

## Research Article

# THE DEVELOPMENT OF COMMUNICATION COMPETENCY EXERCISES IN THAI LANGUAGE WRITING SKILLS FOR 5<sup>th</sup> GRADE STUDENTS

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## Abstract

The objectives of this research were 1) to develop communication competency exercises in Thai Language writing skills for fifth grade students that follow the 80/80 criteria, 2) to compare the results of communication writing competence between the experimental group students taught with developed exercise and taught through traditional learning approach and 3) to study satisfaction with the communication competency exercises in Thai Language writing skills for fifth Grade students. The sample in this study was fifth Grade students (60 students from 9 classrooms) who enrolled in Thai Language subjects at Prasarnmit Demonstration School (Elementary), Srinakharinwirot University in the second semester of academic year 2023. A purposive sampling technique was used to select thirty students in the experimental group and thirty students in the control group in this study. The research tools included 1) four sets of communication competency exercises in Thai Language writing skills for fifth grade students, 2) a communication writing competence assessment test, and 3) a questionnaire on satisfaction after learning through communication competency exercises. The data was analysed by using the efficacy determination  $E_1/E_2$ , mean (M), standard deviation (SD), the Wilcoxon signed-rank test and the Mann-Whitney U-Test. The results indicated that

1. the communication competency exercises in Thai Language writing skills for fifth grade students, the process efficiency ( $E_1$ ) was 81.27, and the outcome efficiency ( $E_2$ ) was 83.21, both of which met the established criteria of 80/80.
2. The students in the experimental group based on the communication competency exercises in Thai Language writing skills for fifth grade students were significantly higher than the students in the control group who received the traditional learning approach, at a statistically significant level of 0.01.

3. The students' satisfaction in the experimental group after learning with communication competency exercises in Thai Language writing skills for fifth grade students on communication writing competence was at the high level. ( $M = 4.6$ ,  $SD = 0.13$ ).

**Keywords:** Exercises Communication Writing Competency, Elementary Education

## Introduction

Teaching Thai Language according to the National Curriculum for Basic Education 2008 by the Ministry of Education emphasizes that educators should organize processes to practice various skills in order to develop students to proficiency. This includes especially using the language for communication through the four skills: reading, writing, listening-viewing, and speaking, in accordance with linguistic principles and cultural norms. These skills should be applicable in daily life. However, students have not been able to properly and appropriately apply the knowledge, skills, attitudes, and attributes they have learned in real-life situations. Therefore, teachers must organize learning processes or use various techniques to promote and train students in developing Thai language skills for communication that are connected to real-life situations, ensuring practical and appropriate application. The focus should be on hands-on practice, critical thinking, and problem-solving independently. (Ministry of Education, 2008; Naksakul, 2022).

From the study of documents and research, it was found that listening and viewing are always simultaneous skills of receiving information, which are essential for daily life and are used more than other skills. To use these skills effectively, one must be able to think critically, consider, reflect, comprehend, analyze, differentiate, diagnose, interpret, assess the credibility and value of the information in a rational manner, and know how to select useful information for self-development. Especially in this era, where information communication has a significant influence on decision-making, whether through radio, television, movies, data, news, or advertisements, they face around us, containing both positive and negative aspects. These media influence various areas of thought, such as intelligence, emotions, values, attitudes, morality, and behavior, particularly impacting the use of language. In addition, all teachers can learn about the thoughts and behaviors of students after listening and viewing by having them write to communicate their emotions, feelings, and opinions in order to organize activities and selecting media that connect with everyday life and are modern and appropriate for the students' age. They should use real-life problems or situations in practical exercises, developing them alongside listening and viewing from various media such as daily news, advertisements, etc. Particularly, online media, which students are more interested in, can be used with technological tools to create interaction with teachers and peers, helping to enhance effective communication. This is a skill that requires time to practice, as it involves knowledge and experience in arranging words and thoughts in a coherent order (Ministry of Education, 2008; Somprayoon, 2010; Cheewaphan, 2011; Panich, 2012; Tongaht, 2018; Sumon et al., 2022).

