

Academic article

All-in-One Strategies for Enhancing ESL Learners' Listening and Speaking Competence

Sirikorn Rochanasak^{1*}, Nopporn Peatrat¹, Rattana Klinjuy¹ and Sinsupa Wannasuth¹

Received

19 August 2025

Revised

12 November 2025

Accepted

12 November 2025

Abstract

This academic article was written with an aim to provide guidance and ways to improve Thai English language learners' communicative English competence, putting emphasis on listening and speaking facets and apply interactive activities as driving mechanisms. The proven process and methods by way of face-to-face teaching can be implemented by helping learners recognize key vocabulary endings, stress patterns, intonation, and speak with clear pronunciation, while parts of speech/sentence structure, phrasal verbs, idiomatic expressions, and grammatically related elements can also be trained in tandem. The article thoroughly summarized the key guidance and elements to strengthen ESL learners' listening and speaking competence by ways of recognizing stress syllables, intonation (the rise and fall of the voice), word endings recognition, i.e., minimal pair sound e.g., bet/bat, grasping grammatical function, e.g., suffixes -ed, /t/, /d/, /id/ depending on the preceding sound, realizing singular, plural -s/es. In addition, knowing and being able to expand on root words is essential to improving communicative English skills. VOA Education (2025), for example, the word "construct" is comprised of con (prefix) + struct (root) + ion (suffix) by knowing the root word "struct" learners are able to expand more vocabulary, whilst building listening and speaking skills at the same time. Furthermore, incorporating Task-based and Q-A-Q based strategies into the interactive process with the goal of getting learners to interact with teacher whilst he/she assesses learners' performances and provide reflections. To sum up, a single meaningful sentence containing key vocabulary and parts of speech can serve as a foundation for sentence expansion and producing a purposeful dialogue.

Keywords: Listening/speaking enhancement, grasping word recognition, all-in-one guidance

¹Suan Dusit University

*Corresponding author; email: sirikornbiloxi1979@gmail.com

Introduction

Undoubtedly, Thailand's English proficiency is among the lowest in Asia, Bangkok Post's Online Reporter (2023) indicated in its article that according to the latest EF English Proficiency Index (EF EPI) survey. Thailand ranked 101 out of 113 non-native English-speaking countries which fell into the "very low proficiency" category with score of only 416 while global average score is 502. In Asia, Thailand ranked 21 of 23 countries surveyed, and number 8 out of the 10 countries in ASEAN. Several factors contributed to this low ranking, whether it be learners' lack of motivation, lack of self-learning development, spending too much time on social media applications with minimal academic purposes; classroom size is too large; too much of passive/rote learning, too grammatically emphasized, and perhaps, lack of English fundamentals from primary to secondary school years, coupled with difficulties in speaking due to mother tongue's vowels, consonants and origin of the word sound, and so on. Practically speaking, lack of real world speaking and interacting contribute to inability to communicate effectively. Correspondingly, Tantiwich & Sinwongsuwat (2021) affirmed that several causes of poor oral communication skills among Thai students were mainly due to lack of opportunities to communicate and immerse in English in daily life, thus making it more difficult to acquire. Furthermore, in a survey on Thai English teachers. Phettongkam (2017) revealed two types of spoken errors often occurred. The first type involves verb and article omission. The second includes the misuse of tenses, word choices, and subject-verb agreement, followed by the plural ending -s in nouns, and excessive use of prepositions. Based on the main author's experience, learners occasionally mispronounce similar sounding words, e.g., "**beside**" and "**besides**" /s/ or incorrectly adding or omitting sounds, such as "**he go**" instead "**he goes**". Additional mistakes include misplacing stress in a word, using the wrong pitch to convey a question, for example, saying "**re-cord**" (noun) instead of "**re-cord**" (verb). Fraser (2000) stated that learners who study English as a foreign language (EFL) with proper pronunciation can easily make themselves understood even when they make some lexical or grammatical mistakes. On the other hand, those who are able to speak English with correct grammar, but unable to pronounce clearly may encounter problems when interacting with other non-native and native speakers. Hence, pronunciation errors/ mispronunciation could potentially lead to misunderstanding or cause difficulties for the person (s) who receives the message.

