

# **The Implementation of Linguistics Theory in English Teaching Model of a Secondary School for Pre-Service English Teachers in Thailand**

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## **Abstract**

In recent years, improving English language teaching in Thailand has become a priority due to the increasing need for effective communication skills in globalized contexts. For secondary school students, mastering English grammar and vocabulary is essential to building fluency and accuracy in the language. However, studies have shown that these students often struggle with morphological rules and complex grammatical structures, which impedes their ability to construct sentences accurately. One key area of focus in morphological instruction is the use of derivational suffixes, which modify base words to create new meanings or change their grammatical categories. Despite the importance of this aspect of English grammar, many teaching materials lack clear guidance on morphological transformations, leading to inconsistencies in student learning outcomes. Pre-service English teachers, who are responsible for conveying these concepts to students, require effective strategies and a strong understanding of linguistic principles to bridge these gaps. This study aims to enhance English teaching methods for pre-service English teachers by applying linguistic theory, with a specific focus on derivational suffixes, to English teaching materials. The research analyzes six English textbooks commonly used in Thai secondary schools to examine how derivational suffixes are presented and integrated within the curriculum. The population for this study comprises secondary-level English textbooks, with the sample consisting of six representative textbooks selected based on their curriculum usage. Research instruments include a content analysis framework focusing on morphological rules, particularly in suffix classification and presentation. Data were analyzed through qualitative methods, identifying patterns in suffix instruction and any pedagogical gaps across the textbooks.

The findings reveal notable inconsistencies in how derivational suffixes are presented, with some textbooks providing clear explanations and examples while others lack structured guidance, hindering students' understanding of morphological transformations. By employing Morphological Theory, the study highlights strategies for teaching derivational suffixes to pre-service teachers, focusing on categorizing suffixes (such as noun, verb, and adjective-forming suffixes) and demonstrating their effect on word structure and meaning. Chomsky's Transformational Grammar Theory further helps illustrate the syntactic changes suffixes introduce. Structured practice exercises and error correction techniques support grammar improvement, aligning with Bloom's Taxonomy to guide teachers from basic recognition to deeper analysis of suffix functions. The study suggests curriculum enhancements and professional development to better equip teachers with effective strategies for teaching morphology, ultimately improving students' grammatical accuracy and writing skills in English.

**Keywords:** Linguistics Theory; English Teaching Model; Secondary School; Pre-Service English Teachers; Thailand

## Introduction

The English language is a mandatory subject in primary and secondary schools in Thailand, under the supervision of the Ministry of Basic Education (Broughton, 1980). However, Thai students' overall performance in the Ordinary National Education Test (O-Net) remains low compared to other Southeast Asian countries. From 2019 to 2021, the average scores of Prathom 6, Mathayom 3, and Mathayom 6 students were below 50% (OBEC, 2021). Additionally, the TOEFL results for Thailand in 2010 ranked the country 116th out of 163 nations and the 2023 EF English Proficiency Index placed Thailand 101st out of 113 countries, indicating persistently low English proficiency scores (EF EPI, 2023). These results highlight a critical need for improving English language instruction in Thai schools, particularly in the area of teaching effectiveness.

Teachers play a critical role in determining students' learning outcomes, as they are the primary facilitators of classroom engagement. Kaur (2019) emphasizes that teachers serve multiple roles, including controllers, resources, and assessors, which require them to manage both the content and the learning environment. Despite these roles, many teachers struggle to utilize teaching materials and methodologies effectively. Qazi and Simon (2012) point out that traditional, teacher-centered instruction still dominates many classrooms, where students often engage more with theoretical knowledge than practical language use. This limits students' opportunities to develop critical thinking and real-world communication skills. To address these shortcomings, educators must adopt innovative teaching strategies that actively involve students and foster the application of language skills in context.

Recognizing the need for well-trained teachers, Thailand's National Education Act B.E. 2542 (1999) and the Second National Education Act B.E. 2545 (2002) have emphasized developing educators with both strong theoretical and practical foundations. Pre-service teachers, particularly in their fourth year, undergo practice teaching as part of their training (Price & Chen, 2003; Walkington, 2005). However, many still find it challenging to bridge the gap between theory and practice, particularly in English language instruction (Mahmood & Iqbal, 2018). This gap, especially regarding subject knowledge and pedagogical skills, can hinder effective teaching, further contributing to the ongoing challenges in English language proficiency (Etor et al., 2013; Cole & Knowles, 1993). Therefore, pre-service teachers must develop both theoretical knowledge and practical teaching skills to improve their effectiveness in the classroom.