To address the issue of teaching Thai for communication, with a focus on enabling students to apply the knowledge, skills, and attributes they have learned in real-life situations appropriately, further research and studies have shown that the trend in 21<sup>st</sup> century education management, according to the National Education Plan 2017-2036, the 2024 National Education Reform Plan (Revised), and the PISA recommendations, aims to develop learners'

competencies as a key goal. Competency is seen as an indicator of an individual's success, based on the Iceberg model theory by David C. McClelland, which forms the foundation for designing mother tongue practice. This involves teaching Thai for communication, which is a core competency necessary for the literacy of Thai youth (Literate Thais). This aligns with the royal speech of His Majesty King Bhumibol Adulyadej, stating that after learning and practicing content until it is understood, it should be applied to life in a beneficial way, thus demonstrating progress. Competency in communication involves knowledge of grammar, vocabulary, and social norms which enable individuals to use language correctly and appropriately according to time, place and context, effectively manner in real-life situations. Therefore, developing communication competency helps learners gain confidence in using language appropriately in real-life situations that align with their daily life (Hymes, 1972; Canale & Swain, 1980; Royal Institute, 2019; Office of the Secretariat of the Education Council, 2021; Phongphithaya, 2022)

From a review of experimental research that utilized practice exercises over the past 10 years, from 2012 to 2022, The research results revealed that the exercises developed had their quality and effectiveness assessed before being implemented. This had a positive impact on the learners' development, including academic achievement, language skills, and other attributes. Therefore, the use of innovative practice exercises remains an important and necessary method for language skill development. Through repetitive practice, learners can gain knowledge, understanding, and lasting proficiency, and learn more quickly. This aligns with Thorndike's Connectionism Theory, which posits that trial and error lead to discovering the best pattern. It emphasizes the stability of the connection between stimuli and correct responses, which leads to complete learning. Thorndike's 3 Laws of Learning can be applied in creating practice exercises, namely: *Readiness*—the body and mind must be prepared to learn, which leads to effective learning; *Exercise*—learning occurs through repeated actions, and consistent practice at the right time strengthens the connection between stimuli and responses, improving skills and proficiency; and *Effect*—immediate positive feedback from actions leads to satisfaction in specific situations, motivating continued learning. Thus, the practice exercises used in teaching and learning can help increase efficiency and enhance the learning process (Thorndike, 1969; Khammani, 2009; Toiyeebee, 2011; Kullapatsaengthong & Nillapun, 2012; Kulduang, 2014; Wetchateng, 2020; Supanan, 2021)

Based on the aforementioned concepts, the researcher will use them as a guideline for developing practice exercises to enhance the writing communication competencies in Thai language for Grade 5 students. The focus will be on writing to express feelings and opinions based on listening and viewing. This will be grounded in indicators (KPA) and the key competencies of students in communication skills, according to the 2008 National Curriculum for Basic Education by the Ministry of Education, the school's curriculum at the Prasammit Demonstration School (Elementary) of Srinakharinwirot University, and the draft Competency-Based Education (CBE) curriculum by the Office of the Education Council. It will also integrate principles for analyzing and evaluating information from listening and viewing, as well as writing reasoned and credible opinions. The focus will be on data such as news, daily events, and advertisements from online media. Research into online media accessed through listening and viewing such as YouTube, TikTok, and Facebook—reveals their significant role in developing expressive and opinion-based writing skills among members of Generation Z (ages 9–24). Particularly in the New Normal era, where learning has fully transitioned to online platforms, these media foster critical thinking and reasoned written communication that align with the learning behaviors of the younger

generation (Senawong, 2021, as cited in Sanguanram, 2019; National Research Council of Thailand, 2020). Furthermore, a study by Aziz, Hashim, and Yunus (2019) on the use of social media for developing writing skills among Gen Z learners found that interactive usage significantly enhances English writing proficiency. Similarly, Ador (2023) emphasized that writing activities grounded in real-life and meaningful contexts are effective in promoting and addressing challenges in academic writing.

However, many studies have been conducted on developing Thai language proficiency, there are few empirical studies that focus on improving written communication abilities through viewing and listening based on the Basic Education Core Curriculum, particularly when using recent online media as a stimulus. A few studies involving fifth grade students have incorporated real-world listening and viewing materials, such as newspapers and advertisements, along with writing assignments to promote opinion expression, critical thinking, and communication skills. This indicates a gap in the literature, highlighting the need to develop focused practice sets that align with both the objectives of the competency-based curriculum and the communicative needs of students.