There are efficient and productive methods and ways to teach listening, speaking, reading, and writing skills through communicative approach, which emphasizes real-life interactions through purposeful tasks/activities, e.g., teaching homonyms, phrasal verbs and idiomatic expressions. Additionally, design lessons that focus on functional language use in authentic contexts, such as making requests, giving opinions, expressing preferences, and be able to use **Dos & Don'ts** in appropriate manners. Correspondingly, role-playing activities with comprehensive assessments pertaining to learners' progress is highly encouraged.

To further support the learning and teaching process, teachers are encouraged to apply Task-based learning by way of structured lessons to complement engaging tasks that entice learners to actively engage in listening, speaking practices. Noteworthy, employing Q-A-Q based activity usually works wonderfully in getting learners to form sentences and to respond according to the question that was asked by teacher, conversely, learners are drawn to produce suitable questions. Holistically, such task can enhance all four core skills if systematically organized.

All in all, being able to respond and pronounce correctly by ways of recognizing word endings, speaking with proper stress and intonation, understanding and using word roots and word family appropriately to help expand vocabulary uses. Above all else, it is strongly recommended that teachers promote and apply communicative/interactive activities using Q-A-Q approach and dialogue-based as the core/primary strategies, whilst adding parts of speech, sentence structure coupled with grammatical and related aspects in between. Importantly, periodic, thorough assessments and providing feedback to learners with regard to their speaking /listening competence, and progress are viable.

Speaking and Listening



Speaking



You speak to communicate information or express your thoughts or feelings. This can be in a one-on-one or group situation, or when presenting to an audience.

Judge when to speak and how much to say, and communicate information in a logical order.



Whether you are delivering instructions, explanations, descriptions or asking questions, ensure you speak clearly and confidently and at an appropriate volume.



Use appropriate language and vocabulary for your audience. Ensure your body language, facial expressions, gestures and tone of voice support what you are saying.



Give more detailed explanations if required. Respond to questions and take on board both positive and negative criticism.





Listening



Listening is an active process which involves receiving, working out and understanding a message with the option to respond.

Show you are paying attention by making eye contact. Use facial expressions to mirror the emotions of the speaker.



Ask questions if you do not understand something that has been said. Try to rephrase what the speaker has said when asking questions.



Identify the key information which you feel is important and respond to any instructions that are given.



You do not have to agree with everything that is being said but ensure you discuss your opinions and explain your point of view in a constructive manner.