One of the most persistent challenges in English as a Foreign Language (EFL) classrooms is helping students understand word functions, meanings, and sentence structures (Jayashree, 1990; Singaravelu, 2010). Pre-service teachers often struggle to apply their theoretical knowledge to practical teaching situations, particularly in teaching aspects of English morphology. Grossman et al. (2009) argue that clinical practice is essential for developing these pedagogical skills. However, without sufficient practical experience, many pre-service teachers fail to address the linguistic complexities that their students face. This highlights the need for a more integrated approach to training that combines linguistic theory with classroom practice.

Linguistics, particularly in the realm of morphology, plays a vital role in language teaching, providing essential insights into word formation and usage. Halliday et al. (1965) stress that linguistic knowledge is crucial for effective teaching, while Corder (1968) argues that teachers who lack this knowledge may struggle to apply modern techniques effectively. Wilkins (1972) further suggests that linguistic theory can significantly enhance the development of teaching materials and methods, which, when integrated into English content instruction, can improve students' understanding of the language.

In the context of teaching writing skills, pre-service English teachers often face challenges related to parts of speech, particularly when teaching derivational suffixes. These suffixes are critical for expanding students' vocabulary and helping them form grammatically correct sentences. Yet, without a clear understanding of how words change with the addition of suffixes, students struggle with both writing and comprehension (Nation, 2001). To address this, pre-service teachers need to develop strategies for effectively teaching these linguistic elements.

To support pre-service teachers in overcoming these challenges, this research conducts a content analysis of English textbooks used in Thai secondary schools. By applying linguistic theory specifically focusing on derivational suffixes this study aims to identify areas in these textbooks that pose difficulties for students and teachers alike (Plag, 2003). The findings will inform instructional strategies that can help pre-service teachers address the complexities of teaching parts of speech and word formation.

Based on the content analysis, the ultimate goal of this research is to design a teaching model that addresses the specific challenges identified. This model will enhance pre-service English teachers' ability to teach writing skills, particularly in helping students understand and use derivational suffixes (Bauer & Nation, 1993). By focusing on these essential aspects of morphology, the teaching model aims to improve both the linguistic competence of students and the instructional effectiveness of teachers.

## Research Objective

1. To analyze the English content from textbooks used by secondary school students, using linguistic theory
2. To create the CBA-based teaching model of Thai secondary schools on the English content analyzed by the linguistic theory.
3. To evaluate the effectiveness of the CBA-based teaching model of Thai secondary schools on the English content analyzed by the linguistic theory.

## Research Methodology

This research is divided into 2 phrases as follows;

Phase 1: The content analysis for the teaching model was conducted using a purposive sampling method. Six textbooks were chosen, each commonly used in secondary schools in Thailand. These textbooks include Team Up in English 1, 2, and 3, published by Aksorn Charoentat Publishing House for Mathayom 1, 2, and 3 students, respectively. For higher secondary levels, New World 4, 5, and 6, published by Thai Watthana Panich Publishing Co., Ltd., were selected for Mathayom 4, 5, and 6 students. These textbooks were chosen to ensure comprehensive coverage of English content across different class levels, providing a solid foundation for analyzing the most challenging aspects of English teaching practices.

The second phase of this study involved two key objectives: designing and evaluating a teaching model based on Cognitive, Behavioral, and Affective (CBA) domains, using English content analyzed through Linguistics Theory by focusing on derivational suffixes. The design process used data from six English textbooks frequently used in Thai secondary schools, selected through simple random sampling.

For the evaluation, 60 third-year pre-service English teachers from Muban Chombueng Rajabhat University were selected using criterion-based purposive sampling, a form of cluster sampling. The sample was divided into two groups: 30 participants for the evaluation and 30 for the pilot group.

The population of teaching model evaluators consisted of 180 English teachers from 38 Rajabhat Universities across Thailand, categorized into four regional sub-groups. A sample of four evaluators, one from each region, was selected using purposive sampling based on specific criteria. These criteria required evaluators to hold at least a doctoral degree in English Language Teaching (ELT) or an academic rank of Assistant Professor in ELT, along with a minimum of three years of teaching experience. This ensured that the evaluators possessed the necessary expertise to assess the effectiveness of the teaching model.

