



## Guidelines for Improving English Communication Skills of Undergraduate Students at Rajabhat Maha Sarakham University by Using three Instructional Models

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**Abstract:** - *The paper presents "Guidelines for Improving English Communication Skills of Undergraduate Students at Rajabhat Maha Sarakham University by Using three Instructional Models". The purposes of the research were to 1) assess English communication skills and analyze the needs for improving English communication skills of the 1<sup>st</sup> year undergraduate students of the English programs of both faculty of Humanities and Social Sciences and the Faculty of Education at Rajabhat Maha Sarakham University, 2) analyze grammatical errors in writing English business letters and resumes of undergraduate students of the English programs, 3) improve English communication skills of undergraduate students of the Arts Program in English by a simulation-based learning model and 4) improve English communication skills of undergraduate students of the Education Program in English by using a digital learning model. 1) The research findings showed that the average English communication skills of the 1<sup>st</sup> year undergraduate students of the Arts and Education Programs in English, Faculty of Humanities and Social Sciences, and Faculty of Education at Rajabhat Maha Sarakham University was at a moderate level ( $\bar{X}=3.37$  S.D. = .76). The average need for improving English communication skills of the 1<sup>st</sup> year undergraduate students was at a very high level ( $\bar{X}=4.57$  S.D. = .76). 2) The research findings revealed that there were two hundred and sixty-three grammatical errors in English application letters and resumes of the undergraduate students of the English programs consisting of one hundred and thirty-three sentential errors (50.57%) and one hundred and thirty lexical errors (49.29%). The three most frequent sentential errors were forty-five errors of a run-on sentence (17.11%), thirty-three errors of sentence fragments (12.56%), and twenty-four errors of tenses (9.13). The three most frequent lexical errors were fifty-seven errors of verbs (21.67%), sixteen errors of prepositions (6.08%), fifteen errors of nouns (5.70%), and twelve errors of articles (4.56%). 3) The research findings indicated that the mean score of the students for communication skills after using the simulation-based learning model was higher than that before using the learning model at the .05 level of statistical significance. 4) The research findings indicated that the mean score of the students after using the digital English learning model for improving English communication skills was higher than that before using the digital learning model at the .05 level of statistical significance.*

**Keywords:** Guidelines; Improving English Communication Skills; Undergraduate Students; Three Instructional Models



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## Introduction

English is currently the most important foreign language for communication, business, education, and careers of people throughout the world. Thailand realizes the importance and necessity of English for country development and international competition. As a result, English has been added to both the basic education curriculum and higher education curriculum in Thailand. Ministry of Education (2006) states that

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efficient English teaching should provide learners to practice all English basic skills as much as possible in the classroom and out of the classroom. The English teachers should also organize various learning activities based on the national core curriculum, teaching methodology, problems, and needs of learners. The teachers should not teach only know and understand the English language, but also the students can use English correctly and appropriately for communication, work, and further study. Therefore, English teachers are key person for improving four English skills by providing and encouraging the students to use English in both classrooms and out of the classroom. Khaemanee (2004) claims that learner-centered instruction is currently important to improve the English skills of the students through active participation of physical participation, intellectual participation social participation, and emotional participation. The English teachers should realize the efficient and appropriate teaching methodology for improving the English competencies of the students such as learning through digital technology, role-play, or simulation, including grammatical error analysis for employing efficient and appropriate teaching methodology and organizing various efficient and appropriate learning activities for improving English skills of the students. The annual report of the Office of Academic Promotion and Registration, Rajabhat Maha Sarakham University in 2018-2019 (2020) shows that the grade records of English courses in the General Education Curriculum for both English major students in both Arts Program and Education Program of Rajabhat Maha Sarakham University are not successful regarding the major goal of the curriculums as shown in table 1.