day@sam

Figure 1: The Art of Public Speaking and Active Listening

Key Content and Beyond

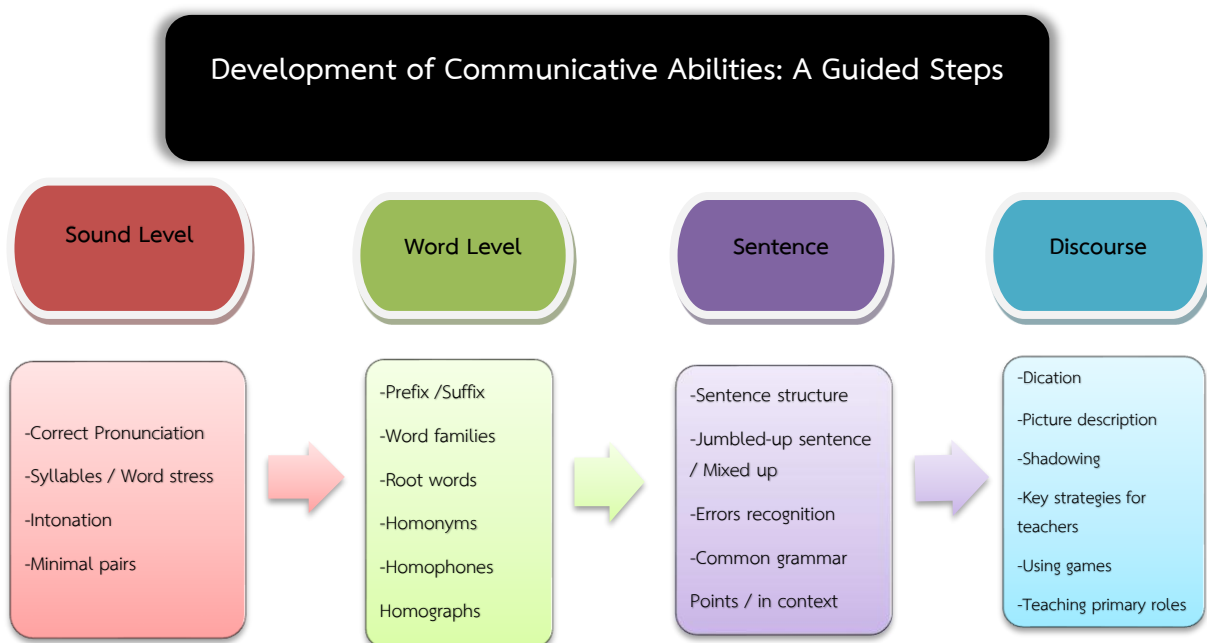


Figure 2: Development of Communicative Abilities: A Guided Steps

To begin with, teaching functional English, according to Nordquist R. (2024), homonyms, which are two or more words that have the same sound or spelling but differ in meaning e.g., bank (river edge) and bank (financial institution); homophones, which means “same sounds”, are two or more words, such as knew/new or meat/meet, are pronounced the same but differ in meaning, while homographs have the exact spelling, but have distinct meanings and are differed in pronunciations, e.g., wind/ noun /wɪnd/ (ลม); wind/ verb/ wɪnd/ = หมุน). These mentioned words can sometimes be confusing, especially for ESL learners. However, being able to recognize such words can help enhance one’s vocabulary, words recognition, and listening/speaking capacity.

Focus on pronunciation, syllables stress and intonation

Pronunciation practice: Tongue Twisters is a good ice breaker, and an effective way to help students with common pronunciation difficulties, mainly at the beginning and at the end of the words, such as the “r”, “l”, “th”, “sk”, “v”, “f”, “d”, “t”, “ch”, “sh”, “st”, and “sk” sounds. Listening to and mimicking native speakers’ spoken English enables students become more aware of how words are pronounced. Applying it as an ice breaker or during the middle of the teaching process can work wonders as learners have a lot of fun when trying to mimic the words. As reported by Paengkamhag W. (2020) who stated that do not confuse pronunciation of words with their spelling. For example, “**threw**” and “**through**”, although spelled differently, are pronounced the same. Also, identical letters or letter clusters in words do not always produce the same sound. For instance, the “**ough**” in “**though**” and “**through**” represents a different sound in each word. Another words, learn to practice what you hear, not you see.

Intonation practice: English language possesses different intonation patterns to convey meaning. Teachers can focus on teaching rising (when using question sentence) and falling (when responding to the question) tones of sentences, e.g., questions versus statements/affirmative sentences, thus helping students sound more natural when speaking. The said aspect requires a combination of effective instructional techniques, suitable strategies, and tools tailored to learners’ specific needs and level (s). Here are interesting intonation sentences “You’re going to the **party?**” (Rising intonation – asking a question) and “You’re going to the **party.**” (Falling intonation – making a statement). Hence, the two sentences convey different meanings to listeners.

Use minimal pairs to improve pronunciation: Dodds E. (2025) specifically explained that minimal pair is two words that vary by only a single sound, usually meaning sounds that may confuse learners, like the /f/ and /v/ in **fan** and **van**, or the /e/ and /I/ in **desk** and **disk**. Because they allow learners to focus on specific sound contrasts that may be challenging. By practicing with words that differ by only one phoneme, students can develop better listening skills and improve their articulation. It is recommended that learners use list of words and practice three ways:

- Practice saying each word in each pair slowly.
- Practice saying each word in each pair at a normal speed.
- Practice saying the target word in a sentence.

Some useful sentences to practice are: I bought **three trees**; It was a **thick tick**; I used **the tongs** to pick up my **thongs**; I **thought** I **taught** you **this**; How **dare** you go **there.**; **The fan** that moved the air inside **the van** broke down.