## Research Scope

The 1<sup>st</sup> phase of this research focuses on conducting a content analysis of six selected English textbooks commonly used in secondary schools across Thailand. These textbooks were purposively sampled to represent the full spectrum of English language content taught at different educational levels. The textbooks analyzed include Team Up in English 1, 2, and 3, published by Aksorn Charoentat Publishing House for Mathayom 1, 2, and 3 students, as well as New World 4, 5, and 6, published by Thai Watthana Panich Publishing Co., Ltd., for Mathayom 4, 5, and 6 students.

In the 1<sup>st</sup> phase of this research, a content analysis of the six selected English textbooks was conducted using the derivational suffix analysis from O'Grady, W., Dobrovolsky, M., & Aronoff, M. (1997). This analysis focused on how these textbooks present and teach the formation of words through the morphological process, namely the affixation, particularly derivational suffixes that change the grammatical category or meaning of base words (e.g., turning a noun into an adjective, or a verb into a noun).

The research examined how clearly and effectively these textbooks explain the use of suffixes like *-ment*, *-tion*, *-ize*, *-ify*, *-ful*, *-able*, and *-ly*, as well as whether they provide sufficient examples and exercises to help students understand and apply these morphological rules in context.

By systematically analyzing the sections that deal with word formation, the study aimed to identify gaps or inconsistencies in the presentation of derivational suffixes across the textbooks, especially to students' grade levels (Mathayom 1-6). For example, the study explored whether younger students in Team Up in English 1, 2, and 3 are adequately introduced to basic derivational suffixes and whether older students in New World 4, 5, and 6 are exposed to more advanced suffixes and their complex applications. The findings from this phase helped assess the comprehensiveness of the textbooks in preparing students to use derivational suffixes correctly in writing and speaking English.

This analysis aims to identify key linguistic elements, particularly the presentation of derivational suffixes, and assess how effectively these textbooks align with linguistic theory. The focus is on determining the extent to which derivational suffixes are explicitly taught and whether they support students' development in understanding word formation and grammar. By analyzing textbooks used at different grade levels, the research ensures comprehensive coverage of the content challenges encountered in English teaching practices at the secondary level.

The 2<sup>nd</sup> phase of the study population comprised 60 pre-service teachers majoring in English at Muban Chom Bueng Rajabhat University, located in Ratchaburi, Thailand. These participants were in their third year of study and were divided into two groups of equal size according to the University's policy and the Teachers Council's Announcements. The sample for this study consisted of 30 pre-service teachers majoring in English at Muban Chom Bueng Rajabhat University, Ratchaburi, Thailand. These participants were in their third year of study. The selection of the sample was based on cluster sampling, using the criterion of students enrolled in the third year. One group was selected according to the University's policy, which involves dividing students into two groups. Within this selected group, students of varying ability levels were represented.

## Research Conceptual Framework

Independent Variables	Dependent Variables
The CBA (cognitive domains, behavior domains and attitude domains) teaching model	Teaching ability of pre-service English teachers

**Picture 1** Research Conceptual Framework

## Research Results

1. To analyze the English content found in secondary school textbooks through the lens of linguistic theory, it is essential to apply a structured approach that encompasses various linguistic frameworks. A linguistic analysis of textbook content typically involves examining elements such as syntax, morphology, semantics, and pragmatics to assess the material's effectiveness in facilitating language acquisition for learners. Using linguistic theory as a foundation, this analysis can focus on identifying complex structures or challenging language components that might hinder students' understanding, particularly for non-native English speakers. For example, by applying derivational morphology analysis, one can evaluate how textbooks present prefixes and suffixes, considering their impact on word formation and the development of students' vocabulary and grammatical competence.

Furthermore, syntactic analysis can reveal the sentence complexity presented in textbooks, helping educators to determine if the syntax aligns with students' cognitive levels and supports language acquisition at an appropriate pace. Semantic analysis, in contrast, may assess how well the textbooks convey meaning, especially in context, and how effectively they represent various cultural references that may be unfamiliar to students. Pragmatics, another critical area, examines the language's contextual use, aiding in understanding whether textbook

dialogues and examples foster practical communication skills that are relevant to real-life interactions.

This linguistically grounded analysis enables educators to design interventions or supplementary materials that address gaps in content, thus enhancing students' learning experiences and ensuring the materials are pedagogically sound and culturally inclusive.