**Table 1 Grade records of English courses in General Curriculum of English major students of Arts Program and Education Program, Rajabhat Maha Sarakham University in 2018-2019**

Code/ Course	Semester/ Academic year	A	B+	B	C+	C	D+	D	F	W	I	R	S	W	
<b>1102001 English for Communication</b>															
	1/61	278	136	212	224	179	121	90	48	1	1		1	20	1311
	2/61	198	69	96	92	151	94	104	34					7	845
	3/61	17	8	96	15	18	8	22	3						187
	1/62	107	75	87	112	112	67	50	28					9	647
	2/62	84	25	55	58	61	33	69	23						408
	3/62	19	11	9	17	19	11	13	14						113
<b>Total</b>		<b>703</b>	<b>324</b>	<b>555</b>	<b>518</b>	<b>540</b>	<b>334</b>	<b>348</b>	<b>150</b>	<b>1</b>	<b>1</b>		<b>1</b>	<b>36</b>	<b>3511</b>
<b>1102002 English Reading and Writing</b>															
	1/61	86	43	59	81	84	75	95	13	1		4	4	2	547
	2/61	71	16	31	35	28	35	37	7	1	1	10		2	274
	3/61	3	6	7	9	15	4	17	1	1					63
	1/62	82	33	40	47	59	53	54	12	2		1		1	384
	2/62	68	19	21	36	37	24	16	1		1				223
	3/63	32	7	6	6	3	3	5	4	1	1	2		1	71
<b>Total</b>		<b>256</b>	<b>80</b>	<b>105</b>	<b>133</b>	<b>142</b>	<b>119</b>	<b>129</b>	<b>25</b>	<b>5</b>	<b>3</b>	<b>13</b>		<b>4</b>	<b>1562</b>

The academic failure of the students may be caused by many factors such as the educational background of the students, instructors, and learning environment. Nunan (1992) states that it is important and necessary for good English teachers to consider the personal backgrounds of the students such as educational background, beliefs, learning styles and strategies, motivation and attitudes. The major factors are also necessary for efficient and appropriate learner-centered instruction consisting of practice, teaching and learning process, study skills, lesson plan, teaching materials, textbooks, teaching methodology, and assessment and evaluation. The problems of speaking and writing English may be caused by the difference between the English language (L2) and their native language (L1). Rungsithichai (2019) claims that the errors in English abstract writing of veterinary medicine students at Mahasarakham University consist of sentential level: capitalization, use of punctuations, subject-verb agreement; lexical level: prepositions, and nouns. The errors may be caused by their knowledge of English and teaching method. Richards (1984) states

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that the teaching method may affect the use of the second language of learners. Therefore, error analysis of L2 is important and necessary for employing appropriate teaching methods and decreasing the errors of L2 for the students. The authors have researched curriculum design for English competency development of undergraduate students of the Arts Program and Education Program in English at Rajabat Maha Sarakham University. The research methodology was divided into five phases: 1) analysis of problems and needs, 2) analysis of grammatical errors in English letter writing, design, and development of simulation-based learning activities, 4 design and development of learning activities by using digital technology, and 5) implementation and evaluation.