### **Research objectives**

1. To develop a writing communication competency exercise in Thai Language for fifth grade students that meets the 80/80 efficiency criteria.
2. To compare the writing communication competency between the experimental group of students who learn using the writing communication competency exercise in Thai Language for fifth grade students, and the control group of students who learn through the regular method.
3. To study the level of satisfaction among students towards the writing communication competency exercise in Thai Language for fifth grade students.

### **Research Hypothesis**

The fifth grade students in the experimental group who received instruction through the writing communication competency enhancement exercises in Thai language demonstrated significantly higher writing communication competency than those in the control group who were taught using conventional methods.

### **Methodology**

#### **Population**

The students were fifth grade students at the Srinakharinwirot University: Prasarnmit Demonstration School (Elementary), during the second semester of the 2023 academic year, with a total of 9 classrooms, comprising a total of 255 students.

#### **Sample**

The students were in fifth grade students at the Srinakharinwirot University: Prasarnmit Demonstration School (Elementary) during the second semester of the 2023 academic year, with a total of two classrooms,

comprising sixty students (from nine classrooms with mixed abilities). They were selected using purposive sampling and then randomly assigned through simple random sampling by drawing lots into two groups: one experimental group (thirty students) and one control group (thirty students). These two groups were used to study the impact of writing communication competencies.

### **Variables**

Independent Variable: Communication Writing Competency Exercises

Dependent Variables: Communication Writing Competency, Student Satisfaction

### **Definitions**

*Communication Writing Competency Exercises* refers to an educational innovation developed by the researcher based on principles for creating exercises, the national standards, content, indicators, and key competencies for communication as outlined in the Basic Education Core Curriculum of 2008, the school curriculum of Srinakharinwirot University: Prasarnmit Demonstration School (Elementary), the competency framework for upper elementary students, as well as the draft Competency-Based Curriculum. This was combined with the concept of language teaching for communication, principles of analyzing and evaluating information from listening and viewing, and principles of writing opinions in a rational and credible manner. The content included case studies and real-life situations sourced from electronic media and social media platforms. Lessons were designed for review and stored as files or links in the Nearpod app, accessible through iPads. These lessons were compiled into a booklet for practicing writing opinions and feelings based on listening and viewing, including critique, support, warning, objection, or suggestions regarding the information. There are four sets of exercises, each consisting of five lessons: Set 1: Information and News, set 2: Social Issues and Problems, set 3: Information on Modern Technology and Science and set 4: Advertising and Public Relations. Each set included a title, instructions, learning objectives, guidance for using the exercises, knowledge sheets (content), activity sheets (exercises), and end-unit tests. These were intended for use in the Thai language curriculum for fifth grade students and organized into a learning plan using communication writing competency exercises. The plan consisted of four units, each with five lessons, totalling 20 lessons, aimed at practicing and developing communication writing competencies for the target group.

*Communication Writing Competency* refers to the learner's ability to use the Thai language for effective communication by applying knowledge, skills, attitudes, or characteristics for practical use. This was achieved through the practice of listening and viewing various types of information in daily life, using advanced cognitive processes, which involved conscious awareness to understand the meaning of content and its true or hidden intent. This process included questioning, answering questions, interpreting, analysing, distinguishing between facts and opinions, and assessing credibility based on reason and correctness. It also involved making decisions to accept or reject the information, as well as evaluating its usefulness for practical life. The learner then demonstrated communication through writing, organizing thoughts to convey feelings, opinions, and experiences in the form of critique, support, warnings, objections, rebuttals, or suggestions, in accordance with

the objectives based on Thai moral values and culture. This was done using appropriate language based on context, social status, and the situation, with awareness of the impact on oneself and society. (Hymes, 1972; Canale & Swain, 1980; Gagné, 1985; Oxford, 1990; Ministry of Education, 2008; National Education Association [NEA], 2010; Office of the Secretariat of the Education Council, 2021) This competency was assessed using a communication writing competency measurement tool, which was an essay-style test with one question, divided into two parts. Scoring was done using a Rubric Scoring method developed by the researcher. In this study, communication writing competency refers to students' ability to express their feelings and opinions based on information obtained through listening to and viewing online media in daily life. This competency is aligned with the Thai Language subject area in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), specifically under Standard TH 2.1: Writing, with emphasis on the following indicators. In this standard, students need to write to communicate using accurate, clear and appropriate words, write about their feelings and opinions with intentions and be good writing manners through indicator 2, 6 and 9 respectively.