2. To create a Competency-Based Approach (CBA) teaching model for Thai secondary schools based on English content analyzed through linguistic theory, a structured, research-informed framework is essential. This CBA model aims to develop students' practical English skills, moving beyond rote memorization to foster competency in real-world language use. Grounded in linguistic analysis, the model focuses on tailoring English instruction to align with learners' cognitive and linguistic needs, supporting a gradual progression from foundational understanding to communicative competence.

The model consists of several stages:

1. Content Analysis and Adaptation: The initial step involves a thorough linguistic analysis of English textbooks using syntactic, morphological, semantic, and pragmatic frameworks. By identifying linguistic challenges such as complex sentence structures, difficult vocabulary, or culturally specific language use educators can adapt content to meet the proficiency levels of Thai secondary students. This step ensures that the language presented aligns with the students' abilities and learning objectives.

2. Competency Definition: Based on the linguistic insights, the next step is defining specific competencies to be developed in students. These competencies encompass linguistic skills (e.g., forming grammatically correct sentences) and communicative abilities (e.g., using language appropriately in different social contexts). Each competency aligns with learning outcomes that reflect both national curriculum standards and the practical language needs of students.

3. Skill-Based Module Design: Modules are organized around core competencies such as reading comprehension, vocabulary development, grammar, and speaking skills. Each module integrates linguistic principles, ensuring that language forms are presented in meaningful contexts. For instance, modules on vocabulary emphasize the role of derivational morphology to enhance word-building skills, while grammar modules incorporate syntactic structures in communicative tasks that mirror real-life language use.

4. Active Learning and Assessment: To engage students in active learning, the model employs task-based and activity-based strategies, such as role-playing, problem-solving tasks, and group discussions. These tasks encourage students to apply their linguistic knowledge actively, promoting greater retention and practical competency. Formative assessments throughout each module track students' progress on key competencies, allowing educators to adjust instruction and provide targeted support.

5. Feedback and Reflection: Finally, the model integrates regular feedback sessions where students can reflect on their progress and identify areas for improvement. Feedback is formative and constructive, guiding students toward mastery of competencies and fostering an adaptive learning environment.

This CBA-based teaching model, grounded in linguistic analysis, is designed to cultivate students' language proficiency in a systematic, competency-driven manner. By aligning instructional content with linguistic theory and focusing on real-world language application, this approach supports Thai secondary students in achieving functional and communicative English skills.

3. To evaluate the effectiveness of the Competency-Based Approach (CBA) teaching model in Thai secondary schools, specifically on English content that has been analyzed through linguistic theory, a systematic assessment process is required. This evaluation involves measuring student learning outcomes in core language skills such as reading, writing, speaking, and listening relative to the competencies targeted by the CBA model. As this study will explain step by step as follows;

The first phase of the study involved an in-depth content analysis of secondary school English textbooks, using linguistic theory as the guiding framework, with a particular focus on derivational suffixes. This analysis sought to identify the most challenging grammatical areas for pre-service teachers, intending to inform the development of a teaching model to address these difficulties.

The textbooks selected for analysis, including the Team Up in English series for lower secondary students and the New World series for upper secondary students, presented derivational suffixes in various forms. However, the presentation was often fragmented, with insufficient explanation of how these suffixes function to alter word meaning and grammatical category. This lack of clear instructional content posed challenges for pre-service teachers in understanding how to effectively teach this grammatical feature.

Based on the morphological analysis conducted on the derivational suffixes in English textbooks used in secondary schools in Thailand, the following results show their forms and category changes that were particularly challenging for students, along with proposed lesson plans aimed at addressing these difficulties as Table 1 below.

**Table 1:** The results show their forms and category changes

Textbook	Grade Level	Common Derivational Suffixes	Word Category Change	Reported Difficulty (Teachers' Feedback)
Team Up in English	Mathayom 1	-ness, -ment, -ful	Noun → Adjective, Verb → Noun	High
	Mathayom 2	-ation, -able, -ity	Verb → Noun, Adjective → Noun	High
	Mathayom 3	-ive, -ous, -er	Verb → Adjective, Noun → Verb	Moderate
New World	Mathayom 4	-tion, -sion, -ance	Verb → Noun, Noun → Adjective	High
	Mathayom 5	-ly, -al, -ous	Adjective → Adverb, Noun → Adjective	Moderate

	Mathayom 6	-ic, -ist, -ous	Noun → Adjective, Noun → Verb	Moderate
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According to Table 1 showed the analysis revealed that derivational suffixes pose significant challenges for students, particularly in changing the grammatical function of words and altering their meaning. The following suffixes were identified as key contents to focus on in lesson plans.