### Objectives

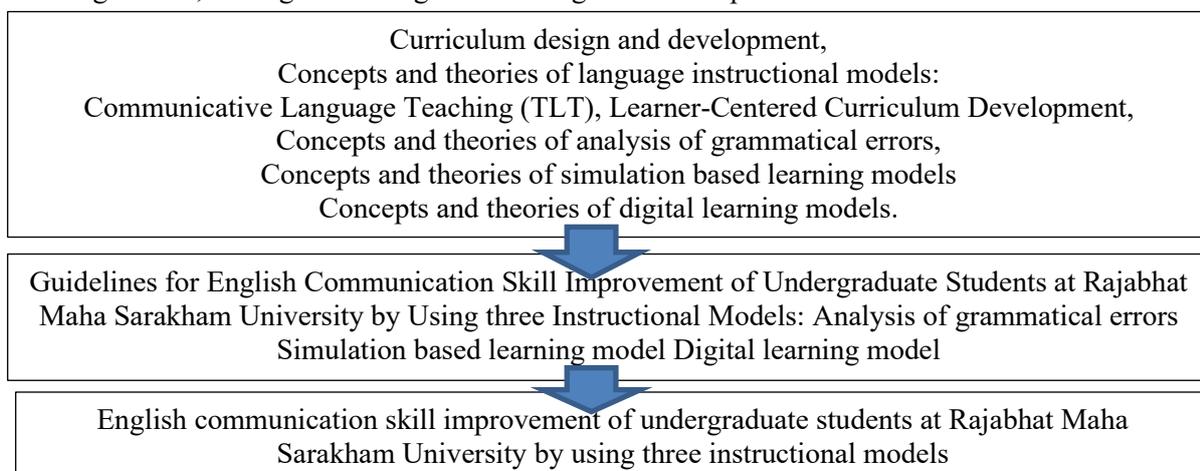
1. To assess English communication skills and analyze needs for English communication skill improvement of the 1<sup>st</sup> year undergraduate students of the English programs of both faculty of Humanities and Social Sciences and the Faculty of Education at Rajabhat Maha Sarakham University.
2. To analyze grammatical errors in writing English business letters and resumes of undergraduate students of the English programs.
3. To improve the English communication skills of undergraduate students of the Arts Program in English by a simulation-based learning model
4. To improve the English communication skills of undergraduate students of the Education Program in English by using a digital learning model.

### Hypotheses

1. The English communication skills of undergraduate students of the Arts Program in English before and after using a simulation-based learning model is different significantly at the .05 level of the statistical significance.
2. The English communication skills of undergraduate students of the Education Program in English before and after using a digital learning model is different significantly at the .05 level of the statistical significance.

### Conceptual Framework

The authors have studied related literature and researches on curriculum design and development, three language instructional models: Communicative Language Teaching (TLT), Learner-Centered Curriculum Development, The Teaching-Learning Cycle; analysis of grammatical errors, simulation-based learning models, and digital learning models. Diagram 1 Conceptual Framework.





## Methodology

The research and development method was employed for the study. The research methodology was divided into 5 phases: 1) assessment and analysis of needs for English communication skill improvement, 2) analysis of grammatical errors in writing business letters and resumes of English major students, 3) design and development of English lessons by using a simulation-based learning model, 4) design and development of English lessons by using a digital learning model, and 5) implementing and evaluating the English lessons by using a simulation-based learning model and a digital learning model.

### Phase 1: Assessment and analysis of needs for English communication skill improvement

1. Content scope: The contents were used for self-assessment and need analysis of the students based on “English for Communication and English for Daily Life in General Curriculum of Rajabhat Maha Sarakham University. The contents consisted of 13 units: 1) Greetings and Leave-takings 2) Making Introductions 3) Describing People 4) Describing Places 5) Describing Things 6) Describing Jobs 7) Asking and Giving Directions 8) Selling and Buying Things 9) Making Telephone Calls and Communicating by E-mail 10) Expressing Feelings 11) Describing Past Experiences 12) Reading Classified Advertisements 13) Reading Instructions.

2. Target population was two hundred and sixty-nine 1<sup>st</sup>-year students of the Arts Program and Education Program from eight classes, Faculty of Humanities and Social Sciences and Faculty of Education, Rajabhat Maha Sarakham University in 1/2020.

#### 3. Research instrument

3.1 Self-assessment form focused on 5 areas of 13 units: 1) knowledge of vocabulary, expressions, and grammar, 2) listening skills, 3) speaking skills, 4) reading skills, and 5) writing skills.

3.2 5-point-rating scale-Questionnaire for English competency development focused on 5 areas of 13 units: 1) knowledge of vocabulary, expressions, and grammar, 2) listening skills, 3) speaking skills, 4) reading skills and 5) writing skills

4. Data collection: The problems and needs for English competency development of the 1<sup>st</sup> year students of the Arts Program and Education Program were collected by a self-assessment form and a questionnaire from eight classes, Faculty of Humanities and Social Sciences and Faculty of Education, Rajabhat Maha Sarakham University.

5. Data analysis: The problems and needs for English competency development of the 1<sup>st</sup> year students of the Arts Program and Education Program were analyzed and tabulated through statistical procedures: mean. Standard deviation and frequency.