In exams like TOEIC, IELTS knowing the differences in sounds regarding the aforementioned words is imperative as it demonstrates a command over the person's words bank; using the wrong word can cause complications, for example, using "**there**" instead of "**their**" or "**they are**" or "**to**" "**too**" "**two**" can change the meaning of a sentence. Similarly, using "lead" (noun/verb) instead of "led" (verb/past tense/participle) can change the tense of a sentence and its meaning; a good example of a homonym sentence... **Can** you throw these **cans** in the trash bin? In this case, **can**= verb (modal) while **cans**= noun. Knowing how to use them correctly can help us communicate more effectively and avoid misunderstandings.

The essence of word stress and collocations. Meekin B. (2023) emphasized that Word stress is when speakers emphasize certain syllables in a word. English words are generally broken down into syllables...a unit of pronunciation with a vowel sound. If a word has one vowel sound, it has one syllable. If a word has two vowel sounds, it has two syllables. Word stress doesn't only change the sound of a word, it can sometimes change the meaning, e.g., the word "record", when the stress is on the first syllable "**RE**-cord", it's a noun; when the stress is on the second syllable "re-**CORD**", it's a verb. Furthermore, word stress involves emphasizing specific syllables within a word, for example, the word "**ph**otograph" has the stress on the first syllable, while "**ph**otographer" stresses the second syllable. Hence, proper word stress is crucial for clarity.

By emphasizing certain words, speakers can alter the meaning and focus of their message. For instance, consider the following sentence "I didn't say he stole the money." This

one depends on which word is emphasized, and can present different meanings: VOA Learning English (2019).

1. “I didn’t say **He** stole the money.” This means someone else might have said it not the speaker.

2. “I **didn’t** say he stole the money.” This implies “It is not true that I said he stole the money. You think I said it but I did not.”

3. “I didn’t say he **Stole** the money.” This means he might have borrowed it, and did not steal it.

Improve learners’ vocabulary with word Families: Understanding word families can help improve vocabulary, language skills, word recognition and spelling, as it allows for the recognition of patterns and the ability to guess the meanings of new words. Knowing them allows learners to learn multiple words at once, which is more efficient than trying to memorize individual words. For example, the word “**happy/adj.**” can easily expand to “**happiness/n.**,” “**unhappy/adj.**,” and “**happily/adv.**” These words share a common root, so you can quickly learn and remember them together. Another benefit of learning word families is that it can help learners understand the meanings of unfamiliar words. For example, the word “**dysfunctional**,” you might not know its exact meaning. However, if you know the base word “**function**,” you can make an educated guess that “dysfunctional” means “not functioning properly.” By understanding the meaning of the base word, it allows you to better understand the meaning of the new word.

Collocations: Words or phrases that are often used with another words or phrases. The words create a natural, almost fixed combination. They are essential for sounding natural and fluent, especially for non-native English speakers. For example, in the phrase “**a hard frost**,” “**hard**” is a collocation of “**frost**” and “**strong**” would not sound natural. Additionally, the phrase “**take a break**” sounds more natural than “**take a pause**”, “**do homework**” not make homework”; “**catch a cold**” is also commonly used. Asadova B. (2024) written that studying collocations enables learners to use natural expressions in everyday communication, making it easier for them to integrate into a language environment as learning such phrases enables learners to speak more fluently and effectively interact with native speakers. Moreover, EFL Café (2024) suggested that incorporating collocations into dialogue, stories and discussions gives students a clear sense of meaning and usage. Some examples of grammatical collocations are provided as follows: (University of Suffolk, 2023)

- Verb/noun: Take a photo, make trouble, fix a drink.
- Adjective/noun: Strong coffee, heavy rain, glorious sunshine.
- Adverb/adjective: Heavily built, brightly colored, smartly dressed.
- Adjective/preposition: Good at, interested in, fed up with, tired of, distracted by.

Sentence structure and relevance

Sentence structure is how we arrange words in a sentence. When we write or speak, we use sentence structure to ensure the sentences we use are easy to understand and sound right. Gill (2025) stated that... in a sentence, we usually have a subject (who or what the sentence is about) and a predicate (what the subject is doing or what is happening to the subject). For example, in “The cat sleeps,” ‘The cat’ is the subject, and ‘sleeps’ is the predicate. One of the toughest tests for spoken English and sentence construction is to speak impromptu. When one is not scripted- for instance, when called on to answer a question or perhaps participate in casual talk- the brain works faster than the speech. An example sentence which I use to teach regarding sentence clarity as opposed to ambiguity is “The chicken is ready to eat” (it will eat or be eaten). For better understanding, it should be “the chicken is ready to be served/eaten”.