*Effectiveness of the Exercises 80/80* refers to the standard criteria used to evaluate the effectiveness of the Communication Writing Competency Exercises for the Thai language subject, intended for grade 5 elementary students.

*Student Satisfaction* refers to the positive feelings of fifth grade students, who were the target group, towards the Communication Writing Competency Exercises for the Thai language subject. This was measured through a student satisfaction questionnaire, which uses a five-point Likert scale with 15 items.

### **Research Tools**

The development and evaluation of the quality and effectiveness of the research tools were carried out as follows:

1. *Communication Writing Competency Exercises*: The process involved the following steps:

1) To study relevant theories, concepts, and research related to key competencies in communication as outlined in the Basic Education Core Curriculum, the draft competency-based curriculum, language teaching for communication, principles of analyzing and evaluating information from listening and viewing, principles of writing opinions in a rational and credible manner, as well as competency measurement and real-world evaluation.

2) To analyse content from the Thai language textbook about writing opinions for grade 5 students. This included analysing learning standards, and indicators, and setting learning objectives. The scope of content for each exercise was analysed, followed by the design and production of exercises for use in teaching, classified according to the Basic Education Core Curriculum. The exercises were divided into 4 sets, each consisting of 5 lessons: set 1: Information and News, set 2: Social Issues and Problems, set 3: Information on Modern Technology and Science and set 4: Advertising and Public Relations. These sets aligned with the lesson plan and were reviewed by three experts in the fields of content, media, educational technology, learning psychology, and assessment. The experts evaluated the appropriateness of the components using a 5 level rating scale developed by the researcher. The results showed a high level of agreement ( $\bar{x} = 4.76$ ,

$SD = 0.43$ ). After refining the exercises based on the experts' feedback, the tools were tested for effectiveness with another sample group of fifth grade students with varying levels of ability (high, medium, and low). The testing included: One-to-One Testing with three students, achieving an effectiveness ratio ( $E_1/E_2$ ) of 82.04/82.72, Small Group Testing with 10 students, achieving an effectiveness ratio ( $E_1/E_2$ ) of 81.39/82.59, and Field Testing with 30 students, achieving an effectiveness ratio ( $E_1/E_2$ ) of 81.31/82.47. These results met the standard criteria established by the researcher, which was 80/80.

2. *Communication Writing Competency*. The development and evaluation process of the tool includes the following steps:

1) To study documents related to the curriculum for the Thai Language subject, focusing on writing for fifth grade students. Key competencies were communication and were considered to establish the test's objectives and content.

2) To review concepts related to authentic assessment, methods for creating and evaluating educational tests, and techniques for analysing multiple-choice and written-response questions with a rubric-based scoring system.

3) To create the communication writing competency in the form of a written-response test with one question consisting of two parts. A rubric-based scoring system was used for evaluation. This research tool was reviewed by three experts in content, media, educational technology, learning psychology, and assessment. The experts evaluated the accuracy of the language, content, and alignment between the test items and learning objectives using the Item-Objective Congruence (IOC) index. Items with an IOC value of 0.67 or higher were considered acceptable. Based on the expert feedback, the tool was revised and refined. After that, the tool was then tested (tryout) on thirty students from the grade 6 class of the Prasarnmit Demonstration School (Elementary), Srinakharinwirot University who had previously studied the relevant content. The following results were obtained from the analysis of the difficulty index ( $p$ ), discriminative power ( $r$ ), and reliability of the test:

*Part 1: Multiple-choice questions* (True/False, Matching, Short Answer) with 5 items: Content Validity: IOC values was from 1.00 and above, Difficulty Index ( $p$ ) was from 0.57 to 0.80, Discriminative Power ( $r$ ) was from 0.33 to 0.78, and Reliability: The KR-20 formula calculation resulted in a reliability coefficient of 0.88.