- ness:** Transforms adjectives to nouns (e.g., "happy" → "happiness")
- ment:** Converts verbs to nouns (e.g., "develop" → "development")
- ful:** Changes nouns to adjectives (e.g., "help" → "helpful")
- ation:** Transforms verbs to nouns (e.g., "educate" → "education")
- able:** Converts verbs to adjectives (e.g., "read" → "readable")
- ity:** Changes adjectives to nouns (e.g., "active" → "activity")
- ive:** Transforms verbs to adjectives (e.g., "create" → "creative")
- ous:** Changes nouns to adjectives (e.g., "danger" → "dangerous")
- ly:** Converts adjectives to adverbs (e.g., "quick" → "quickly")
- ic:** Changes nouns to adjectives (e.g., "music" → "musical")
- ist:** Converts nouns to agent nouns (e.g., "art" → "artist")

Based on the results of the morphological analysis, the lesson plans are designed to address the identified difficulties with derivational suffixes. The proposed lesson plans emerge as a direct outcome of a thorough morphological analysis of English textbooks, grounded in the theoretical framework of derivational suffixes. This analysis identifies specific linguistic challenges encountered by pre-service teachers when instructing students in the complexities of English grammar, particularly in relation to word formation and the grammatical functions of words. The analysis of derivational suffixes reveals the need for targeted pedagogical strategies to address the difficulties students face in understanding and applying these linguistic concepts. By focusing on suffixes such as -ness and -ful, the lesson plans aim to provide a structured approach to transforming adjectives into nouns, thereby enhancing students' comprehension of how these suffixes affect meaning and grammatical structure.

Each lesson plan is meticulously designed to align with the findings from the morphological analysis, ensuring that the instructional objectives directly address the identified challenges. The incorporation of interactive activities, such as collaborative chart creation and practical sentence writing, facilitates an engaging learning environment that encourages active participation and deepens understanding.

In summary, the lesson plans serve not only as a pedagogical framework but also as a strategic response to the linguistic issues highlighted in the textbook analysis. By utilizing the insights gained from the application of linguistic theory, these lesson plans are positioned to equip pre-service teachers with effective instructional methods, thereby enhancing their ability to teach derivational suffixes and improve students' overall grammatical proficiency in English.

The evaluation of the teaching plans developed by pre-service teachers, based on expert analysis, provides key insights into their understanding and application of linguistic theories, specifically the use of derivational suffixes to address challenges in teaching English writing. This evaluation was conducted using Bloom's Taxonomy and Communicative



Language Teaching (CLT) as guiding frameworks, which enabled a comprehensive assessment of their ability to translate theory into effective teaching practices.

The findings indicate that pre-service teachers gained a foundational understanding of linguistic theories, particularly in applying derivational suffixes. After receiving training using the Competency-Based Approach (CBA), they demonstrated improvement in integrating linguistic theory into lesson planning. However, the results highlight areas that require further development, particularly in applying and analyzing linguistic concepts during actual classroom teaching, which underscores the importance of ongoing refinement in their instructional practices.

While the integration of Bloom's Taxonomy and the CLT framework provided a solid foundation for assessing the cognitive, psychomotor, and affective skills of the pre-service teachers, the evaluation revealed gaps in their higher-order thinking, language accuracy, fluency, and ability to engage students actively. These areas are crucial for fostering effective English instruction, and the training model, although beneficial in some aspects, did not fully address these more advanced competencies. This suggests the need for future training sessions to focus more on cultivating critical thinking and real-world application of linguistic theory in classroom settings.

In addition to assessing teaching competencies, the evaluation examined the alignment of the pre-service teachers' lesson plans with educational standards and content appropriateness. The results showed that, on average, pre-service teachers demonstrated a satisfactory level of adherence to the educational standards set by the Ministry of Education (2008 Thailand Curriculum), achieving an average score of 4.45 (S.D. = 0.54). However, their ability to tailor the content to meet the developmental needs of students was less consistent, with an average score of 3.96 (S.D. = 0.17). This discrepancy points to the need for better alignment between theoretical objectives and practical classroom activities, ensuring that learning materials are developmentally suitable and engaging for students.