Apply Jumbled-up sentence: Singh S. (2025). A jumbled-up sentence is a set of words that are mixed up and need to be rearranged into a proper sequence in order to make a complete, meaningful sentence. For instance, take the words “**run, can, I and fast**”. The correct order in a sentence would be “**I can run fast**”. Practicing them can improve one’s vocabulary, spelling, grammar, and sentence formation/structure while boosting logical thinking and problem-solving.

Using online dictionaries to teach pronunciation and speaking

(<https://www.ldoceonline.com/dictionary/vegetable>)

❖ **veg**-e-ta-ble noun [countable] **veg**-e-ta-bles

❖ in-con-**VEN**-ience (**veen** is stressed); Word family (noun) convenience ≠ inconvenience; (adjective) convenient ≠ inconvenient; (verb) inconvenience (adverb) conveniently ≠ inconveniently.

Above are examples of one of many useful websites to teach pronunciation by way of pronouncing, e.g., veg-eta-ble (3 syllables), in-con-**ven**-ience (4 syllables) by stressing the boldly underlined syllables. Such method enables learners who do not possess phonetic skills to learn how to pronounce in a less complex way.

Promote active listening through interrogative and answering/responding to questions

Doing so, it enables learners to develop both their listening comprehension and their speaking abilities. Relevant information is stated below:

Follow-up questions: After a listening activity, ask students to engage with the content by responding to follow-up questions. The questions asked are for clarification, opinions, or a deeper understanding of the material.

Clarification and paraphrasing: Encourage learners to ask for clarification if they don't understand something, and practice paraphrasing what they hear in their own words. This helps ensure understanding and improves their ability to communicate clearly. Such strategies had previously been deployed in teaching several times, however, due to the learners' limited English vocabulary bank, such task seemed rather difficult for them to catch on.

Apply Q-A-Q activity: Another beneficial interactive/two-way communication activity, the process begins with teacher asking a student to form an answer, vice versa, teacher then provides an answer (albeit it can be an incomplete one to promote thinking process) and have students form the question related to what has been asked, seen and heard. This can also be carried out in pairs. For example, a Wh-question below:

- *Jim had to write 10 reports last week.*

Question: _____?

Learners are required to come up with a full question sentence by incorporating Why/How many/When/What did, etc. Consequently, it allows teachers to assess learners' listening, understanding and responding abilities.

Practical and effective interactive activities

Using Dictation as a tool

Research has shown that our memory is significantly enhanced when we engage both our auditory and visual senses. Dictation is the process of writing down what someone else has said. It offers a way for teachers to record the students' thoughts or ideas in addition to their listening skills. When used in the language classroom, the aim has traditionally been for learners to write down what has been said by the teacher, word for word, subsequently checking their own text against the original, and correcting the errors made. Conversely, a student can perform such activity doing the dictating rather than the teacher, who then facilitates by assessing the students' overall performance and provide feedback.

Picture description to teach listening, speaking, vocabulary, and parts of speech

A sample story to have learners draw a picture *"On top of the house there is a bird. Above the bird is a smiling sun. On the right side of the house is a tree. On the tree, there is a nest. On the left side of the house, there is a coconut tree. Under the coconut tree, there is a little boy standing. Next to him is a dalmatian dog."* This may look simply, but can work wonders in key areas, such as listening comprehension and sentences construction, spelling, phrasal verbs, and word order, and once students' listening skills improved, more complex stories with more specific vocabulary can be applied with a goal to measure students' progression. To have them showcase their speaking abilities, they can take turns creating/finding a story, while teacher facilitates and assesses their performances.

Shadowing: Play a short audio clip and have students repeat what they hear, mimicking the speaker's intonation and pronunciation. This helps improve pronunciation as well as listening comprehension.

Below are key strategies and useful information to enhance teachers' teaching objectives

Engagement strategies: Use authentic materials, such as games, videos, podcasts, and supportive content pertaining to situational functions, FAQs (Frequently Asked Questions) between customers and service staff regarding real-life scenarios and issues, organize pairs/groups discussions, role-plays, pairs or individual presentations.