*Part 2: Written-response question*: Content Validity: IOC values ranged from 0.67 to 1.00, Discriminative Power ( $r$ ) was from 0.30 to 0.80 and Reliability: The Cronbach's Alpha coefficient calculation resulted in a reliability value of 0.77. These findings indicated that the test was reliable and valid for assessing communication writing competencies.

3. *Satisfaction Questionnaire for Communication Writing Competency Exercises*: The researcher studied theoretical concepts related to satisfaction and methods for developing a closed-ended questionnaire with both positive and negative items. The questionnaire used a 5 Likert scale; Most, More, Neutral, Less, and Least. The researcher adapted and modified a set of questions based on the works of Panya (2011); Kongpuiam (2017); and Paethong (2018). The respondents were asked to rate their feelings or opinions on each statement. The questionnaire was then reviewed by three experts in the fields of content, language, and assessment to

check the accuracy of the language and content. The Item-Objective Congruence (IOC) index for the items ranged from 0.67 to 1.00, which indicated the appropriateness of the items. After making adjustments based on expert feedback, the questionnaire was used (tryout) with 30 grade 6 students from the first semester of the 2023 academic year at the Prasarnmit Demonstration School (Elementary), Srinakharinwirot University who had previously studied the relevant content. The analysis of discriminative power ( $r$ ), using Pearson's Correlation Coefficient, resulted in values between 0.38 and 0.82, and 15 items were selected for further use. These items were refined before being used with the experimental group. The reliability of the questionnaire was calculated using Cronbach's Alpha Coefficient ( $\alpha$ ), which yielded a reliability value of 0.91 for the entire set, indicating excellent internal consistency.

This research study including lesson plans, research tools and research methodology were reviewed and approved by the Human Research Ethics Committee of Srinakharinwirot University based on Declaration of Helsinki, Belmont Report, International Conference on Harmonization in Good Clinical Practice (ICH-GCP), International Guidelines for Human Research, along with laws and regulations of Thailand. Thus, the approval for conducting the study is granted. (Protocol code: SWUEC-662105)

## Results

### *Section 1: Development of Communication Writing Competency Exercises for the Thai Language Subject for Grade 5 Students*

Results of the evaluation of the appropriateness of the communication writing competency exercises was evaluated by three experts in the fields of content, media technology, educational psychology, and assessment. The effectiveness of the exercises met the established criteria ( $> .05$ ). The results showed that the experts' overall assessment rated the components of the exercises as highly appropriate ( $M = 4.76$ ,  $SD = 0.43$ ). When examined by specific aspects, all areas were rated as highly appropriate, with the average scores arranged from highest to lowest as follows: 1) the highest average score was in the layout and language aspect ( $M = 4.83$ ,  $SD = 0.39$ ), 2) the instructions, suggestions, commands, and evaluation and assessment components shared the same average score ( $M = 4.78$ ,  $SD = 0.44$ ) and the last area, content and tasks in the knowledge sheets and activity sheets, had the lowest average score ( $M = 4.71$ ,  $SD = 0.46$ ).

### *Section 2: A comparison of communication competence between two groups for Thai Language for fifth grade primary school students.*

Section 2.1: The results of the analysis of the effectiveness of using the writing competency practice materials for the Thai Language subject for fifth grade students in the experimental group, consisting of 30 students, were shown in Table 1.

**Table 1** showed the results of the analysis of the effectiveness of using the writing competency practice materials for the Thai Language subject for fifth grade students in the experimental group, consisting of 30 students.

N	$E_1$					$E_2$
	Set 1	Set 2	Set 3	Set 4	Total	
	135	135	135	135	540	
	score	score	score	score	score	score
M	109.57	109.77	109.80	109.70	438.83	22.47
SD	7.43	7.94	9.14	7.75	29.42	1.87
M %	81.16	81.31	81.33	81.26	81.27	83.21

Table 1 presents the analysis of the effectiveness of the writing communication competency enhancement materials used in the Thai Language subject in the experimental group, the learning process scores across sets 1 to 4 yielded a mean score ( $E_1$ ) of 438.83 ( $SD = 29.42$ ), equivalent to an average percentage of 81.27. The post-test means score ( $E_2$ ) was 22.47 ( $SD = 1.87$ ), corresponding to 83.21%. These results indicate an overall effectiveness of 81.27/83.21, which exceeds the specified criterion of 80/80.