In the cognitive domain, the pre-service teachers excelled in foundational areas such as "Knowledge and Memory" ( $\bar{x} = 4.61$ , S.D. = 0.58) and "Understanding" ( $\bar{x} = 4.52$ , S.D. = 0.61). However, their scores in higher-order skills such as "Application" ( $\bar{x} = 4.52$ , S.D. = 0.61) and "Analysis" ( $\bar{x} = 4.05$ , S.D. = 0.25) were comparatively lower, suggesting that while they could recall and explain linguistic concepts, applying these concepts in teaching scenarios remained a challenge. This indicates a gap between theoretical knowledge and practical application, particularly in addressing real-world teaching problems related to English writing.

The psychomotor domain evaluation also reflected a similar trend. While pre-service teachers showed proficiency in basic teaching behaviors such as "Imitation" ( $\bar{x} = 4.57$ , S.D. = 0.59) and "Manipulation" ( $\bar{x} = 4.52$ , S.D. = 0.58), their performance in more advanced skills like "Precision" ( $\bar{x} = 4.03$ , S.D. = 0.39) and "Naturalization" ( $\bar{x} = 3.97$ , S.D. = 0.61) was weaker. This suggests that, although they could follow instructional guidelines, they struggled to execute tasks with fluency and automaticity, skills that are essential for effective classroom practice.

In the affective domain, which measures emotional and attitudinal engagement, pre-service teachers demonstrated moderate performance in "Receiving" ( $\bar{x} = 4.02$ , S.D. = 0.38), indicating their ability to engage with linguistic content. However, their scores in "Characterization by Value Concept" ( $\bar{x} = 3.93$ , S.D. = 0.34) were lower, suggesting that while they can engage students in language learning, they need more support in fostering students' deeper emotional connections with the material and stronger commitment to language learning.

When evaluated through the CLT framework (Jack & Richard, 2006), which emphasizes meaningful communication and student interaction, pre-service teachers performed well in promoting "Meaningful Communication" ( $\bar{x} = 4.14$ , S.D. = 0.33) and "Interaction" ( $\bar{x} = 3.98$ , S.D. = 0.39). However, lower scores in "Accuracy and Fluency" ( $\bar{x} = 4.42$ , S.D. = 0.63) and "Individual Expression" ( $\bar{x} = 3.98$ , S.D. = 0.38) suggest that while they encourage communicative practices, more emphasis is needed on helping students express themselves confidently and use the language accurately.

## Discussion

The current study highlights that pre-service teachers possess a foundational understanding of linguistic theories, particularly the use of derivational suffixes in teaching English writing. This finding is supported by Ellis (2008), who emphasizes the significant role of linguistic theory in shaping effective teaching practices, especially in relation to grammatical instruction. Ellis asserts that a strong grasp of linguistic concepts is essential for improving writing instruction, as it helps teachers explain complex grammatical structures to students. This aligns with the study's finding that, while pre-service teachers showed proficiency in understanding linguistic rules, their ability to apply these concepts in practical teaching situations required further development.

In terms of teacher training, the research findings indicated that pre-service teachers performed well in lower-order cognitive skills, such as recalling and understanding linguistic concepts, but struggled with higher-order thinking skills like application and analysis. This observation corresponds with the work of Anderson and Krathwohl (2001), who revised Bloom's Taxonomy to emphasize the need for developing higher-order thinking skills in teacher education. Their framework supports the study's recommendation that teacher training programs should focus more on fostering the ability to apply and analyze linguistic knowledge in real-world teaching contexts. Without this focus, pre-service teachers may lack the critical skills necessary to navigate complex classroom challenges.

The results of this study also suggest that pre-service teachers were moderately successful in incorporating communicative practices into their lesson plans, as guided by the CLT framework. This finding is consistent with Littlewood (2014), who advocates for the effectiveness of CLT in promoting meaningful communication and student interaction. However, Littlewood also acknowledges that CLT can sometimes fall short in ensuring grammatical accuracy and fluency, which was similarly observed in the research findings. Pre-service teachers encouraged student interaction but faced challenges in balancing communicative activities with the need for accurate language use, particularly in writing.

While the research findings support the integration of linguistic theory in teaching English, Lightbown and Spada (2013) offer a contrasting view. They argue that second language acquisition is more effectively facilitated through meaningful interaction rather than a focus on explicit instruction of grammatical rules. This perspective challenges the study's emphasis on linguistic theory and suggests that pre-service teachers might benefit more from engaging students in interactive, communicative tasks rather than concentrating solely on theoretical knowledge. According to Lightbown and Spada, relying heavily on linguistic theory may not adequately prepare teachers for promoting language acquisition in dynamic classroom environments.