Focus on vocabulary expansion and affixes: Introduce thematic vocabulary related to everyday and workplace matters, using images, and contextual examples. English Speeches (2025). Additionally, apply Prefix (modifies or changes the original meaning of the word) and Suffix (changes the word's grammatical category, such as turning a verb into a noun or an adjective) as a tool. Structurally, the main part, or root, carries the essential meaning. However, when communicating, speaker can add a prefix at the beginning or a suffix at the end to change that meaning or function. Take the word **unhappiness** as an example: “**Un-**” is a prefix meaning not, “**Happy**” is the root word, “**-ness**” is a suffix that turns the adjective “happy” into the noun “happiness”. Hence, “**unhappiness**” means the state of not being happy. Three parts with one meaning, therefore, using them appropriately enable learners to boost their word-building skill.

Grammar in context: Teach grammar points within meaningful contexts, focusing on practical usage rather than abstract rules. Provide model dialogues to reinforce grammar structures in communicative contexts.

Fluency building: Promote fluency through timed speaking activities, such as impromptu speeches on hot issues and/or trendy topics, emphasizing communication over accuracy in certain contexts.

Teachers' primary roles

Make learning fun and interactive: For many learners, learning a foreign language can often lead to boredom, and Thai students are no exception given the fact that a lot of them are accustomed to rote learning. This lack of interactive speaking limits opportunities for them to fully grasp real life language functions.

Be facilitated, enthusiastic and lively: Lack of confidence in their English-speaking competence often causes learners to avoid using it. To boost their confidence, it is important that teachers build up supportive teaching/learning sentiments, and display of positive attitude throughout.

Provide detailed feedback, not just grades: Typically, students are accustomed to receiving grades instead of comprehensive feedback. Only providing grades could leave them unsure about where their weaknesses and strengths lie. Therefore, it is recommended that they introduce varied feedback mechanisms by giving learners the necessary guidance and solutions. Doing so enables them to learn from their mistakes.

Culturally relevant material: Crittenden A. (2024) recommended linking teachers' English Language content to the students' culture. Get them to create posters about various festivals, such as Loy Kratong (floating festival) and Songkran (water festival). Use flashcards that contain material relevant to students' life experiences. Sentences like " **taking a nice and cold shower**" and " **sharing a bedroom**" present more meaning to students than just "shower" or "bedroom", empowering and allowing learners to stretch and form more relevant sentences, eventually extending it into a short story or a meaningful narrative.

The value and importance of using games

There are numerous beneficial concepts regarding English instruction. One of the most readily accepted by students is the use of games, which is also a highly effective aspect of the communicative approach. Games are known to be activities that provide entertainment and instigate involvement. According to Rixon (1981), a game is an activity carried out by decision-makers, either cooperating or competing, to achieve their objectives within a specific set of rules. Games are enjoyable activities for both teachers and students. It is also student-centered. Incorporating games into English lessons can help students relax and enjoy using the language. Furthermore, games allow learners to approach the new language with an open heart, without fear of making mistakes. Plus, games have an inherent communicative nature in line with the communicative language teaching approach when engaging in language games, it is recommended that learners need to follow the rules, as well as be aware of past, present, and future actions, and statements. Most importantly, they actively participate by doing or saying something to compete in the games. Through this process, it allows them to comprehensively practice listening, speaking. Littlewood (1981) suggested that games can help learners move beyond simply mastering language structures, and enable them to use these structures to convey meaning in real-life situations.

Based on the author's teaching experiences, applying fun and interactive games help engage and motivate learners regardless of their English levels. To facilitate, selective and suitable games should be used according to the learners' English capacity and needs. Hence, using games as ice-breaking activities help motivate learners to wanting to engage in interacting and beyond. According to Gozcu, E. & Caganaga, C., K. (2016)., they found that learners have to encounter unfamiliar words while learning a second language, so they feel a high level of stress. To them, games assist to decrease anxiety, feel comfortable, and make learners wanting to

learn more.