Prior to further analysis (Section 2.2), the normality of pre-test and post-test scores on writing communication competency was assessed using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The Kolmogorov-Smirnov test produced statistics of  $D = .191$ ,  $p < .001$  (pre-test) and  $D = .121$ ,  $p = .030$  (post-test), while the Shapiro-Wilk test yielded  $W = .949$ ,  $p = .013$  (pre-test) and  $W = .951$ ,  $p = .018$  (post-test). As all  $p$ -values were below .05, indicating significant deviations from normality, non-parametric tests were used. Specifically, the Wilcoxon Signed-Rank test was used for paired sample comparisons, and the Mann-Whitney U test for independent samples, to ensure appropriate data analysis.

Section 2.2: The result of students' writing communication competency who received the writing competency practice materials for the Thai Language subject for fifth grade through the Wilcoxon signed-rank test

**Table 2** the results of comparing writing communication competency between the pre-test, and post-test of the experimental group with 30 students.

Writing communication competency	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2 tailed)
pretest and posttest	00.8	00.16	280.6 <sup>a</sup>	*000.

<sup>a</sup> Based on negative ranks refer to writing communication competency after learning (post-test) < writing communication competency before learning (pre-test)

\* Wilcoxon signed-ranks test

Table 2 the comparison of the writing communication competency of the experimental group was statistically significant at the 0.00 level after being taught with the writing competency practice materials for the Thai Language subject. It showed that students improved in writing communication competency.

**Table 3** the results of the comparison of writing communication competency between the control group and the experimental group based on the Mann-Whitney U-Test analysis.

Writing communication competency	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2 tailed)
<b>Pre-test</b>					
Control Group	23.31	00.937			
Experimental Group	77.29	00.893	000.428	330.-	.742.
<b>Post-test</b>					
Control Group	63.16	00.499			
Experimental Group	37.44	00.1331	000.34	194.6-	0.000*

\* Mann-Whitney U-Test

Table 3 presents a comparison of writing communication competency between the control and experimental groups before and after the intervention, using the Mann-Whitney U test. The results showed that, before to the intervention (pre-test), there was no statistically significant difference between the two groups ( $Z = -0.330$ ,  $p = .742$ ), indicating that both groups had comparable levels of competency. However, following the intervention (post-test), the experimental group demonstrated significantly higher competency levels, with a mean rank of 44.37, compared to the control group, which had a mean rank of 16.63. The result was statistically significant ( $p < .001$ ), indicating that the instructional intervention had a positive and meaningful effect on the writing communication competency of the students in the experimental group.

### Section 3: Student Satisfaction in the Experimental Group

This section presents the analysis of student satisfaction with the writing competency practice materials used in the Thai Language subject in the experimental group. The results revealed that the overall level of satisfaction was at the highest level ( $M = 4.63$ ,  $SD = 0.13$ ). The top three highest-rated items were: the content and writing methods used for review in Nearpod ( $M = 4.80$ ,  $SD = 0.41$ ), the learning materials and activities were appropriate to my ability ( $M = 4.77$ ,  $SD = 0.43$ ) and the materials helped me gain knowledge and understanding of writing communication, express my opinions more clearly, and effectively practice writing communication skills ( $M = 4.73$ ,  $SD = 0.45$ )

These findings suggest that the students were highly satisfied with the learning experience provided through the writing competency practice materials, particularly in terms of content quality, suitability to individual ability, and enhancement of writing skills.