### Phase 2: Analysis of grammatical errors in writing business letters and resumes of English major students

1. Content scope consisted of Interlingual Error caused by Lingual interference and Intralingual Error caused by 1) Overgeneralizations 2) Simplifications 3) Developmental errors 4) Induced errors 5) Errors of avoidance and 6) Errors of overproduction.

2. Population consisted of fifty-three 1<sup>st</sup> years students from two classes of Education Program in English, Faculty of Education, Rajabhat Maha Sarakham University who studies English for Communication in the 1<sup>st</sup> semester of 2021, and two hundred and sixteen 2<sup>nd</sup> year students from six classes of Arts Program in English, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University who studies English for Daily Life in the 2<sup>nd</sup> semester of 2020.

3. Research samples were twenty-six 1<sup>st</sup> year students of Education Program in English, Faculty of Education, Rajabhat Maha Sarakham University who studies English for Communication in the 1<sup>st</sup> semester of 2021, and thirty 2<sup>nd</sup> year students from six classes of Arts Program in English, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University who studies English for Daily Life in the 2<sup>nd</sup> semester of 2020. They were selected from one class of the 1<sup>st</sup> year students of the Education Program and one class of the 1<sup>st</sup> year students of Arts Program in English, Faculty of Humanities and Social Sciences by simple random sampling.

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4. Research instrument: Fifty-six copies of English business letter and resume of the students of Arts Program and Education Program in English, Faculty of Humanities and Social Sciences and Faculty of Education, Rajabhat Maha Sarakham University.

5. Data collection: The grammatical errors in writing English were collected by English business letters and resumes for job applications from twenty-six 1<sup>st</sup> year students of the Education Program in English, Faculty of Education, Rajabhat Maha Sarakham University who studies English for Communication in the 1<sup>st</sup> semester of 2021, and thirty 2<sup>nd</sup> year students from six classes of Arts Program in English, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University who studies English for Daily Life in the 2<sup>nd</sup> semester of 2020.

6. Data analysis: The grammatical errors in writing English business letters and resumes for job applications of the students were analyzed and tabulated through statistical procedures: percentage and frequency.

### **Phase 3: Design and development of simulation-based learning activities**

1. Target population was five experts consisting of three experts in English, one expert in curriculum and instruction, and one expert in educational research and evaluation.

2. Research instrument consisted of thirteen units of simulation-based learning activities, 100 items of an achievement test, a speaking assessment form, a writing assessment form, and a questionnaire.

3. Data collection: The accuracy and appropriateness of thirteen simulation-based learning activities, thirteen lesson plans, 100 items of an achievement test, a speaking assessment form, a writing assessment form, and a questionnaire were collected by an assessment form from five experts consisting of three experts in English, one expert in curriculum and instruction and one expert in educational research and evaluation.

4. Data analysis: The accuracy and appropriateness of thirteen simulation-based learning activities, thirteen lesson plans, 100 items of an achievement test, a speaking assessment form, a writing assessment form, and a questionnaire were analyzed through statistical procedures: mean and standard deviation.

### **Phase 4: Design and development of digital learning programs**

1. Target population was five experts consisting of two experts in English, one expert in digital technology, one expert in curriculum and instruction, and one expert in educational research and evaluation.

2. Research instrument consisted of thirteen units of digital learning programs, a handbook for teachers and students, 100 items of an achievement test, and a questionnaire.

3. Data collection: The accuracy and appropriateness of digital learning programs, a handbook for teachers and students, 100 items of an achievement test, and a questionnaire were collected by an assessment form from five experts consisting of two experts in English, one expert in digital technology, one expert in curriculum and instruction and one expert in educational research and evaluation.

4. Data analysis: The accuracy and appropriateness of digital learning programs, a handbook for teachers and students, 100 items of an achievement test, and a questionnaire were analyzed through statistical procedures: mean and standard deviation.