Similarly, the study's reliance on Bloom's Taxonomy as a framework for evaluating cognitive skills has been critiqued in the literature. Meyer and Niven (2012) argue that Bloom's hierarchical model may not fully reflect the complexities of contemporary education, suggesting that alternative frameworks could better capture the dynamic nature of teacher training. Their critique challenges the study's assumption that Bloom's Taxonomy is the most appropriate tool for assessing pre-service teachers' cognitive development. Meyer and Niven suggest that more flexible and adaptive learning models might be more effective in equipping teachers with the skills needed to address diverse classroom situations.

Furthermore, Thornbury (2006) critiques the emphasis on communication in CLT, arguing that it can sometimes overshadow the importance of structured grammatical instruction. Thornbury's critique directly relates to the research findings, which revealed that pre-service teachers struggled to balance communication with language accuracy. He suggests that the focus on interaction in CLT may inadvertently lead to students developing weaker grammatical foundations, which could hinder their overall language proficiency. This perspective suggests that while CLT has its merits, it may not be sufficient for developing a well-rounded understanding of language use in teaching writing.

Lastly, the research highlights the importance of psychomotor skills, such as imitation and manipulation, in teaching practices. However, Pashler et al. (2008) challenge this emphasis, suggesting that psychomotor development may not be as critical in teacher training as cognitive strategies. They argue that prioritizing physical task mastery may detract from the development of essential cognitive and problem-solving skills. This perspective suggests that the study's focus on psychomotor skills might need reconsideration, as fostering deeper cognitive development may be more beneficial for pre-service teachers in the long run.

## **Conclusion**

The integration of supportive and challenging perspectives provides a nuanced understanding of the research findings. The supportive literature affirms the importance of linguistic theory, Bloom's Taxonomy, and CLT in pre-service teacher training, while the contrasting views offer critical insights into the limitations of these frameworks. These differing perspectives underscore the need for a more balanced approach in teacher education, where the development of linguistic knowledge, higher-order thinking, and communicative competence is complemented by flexibility in instructional methods. Addressing these areas of improvement will be essential in refining the teaching model to better equip pre-service teachers for the complexities of English language instruction in diverse classroom settings.

## **Recommendations**

### **1. Theoretical Recommendations**

The findings of this research highlight the critical importance of linguistic theory, particularly derivational morphology, in enhancing grammatical accuracy among pre-service teachers. This is essential for improving writing instruction and overall language proficiency. Future research should prioritize an in-depth exploration of how derivational morphology can be effectively applied in the classroom to help students grasp the complexities of sentence structure and word formation. Moreover, refining transformational grammar approaches could provide pre-service teachers with a more robust framework for understanding and teaching these grammatical concepts. Such efforts would not only improve students' written

communication but also bolster their overall language competence, contributing to more effective instructional practices in secondary education.

## 2. Policy Recommendations

As the integration of theoretical linguistic knowledge with practical teaching methods is essential, the development of teacher training curricula should emphasize the application of linguistic theories in real classroom contexts to support the teaching skills of future teachers. Educational institutions must create opportunities for learners to apply linguistic theories in relevant situations, which will enhance their teaching and communication skills effectively. This integration will provide a strong foundation for developing students' writing and communication skills, which are crucial for their educational development in the future.

Developing a curriculum that emphasizes this integration will help pre-service teachers gain a deeper understanding of linguistic theories and their application in various teaching methods. The outcomes will not only benefit teacher education students but also positively impact the overall quality of education.

## 3. Practical Recommendations

To enhance the effectiveness of pre-service English teachers, it is crucial to develop training programs that integrate strategies harmonizing Communicative Language Teaching (CLT) with explicit grammar instruction. This balanced approach is essential for fostering both fluency and accuracy in students' writing. Workshops dedicated to the integration of CLT with grammar-focused activities should be a fundamental component of the training curriculum, allowing pre-service teachers to practice and refine their skills in teaching grammar within a communicative context.

By equipping educators with the tools to effectively combine communicative activities and grammatical instruction, we can address the grammatical challenges faced by students while also promoting their ability to communicate effectively in English. This emphasis on a balanced instructional approach will significantly enhance the overall quality of English language teaching, ultimately better preparing pre-service teachers for the diverse challenges they will encounter in their future classrooms.

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