Conclusion

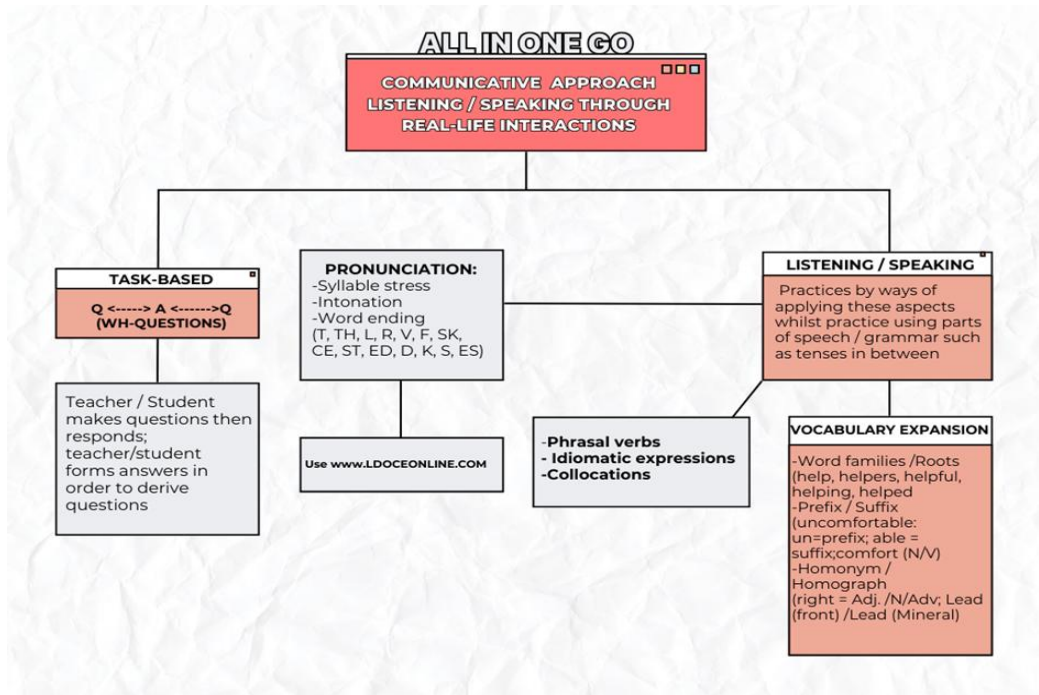


Figure 3: All-In-One-Go Communicative Skills Chart

In summary, the guided context enables to serve as a powerful instruction for ESL learners to improve on their listening, speaking, reading as well as writing capabilities. To facilitate interactive teaching and learning, it is recommended that teachers should primarily put emphasis on daily-life and workplace communication. Thus, activities organized and role-playing games should cover various situational, yet purposeful contexts. A sentence such as “Do you **get on** with your neighbors?” allows a teacher to stretch his/her teaching further i.e., intonation (rising intonation), get on=a phrasal verb, **with**= /wɪð/ pronunciation/preposition, present tense, and neighbors, a plural with -s. Moreover, such interrogative sentence can be extended to a narratively purposeful dialogue. Above all else, it is imperative that teachers need to possess strong communicative prowess in order to produce an effective/a smooth learning session, speaking with clear pronunciation, equipped oneself with wide range of vocabulary and able to express them in appropriate manners and situations. The fact is being good at the said

facets help gain learners' trust and respect, especially when answering questions and providing feedback. Importantly, regularly providing feedback and suggestions in ensuring that the teaching and learning processes go hand-in-hand and corresponded to the set objectives. For teachers to obtain the full benefit of teaching outcomes, teachers should lecture less and interact more, with a strong focus on listening and speaking activities. Practically speaking, if a person possesses good listening and speaking prowess, it is likely that the person could be able to use grammatically-related phases adequately; much like when young children learn how to communicate through listening and responding to parents. To this end, implementing the written strategies and contexts in this article can genuinely enhance learners' English communicative competence in accordance with the main objectives of the article.