### **Phase 5: Implementation and evaluation**

1. Population consisted of fifty-three 1<sup>st</sup> years students from two classes of Education Program in English, Faculty of Education, Rajabhat Maha Sarakham University who studies English for Communication in the 1<sup>st</sup> semester of 2021, and two hundred and sixteen 2<sup>nd</sup> year students from six classes of Arts Program in English, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University who studies English for Daily Life in the 2<sup>nd</sup> semester of 2020.

2. Research samples were twenty-six 1<sup>st</sup> year students of Education Program in English, Faculty of Education, Rajabhat Maha Sarakham University who studies English for Communication in the 1<sup>st</sup> semester of 2021, and thirty 2<sup>nd</sup> year students from six classes of Arts Program in English, Faculty

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of Humanities and Social Sciences, Rajabhat Maha Sarakham University who studies English for Daily Life in the 2<sup>nd</sup> semester of 2020. They were selected from one class of the 1<sup>st</sup> year students of the Education Program and one class of the 1<sup>st</sup> year students of the Arts Program in English, Faculty of Humanities and Social Sciences by simple random sampling.

3. Research instrument consisted of thirteen units of simulation-based learning activities and digital learning programs, thirteen lesson plans, a handbook for teachers and students, 100 items of an achievement test, a speaking assessment form, a writing assessment form, and two sets of a questionnaire.

#### 4. Data collection

4.1 The efficiency of the simulation-based learning activities and digital learning programs for English competency development of undergraduate students at Rajabhat Maha Sarakham University was identified by summative scores and the post-test score of the students.

4.2 The English communication skills of the students were identified by the scores of an achievement test, a speaking assessment form, a writing assessment after implementing the simulation-based learning activities and digital learning programs

4.3 The satisfaction of the students with the simulation-based learning activities and digital learning programs was collected by a questionnaire from twenty-six 1<sup>st</sup> year students of the Education Program in English, Faculty of Education, Rajabhat Maha Sarakham University who studies English for Communication in the 1<sup>st</sup> semester of 2021, and thirty 2<sup>nd</sup> year students from six classes of Arts Program in English, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University.

#### 5. Data analysis

5.1 The efficiency of the simulation-based learning activities and digital learning programs for English competency development of undergraduate students at Rajabhat Maha Sarakham University were analyzed by statistical procedure: E1/E2.

5.2 The English communication skills of the students were analyzed by statistical procedure: T-test after implementing the simulation-based learning activities and digital learning programs.

5.3 The satisfaction of the students with the simulation-based learning activities and digital learning programs was analyzed and tabulated through statistical procedures: mean and standard deviation.

## Results

1. The research findings showed that the average English communication skill of the 1<sup>st</sup> year undergraduate students of the Arts and Education Programs in English, Faculty of Humanities and Social Sciences, and Faculty of Education at Rajabhat Maha Sarakham University was at a moderate level ( $\bar{x} = 3.37$  S.D. = .76). The average need for English communication skill improvement of the 1<sup>st</sup> year undergraduate students of the Arts and Education Programs in English, Faculty of Humanities and Social Sciences, and Faculty of Education at Rajabhat Maha Sarakham University was at a very high level ( $\bar{x} = 4.57$  S.D. = .76). The five highest items of their needs for English competency development were a 50-60-hour-training course (F = 203, 75.46%), on weekday (F = 269, 100%), in the morning (F = 141, 54.44%), experts in English (F = 168, 62.45%), at Rajabhat Maha Sarakham University (F = 265, 100%), on campus-training model (F = 127, 47.21%).

2. The research findings showed that 1) there were two hundred and sixty-three grammatical errors in English application letters and resumes of the undergraduate students of the English programs consisting of one hundred and thirty-three sentential errors (50.57%) and one hundred and thirty lexical errors (49.29%). The five most frequent sentential errors were forty-five errors of run-on (17.11%), thirty-three errors of sentence fragment (12.56%), twenty-four errors of tenses (9.13%), and fourteen errors of word order (5.32%), and twelve errors of phrase or clause modifiers. The five most frequent lexical errors were fifty-seven errors of verbs (21.67%), sixteen errors of prepositions (6.08%), fifteen errors in nouns (5.70%), and twelve errors of articles (4.56%), and seven errors of redundancy (2.66%).