## Discussions

1. The development of communication writing competency exercises for Thai Language students in fifth grade resulted in four sets of exercises. The overall effectiveness was found to be 81.27/83.21, which met the standard of 80/80. This outcome was achieved because the researcher followed a systematic process. The researcher first analysed the problems in teaching and learning Thai, where students had low achievement in communication writing. This was consistent with findings from the Office of the Education Council (2021), that highlighted the need to improve education management by focusing on competency. Thus, the researcher examined the needs for a competency-based curriculum framework and then defined the learning outcomes before developing the communication writing competency exercises. Writing for communication was identified as a core competency critical for the literacy of Thai young learners aiming to equip students with the knowledge, skills, and attitudes to effectively apply what they learned in various life situations, aligning with the developmental stages of elementary school children. According to Mansathawit (1997); Wetchateng (2020); and Yahakorn (2020), children at this age (6-9 years) were developing intellectual and creative language abilities and learning to express emotions through language, while those aged 10-12 started to listen, speak, read, and write with greater maturity, reasoning, and problem-solving skills. The nature of the Thai language curriculum emphasised training students to communicate effectively. Therefore, it was essential to enhance writing for communication. In designing the content and activities for the exercises, the researcher analysed the curriculum's objectives, content standards, and learning indicators before creating exercises based on sound principles. The exercises applied communication-based language teaching methods, focusing on hands-on practice in various forms using real-life situations and online communication tools. Information technology, such as the Nearpod software, was used to support learning, review lessons, and provide immediate feedback. The exercises were also evaluated and refined based on expert feedback before being used for efficiency with the experimental group. Following the ideas of Tucker (1975), the researcher emphasized designing exercises that focus on enhancing specific skills effectively. This involved analysing the needs of the curriculum, considering the level of the students, setting specific objectives, and designing corresponding learning activities that stimulate participation, discussion, and critical thinking. In addition, simulation scenarios using technology were incorporated, and the exercises encouraged repeated practice, evaluation, and improvement for greater efficiency. These studies all followed a systematic process, including quality checks, expert evaluations, and effectiveness testing before implementation. The findings suggested that integrating various teaching strategies using real-life contexts as meaningful learning situations helped students see the practical benefits of their learning as well.

2. The comparison of communication writing competency between the experimental group showed a statistically significant difference at the .05 level. The difference in competency scores was due to the fact that the researcher designed the exercises using the communicative approach, which aligned with the communication writing competency aimed at expressing feelings and opinions. According to Byrne (1979), Angwattanakul (1996); Witithathuranai (2011); Chamnankit (2017); and Phlaengson (2017), activities using the communicative language teaching method in writing focused on using language to express thoughts and feelings, rather than emphasizing grammatical structures. This approach encouraged independent learning, motivated students to express themselves

without fear of making mistakes, and helped them recognize the necessity of using language to achieve communicative goals in real-life simulated situations, thereby building confidence to apply the knowledge and skills learned in daily life effectively. Additionally, the researcher designed the teaching activities based on three steps: 1) presentation of content, 2) practice, and 3) use of language for communication as production. This process was combined with the 21<sup>st</sup> century competency-based learning approach for Thai language education, as proposed by Tongaht (2018), who suggested that language teaching design must deal with communication competency development. Teachers should define content, methods for practical experience, learning resources that enhance communication efficiency, and evaluation methods encompassing knowledge, skills, and attributes.

The researcher applied the following teaching strategy for communication writing competency exercises: 1) Knowledge: provide necessary background knowledge and link it with real-life situations to encourage problem-solving and development of intellectual skills alongside practical training. 2) Skills: lead students to competency by practicing interaction and using information technology through listening, speaking, reading, and writing, analysing, organising, and presenting information. 3) Attitudes: encouraged peer learning during practice and suggested appropriate use of technology to be creative and beneficial. The teacher provided feedback, answered questions, and ensured clarity of understanding. As a result, students enjoyed the learning process, were motivated, and developed positive attitudes toward language learning through the exercises and online media in Nearpod, which also allowed for review of lessons. In addition, the school context demonstrates a high level of readiness in terms of technological infrastructure and learning equipment so students have gained experience with the Nearpod program since the COVID-19 pandemic, which has positively influenced their learning efficiency. The teacher provided feedback, answered questions, and ensured clarity of understanding. As a result, students enjoyed the learning process, were motivated, and developed positive attitudes toward language learning through the exercises and online media in Nearpod, which also allowed for review of lessons. This led to the successful development of communication writing competency in the students who participated in the experiment. The findings worked with studies by Guldoung (2014); Booyaborirak (2015); and Ukrit (2021), demonstrated that designing exercises aligned with the curriculum and course objectives, using communicative language teaching methods that focus less on grammar and more on language use in real-life situations, promotes effective language learning. Additionally, using multimedia to engage students and offering short, varied activities with appropriate difficulty levels could significantly improve communication skills.

