaking proficiency, communicative confidence, and classroom engagement. Similarly, the present study found that Vietnamese learners demonstrated substantial improvement in Thai speaking ability after participating in the CLT-based online lessons. The high level of student satisfaction also supports previous findings that learner-centred online instruction combined with communicative interaction promotes positive learning experiences and greater motivation. Therefore, the findings of the present study provide additional empirical evidence supporting the effectiveness of CLT-based online instruction for foreign language learning within the ASEAN educational context.

6. Limitations of the Study

Despite the positive findings, this study has several limitations that should be acknowledged. First, the study involved only 18 Vietnamese learners selected through purposive sampling, which may limit the generalizability of the findings to broader learner populations. Second, the instructional intervention lasted for only nine weeks (27 instructional hours), which may not fully capture the long-term effects of CLT-based online instruction on Thai speaking ability. Third, the study employed a one-group pre-experimental design without a control group. Although this design was appropriate for the preliminary evaluation of the developed online lessons, future studies employing true experimental or quasi-experimental designs with larger sample sizes are recommended to provide stronger evidence of instructional effectiveness.



Suggestions from research

1. Teaching and Learning Suggestions

1.1 Several suggestions for teaching and learning might be made in light of the study's favourable findings. First, other language skills and various learner groups should be included in the usage of online courses based on Communicative Language Teaching. Overall language competency may be further improved by using this strategy to writing, listening, and reading skills as well as to students at various proficiency levels. Because it offers chances for meaningful communication from the very beginning of learning, this method is especially appropriate for beginning students.

1.2 Second, CLT-based online lesson design and implementation should be the focus of ongoing professional development for educators. The creation of interactive speaking exercises, such as role-plays, dialogues, and task-based communication, as well as the efficient use of online platforms to promote student participation, should be the main topics of training programs. Improving teachers' abilities will immediately increase learning effectiveness because teacher facilitation is crucial in communicative classrooms.

1.3 Third, in order to guarantee the effective implementation of online CLT training, educational institutions should offer sufficient technological assistance and pedagogical materials. Multimedia instructional resources, suitable online teaching platforms, and reliable internet connectivity are all part of this. Students will participate more, be more engaged, and utilise language more actively in a supportive online learning environment.

1.4 When implementing CLT-based online instruction in larger classes, teachers should adopt classroom management strategies that maximize students' opportunities for meaningful communication. For example, learners may be divided into small groups or pairs using breakout rooms on synchronous online platforms such as Zoom to facilitate role-play, dialogue practice, and collaborative problem-solving activities. Teachers should rotate group membership regularly, assign clear communicative roles to learners, monitor group discussions, and provide immediate feedback after each activity. These strategies can help maintain active participation, increase speaking opportunities, and ensure that all learners remain engaged despite larger class sizes.



2. Suggestions for research

2.1 The use of CLT-based online courses in various settings, such as with students of various ages, skill levels, or educational backgrounds, should be the subject of future research. This will assist in determining the approach's wider applicability.

2.2 Future studies should look at other factors including class size, learner motivation, teacher experience, and the usage of particular digital tools that can affect how effective CLT-based online learning is. Optimising instructional design can be achieved through an understanding of these elements.

2.3 The effects of CLT-based online training on other language abilities and competences, like listening comprehension, pronunciation, interpersonal skills, and learner confidence, might be investigated in more detail. This would offer a more thorough comprehension of how CLT promotes language development in general.

2.4 Future research should employ longitudinal research designs to investigate the long-term retention of Thai speaking ability after learners complete CLT-based online instruction. Follow-up assessments conducted several months after the instructional intervention would provide valuable evidence regarding the sustainability of learners' communicative competence and the long-term effectiveness of Communicative Language Teaching in online learning environments.

2.5 Future studies are encouraged to employ quasi-experimental or true experimental designs involving control groups to provide stronger evidence regarding the effectiveness of CLT-based online instruction.

References

- Abramson, A. S. (1962). *The vowels and tones of standard Thai: Acoustical measurements and experiments*. Indiana University.
- Anderson, T. (2008). *The theory and practice of online learning* (2nd ed.). AU Press.
- ASEAN Secretariat. (2015). *ASEAN Community Vision 2025*.
- Bao, D. (2020). *Understanding silence and reticence: Ways of participating in second language acquisition*. Bloomsbury Academic.
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115.



- Blake, R. J. (2011). Current developments in online language learning. *Annual Review of Applied Linguistics*, 31, 19–35.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Bunchom Srisa-ad. (2010). *Introduction to research* (8th ed.). Suweeriyasan. [In Thai]
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Houghton Mifflin.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Cook, G. (2010). *Translation in language teaching: An argument for reassessment*. Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Fulcher, G. (2010). *Practical language testing*. Hodder Education.
- Gandour, J. (1979). Perceptual dimensions of tone: Evidence from Thai dialects. *Journal of Phonetics*, 7(3), 241–256.
- Gandour, J. (1979). Tone perception in Far Eastern languages. *Journal of Phonetics*, 7(2), 149–175.
- Gandour, J., Potisuk, S., & Dechongkit, S. (1994). Tonal coarticulation in Thai. *Journal of Phonetics*, 22(4), 477–492.
- Harmer, J. (2007). *How to teach English* (2nd ed.). Longman.
- Hampel, R., & Stickler, U. (2012). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, 24(2), 116–137.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.



- Iwasaki, S., & Ingkaphirom, P. (2005). *A reference grammar of Thai*. Cambridge University Press.
- Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach*. Springer.
- Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model*. Hong Kong University Press.
- Leonardi, V. (2010). *The role of pedagogical translation in second language acquisition*. Peter Lang.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge University Press.
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. MIT Press.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Moore, M. G. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance education* (pp. 22–38). Routledge.
- Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth.
- Paisan Worakham. (2021). *Educational research and statistics*. Mahasarakham University. [In Thai]
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Roengpitya, R. (2001). *Phonology of Thai*. Chulalongkorn University Press
- Sun, P.-C., Tsai, R. J., Finger, G., Chen, Y.-Y., & Yeh, D. (2008). What drives a successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers & Education*, 50(4), 1183–1202.