3. The research study showed that 1) the English lessons by using a simulation-based learning model for improving the communication skills of the undergraduate students consisted of three steps: 1) preparation, 2) performance, and final discussion. 2) The research findings indicated that the efficiency of the simulation-based learning model for improving the communication skills of the students was 83.18/84/67 which was within the established criteria. 3) The mean score of the students for communication skills after using the simulation-based learning model was higher than that before using the learning model at the .05 level of the statistical significance. 4) The overall satisfaction of the students with the English lessons by using a simulation-based learning model was at a very high level ( $\bar{x} = 4.54$  S.D. = .79).

4. The research findings indicated that 1) the efficiency of the English learning program by using a digital learning model for communication skill improvement of the undergraduate students at Rajabhat Maha Sarakham University was 84.44/82.59. 2) The mean score of the students after using the digital English learning model for communication skill improvement was higher than that before using the digital learning model at the .05 level of statistical significance. 3) The mean score of the students for English communication skills after using the digital English learning model was at a very high level. The mean score of the students was 213.26 points out of 260 points. 4) The overall satisfaction of the students with the digital English learning model for English communication skill improvement was at a very high level ( $\bar{x} = 4.71$  S.D. = .74).

## Conclusion

1. The research findings showed that the average English communication skill of the 1<sup>st</sup> year undergraduate students of the Arts and Education Programs in English, Faculty of Humanities and Social Sciences, and Faculty of Education at Rajabhat Maha Sarakham University was at a moderate level ( $\bar{x} = 3.37$  S.D. = .76). The average need for English communication skill improvement of the 1<sup>st</sup> year undergraduate students was at a very high level ( $\bar{x} = 4.57$  S.D. = .76). The five highest items of their needs for English competency development were a 50-60-hour-training course (F = 203, 75.46%), on weekday (F = 2695, 100%), in the morning (F = 141, 54.44%), experts in English (F = 168, 62.45%), at Rajabhat Maha Sarakham University (F = 265, 100%), on campus-training model (F = 127, 47.21%).

2. The research findings showed that 1) there were two hundred and sixty-three grammatical errors in English application letters and resumes of the undergraduate students of the English programs consisting of one hundred and thirty-three sentential errors (50.57%) and one hundred and thirty lexical errors (49.29%). The five most frequent sentential errors were forty-five errors of run-on (17.11%), thirty-three errors of sentence fragment (12.56%), twenty-four errors of tenses (9.13%), and fourteen errors of word order (5.32%) and twelve errors of phrase or clause modifiers. The five most frequent lexical errors were fifty-seven errors of verbs (21.67%), sixteen errors of prepositions (6.08%), fifteen errors in nouns (5.70%), and twelve errors of articles (4.56%), and seven errors of redundancy (2.66%).

3. The research results regarding the simulation-based learning activities were concluded as follows.

3.1 the English lessons use simulation-based learning activities for improving the communication skills of the undergraduate students consisting of three steps: 1) preparation, 2) performance, and final discussion.

3.2 The research findings indicated that the efficiency of the simulation-based learning activities for improving the communication skills of the students was 83.18/84/67 which was within the established criteria.

3.3 The mean score of the students for communication skills after using the simulation-based learning activities was higher than that before using the learning model at the .05 level of statistical significance.

3.4 The overall satisfaction of the students with the simulation-based learning activities was at a very high level ( $\bar{x} = 4.54$  S.D. = .79).

4. The research findings regarding the English learning programs by using a digital learning model were discussed as follows.

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4.1 the efficiency of the English learning programs by using a digital learning model for communication skill improvement of the undergraduate students at Rajabhat Maha Sarakham University was 84.44/82.59.

4.2 The mean score of the students after using the digital English learning model for communication skill improvement was higher than that before using the digital learning model and was at the .05 level of statistical significance.

4.3 The mean score of the students for English communication skills after using the digital English learning model was at a very high level. The mean score of the students was 213.26 points out of 260 points.