3. The study on student satisfaction with the communication writing competency exercises for fifth grade Thai language students revealed that students were highly satisfied overall ( $M = 4.63$ ,  $SD = 0.13$ ). This high satisfaction was attributed to the use of social media platforms accessible via Nearpod on iPads, which provided explanations with real-life examples and allowed students to engage in learning and review lessons. These online media resources, featuring static and dynamic images, sounds, and texts, made the learning process more exciting. Students could learn independently, exploring various contexts of language use for communication, exchange ideas, and receive guidance on using language correctly based on societal contexts or specific situations. This approach promoted confidence and enthusiasm for further practice, as students saw the practical benefits of what they were learning in

real life. The findings were consistent with the concept of using innovative media for teaching Thai language to develop competencies in the 21<sup>st</sup> century, as discussed by Sunthorroj (2012); Tongaht (2018); and Boonmee (2021). They highlighted the importance of designing active learning activities that helped the students at the center, using technology and social media to enhance language skills in listening, speaking, reading, and writing. Such approaches helped students engage in real-world learning experiences facilitated by teachers, fostering skills necessary for effective communication. According to Chamnian and Chamnian (2018), found that online media enhanced cognitive skills, improved communication, motivated students, and created an environment conducive to knowledge exchange. Additionally, the researcher designed knowledge sheets and activity sheets in line with communication writing competency and connected to the Thai National Curriculum standards. These materials enhanced students to express clear understanding and applied them in writing tasks according to various objectives. Activity sheets were designed using a communicative language teaching approach, emphasizing task-based writing practice that students could engage in each lesson. Most students were eager to continue practicing, even with repetitive tasks, as they found them related to real-life situations and motivating, with instant feedback that helped them feel successful and confident. The study also reflected findings from research by Ukrit (2021), where online-based learning combined with skill-building exercises led to student satisfaction. Furthermore Supanan (2021), found high satisfaction ( $M = 4.68$ ) in a study on reading comprehension with critical thinking skills for Grade 7 students, showing that multimedia and interactive teaching strategies increase student motivation and engagement.

## Recommendations

### 1. Suggestion for applying the study results

1.1 The results indicated that the communication writing exercises developed for fifth grade Thai Language students, especially those utilising online tools such as Nearpod, were highly effective in improving students' writing skills. These exercises met the established evaluation criteria and received positive feedback from experts, confirming their suitability for the target group. The experimental group showed significant improvements in writing communication skills compared to the control group, reinforcing the effectiveness of the exercises. Therefore, it is recommended to continue incorporating online platforms and interactive exercises into the curriculum, as they offer flexibility, engaging formats, and real-time feedback that enhance learning. These materials should be designed with consideration of students' capabilities and focused on providing immediate suggestions for improvement to foster ongoing skill development.

1.2 To ensure success with the competency-based curriculum, educational policymakers and curriculum developers are encouraged to communication writing exercises into national and local Thai Language programs at the primary level. These writing exercises should be developmentally appropriate for students and integrated into daily classroom activities to foster continuous growth in writing skills. Furthermore, teacher training programs should include modules on designing and implementing digital learning activities, particularly those that enhance students' communication skills through multimedia and interactive platforms.

This systemic integration would ensure sustainability and scalability of effective instructional practices, fostering long-term improvement in students' writing competency across diverse learning contexts.

## 2. Suggestions for further research

Future research could examine the long-term impact of using these communication writing competency exercises on students' writing skills, particularly in varied educational settings and among students from diverse backgrounds. It would also be beneficial to evaluate how these exercises influence other areas of language learning, such as reading and speaking skills. Furthermore, future studies should explore students' satisfaction with the materials and methods employed, across different grade levels, to refine and enhance the learning activities. Conducting similar studies in various educational environments, such as schools with different resources, could offer a deeper insight into the effectiveness of these materials and contribute to future curriculum development.

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