References

- Asadova, B. (2024). The Role of Collocations in English Language Teaching. *Acta Globalis Humanitatis Et Linguarum*, 1(2), 9-19. <https://doi.org/10.69760/aghel.01024061>
- Bangkok Post's Online Reporter. (2023, November 27). English proficiency on the wane, says latest EF survey. Bangkok Post. [bangkokpost.com](https://www.bangkokpost.com/thailand/general/2692849/english-proficiency-on-the-wane-says-latest-ef-survey).
[https://www.bangkokpost.com/thailand/general/2692849/english-proficiency-on-the-
wane-says-latest-ef-survey](https://www.bangkokpost.com/thailand/general/2692849/english-proficiency-on-the-wane-says-latest-ef-survey)
- Crittenden, A. (2024). *How to motivate your students*. Ajarn.com.
<https://www.ajarn.com/blogs/adam-crittenden/how-to-motivate-your-students>
- Dodds E. (2025). *How to Use Minimal Pairs to Improve Your English Pronunciation*.
<https://www.leonardoenglish.com/blog/minimal-pairs>
- EFL Cafe. (2024, October 3). *Effective ways to teach English collocations*. 2.
<https://eflcafe.net/effective-ways-to-teach-english-collocations/>
- English Speeches (2025). *Prefixes & Suffixes: How Word Parts Boost Your English Skills*.
<https://englishspeecheschannel.com/english-tips/prefixes-and-suffixes/>
- Fraser, H. (2000). *Coordinating improvements in pronunciation teaching for adult learners of English as a second language*. Australian National Training Authority (ANTA) / Department of Education, Training and Youth Affairs. <https://helenfraser.com.au/wp-content/uploads/ANTA-REPORT-FINAL.pdf>
- Gill, A. (2025, February 25). How to teach sentence structure to kids: The ultimate guide. SplashLearn. [splashlearn.com](https://www.splashlearn.com/blog/teaching-sentence-structure-to-kids/). [https://www.splashlearn.com/blog/teaching-sentence-
structure-to-kids/](https://www.splashlearn.com/blog/teaching-sentence-structure-to-kids/)
- Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences*, 11(3), 126-135.
<https://files.eric.ed.gov/fulltext/EJ1140747.pdf>
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge, UK: Cambridge University Press. <https://www.english-efl.com/wp-content/uploads/2020/12/Communicative-Language-Teaching.pdf>
- Meekin, B. (2023, December 27). Word stress and sentence stress rules in English. Busuu.
<https://www.busuu.com/en/english/word-stress>

- Nordquist, R. (2024, May 2). *Over 300 homonyms, homophones, and homographs: A list of easily confused words that sound or look the same*. ThoughtCo. [thoughtco.com](https://www.thoughtco.com/homonyms-homophones-and-homographs-a-b-1692660).
<https://www.thoughtco.com/homonyms-homophones-and-homographs-a-b-1692660>
- Paengkamhag, W. (2020). Improve English Speaking Methods for Thai Students. *Journal of Asian Language Teaching and Learning*, 1(3), 35-45. retrieved from <https://so10.tci-thaijo.org/index.php/jote/article/view/486> [in Thai]
- Phettongkam, H. (2017). Grammatical errors in spoken English of undergraduate Thai learners in a communicative business English course. *LEARN Journal: Language Education and Acquisition Research Network*, 10(1), 95-118. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/135963>
- Rixon, S. (1981). *How to use games in language teaching*. Macmillan Education.
<https://archive.org/details/howtousegamesinl0000rixo>
- Singh, S. (2026, January 20). *Benefits of solving jumbled words in English*.
<https://www.curiousjr.com/blogs/jumbled-words>
- Tantiwich, K., & Sinwongsuwat, K. (2021). Thai University Students' Problems of Language Use in English Conversation. *LEARN Journal: Language Education and Acquisition Research Network*, 14(2), 598-626. retrieved from <https://so04.tci-thaijo.org/index.php/LEARN/article/view/253282>
- University of Suffolk (2023). *Words families & collocations*.
<https://libguides.uos.ac.uk/academic-language/wordfamilies-collocations>
- VOA learning English (2019). *A Simple Sentence with Seven Meanings*.
<https://learningenglish.voanews.com/a/a-simple-sentence-with-seven-meanings/4916769.html>
- VOA learning English (2025). *Grow Your Vocabulary by Learning Root Words*.
<https://learningenglish.voanews.com/a/grow-your-vocabulary-by-learning-root-words/4113426.html>