4.4 The overall satisfaction of the students with the digital English learning model for English communication skill improvement was at a very high level ( $\bar{x} = 4.71$  S.D. = .74).

## Discussion

1. The results may be caused by the importance and necessity of English for future careers and further education. The analysis of the personal background of the students is necessary for efficient and appropriate lesson design. Nunan (1992 cited in Sopa, 2016) states that analysis of the personal background of learners is the 1<sup>st</sup> starting point of well-prepared tasks and training course design for English competency development of the students focusing on educational background, beliefs, cognitive styles, learning strategies, motivation, attitude. Additionally, Sopa (2016) asserts that assessment of English competency and analysis of the need for English competency development is necessary for an efficient and appropriate English course design for tour guides in Mahasarakham Province and for using English in actual situations in preparation for the ASEAN Community members through integrating three instructional models. Pinklang (2013) showed that the average English Communication competency of the government officers in the Office of the Royal Thai Army Secretary was at a moderate level. the average need of the government officers in the Office of the Royal Thai Army Secretary was at a high level. Nunan (1988 cited from Richards, J. 1984) states that the three main objectives of need analysis of learners are to get guidelines for content design, lesson design, and practical application. Nunan (1988 cited in Sopa, 2016) claimed that analysis of necessity and needs for English training design was a useful strategy for collecting personal data of trainees, stakeholders, reasons, and indicators for English training courses and English competency of the trainees. Booncharoen (2019) stated that the average need of the officers in IKANO company for English communication competency development was at a high level. Boonyawathna (1999) asserted that the average need of the tour guides in Phuket, Chaing Mai, and Pataya for English competency development focusing on listening and speaking skills was at a very high level.

2. The errors may be caused by interference of L1 in English (L2). Thai students did not use punctuation “,” between words, phrases, or clauses. Additionally, the error may be caused by intralingual errors. For example, the errors indicate that Thai students are always confused using English verb tenses. The errors may be caused by overgeneralizations, spelling, omission, and addition, including developmental errors, induced errors, errors of avoidance, and errors of overproduction. Pipatsrisawat (1992) stated that three major errors of primary school students in essay writing were English sentences, word order, and punctuation. The errors may be caused by their linguistic competency particularly English Syntax and Semantics. Rungsithichai (2019) stated that the most frequent errors of the veterinary medicine students at Mahasarakham University in English abstract writing were capitalization, using punctuation, subject-verb agreement, run-on sentences, and word order and tenses. The errors may be caused by interference of L1 in English (L2) and intralingual errors. Corder (1981) stated that the speakers or learners made grammatical errors because of developmental errors, induced errors, errors of avoidance, errors of overproduction, and simplifications by omission, addition, or spelling. Chaudhary, A. and Alzahrani, S. (2020) studied the error analysis in the written compositions of EFL students at Saudi university, Saudi Arabia and the finding showed that the most



frequent errors were English sentences by omission, addition, misinformation, and misordering. The errors may be caused by both interlingual interference of L1 in L2 and intralingual interference.

3. Regarding the simulation-based learning activities, the research results may be caused by were discussed as follows.

3.1 The English lessons by using simulation-based learning activities for improving the communication skills of the undergraduate students consisted of three steps: 1) preparation, 2) performance, and final discussion. Sturtridge (1977) proposed that the process for using the simulation-based learning management in the classroom consisted of 1) introducing new knowledge of the English language such as vocabulary, expressions, and grammar, dividing students into groups and working on assigned tasks, 3) evaluation and discussion. Additionally, Littlewood (1992) proposed that the teachers should organize English activities and provide students to practice during two steps of the teaching process: 1) pre-communicative Activities and 2) communicative activities. Khwangsawat (2001) stated that the English learning activities of Bilash's Second Language Instructional Model (B-SLIM Model) consisted of planning and preparation, comprehensible input, language awareness, pronunciation, vocabulary, grammar, situation/fluency, culture, learning strategy, attitude, and skill.

3.2 The results may be caused by the systematical design of simulation-based learning activities consisting of three steps: 1) preparation, 2) performance, and 3) discussion. Additionally, the simulation-based learning activities were designed by 1) analysis of course description, 2) study on various models of simulation, 3) selection of appropriate simulation-based learning model, 4) design of the structure of simulation-based learning model, 5) writing lesson plans, 6) proposing simulation-based learning activities and lesson plans to the experts and advisors for assessing the accuracy and appropriateness, and 7) improving simulation-based learning activities and lesson plans before implementation. Twelder (1969) claimed that the design of simulation-based learning activities consisted of 11 steps: 1) identifying the problems, 2) analysis of learners and study of research instrument construction, 3) adapting the situation to the correct and proper problem, 4) setting learning objectives, 5) presenting the outcomes of simulation-based learning activities, 6) selecting research instrument, 7) developing simulation-based learning activities, 8) trying out the simulation-based learning activities, 9) improving the simulation-based learning activities, 10) implementing the simulation-based learning activities and 11) final improvement of the simulation-based learning activities.

3.3 The results may be caused by the systematical design of simulation-based learning activities consisting of three steps: 1) preparation, 2) performance, and 3) discussion. Additionally, the simulation-based learning activities were designed by 1) analysis of course description, 2) study on various models of simulation, 3) selection of appropriate simulation-based learning model, 4) design of the structure of simulation-based learning model, 5) writing lesson plans, 6) proposing simulation-based learning activities and lesson plans to the experts and advisors for assessing the accuracy and appropriateness, and 7) improving simulation-based learning activities and lesson plans before implementation. Twelver (1969 cited in Na Ayudhya, 1982) claimed that the design of simulation-based learning activities consisted of eleven steps: 1) identifying the problems, 2) analysis of learners and studying of research instrument construction, 3) adapting the situation to the correct and proper problem, 4) setting learning objectives, 5) presenting the outcomes of simulation-based learning activities, 6) selecting research instrument, 7) developing simulation-based learning activities, 8) trying out the simulation-based learning activities, 9) improving the simulation-based learning activities, 10) implementing the simulation-based learning activities and 11) final improvement of the simulation-based learning activities.

3.4 The results may be caused by the systematical design of simulation-based learning activities. Kerr (1997) claims that simulation-based learning activities provide students to practice, improve language skills and share their learning experiences based on learning objectives. Walker (1977) asserts that simulation-based learning activities help learners understand English precisely and practice the English language based on learning objectives. Khaemane (2004) states that active

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learning is necessary for the active participation of students consisting of physical participation, social participation, intellectual participation, and emotional participation.

4. The research findings regarding the English learning programs by using a digital learning model were discussed as follows.

4.1 The results may be caused by designing English content systematically. The author designed learning activities based on the principles of “Communicative Language Teaching, Learner-Centered Instruction, and the Teaching-Learning Cycle” through analysis of course description, and selection of contents relating to students’ daily life. Sopa (2017) asserted that selecting content and designing English communication activities should integrate three instructional models: Communicative Language Teaching, Student-Centered Instruction, and The Teaching-Learning Cycle. The learning activities consisted of three steps: 1) presentation, 2) practice through controlled practice/directed activities, or semi-Controlled, and 3) production.

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## Recommendations

### 1. Practical recommendation

1.1 The data on problems, needs, and grammatical errors is necessary for English teachers and curriculum developers of the General Curriculum to find appropriate teaching methods, including improving the English courses in the General Curriculum based on the problems and needs of the students.

1.2 The basic English grammar of the 1<sup>st</sup> year students of the Arts Program and Education Program should be assessed and improved focusing on forms, meaning, and usage in meaningful contexts.

### 2. Further research recommendation

2.1 A comparative study of English grammar instruction between online learning and on-site learning should be conducted in further research.

2.2 Simulation-based learning activities should be employed for further research on the English communication competency of other major students in various situations such as oral presentations or job interviews.

2.3 A comparative study between digital learning and other teaching methods should be done for the English communication competency development of the students.

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