

Construction of Lesson Plans Based on Communicative Language Teaching (CLT)
With Role-Playing and Storytelling Activities Using Songkhla Local Contexts
Through Artificial Intelligence (AI) on English Listening and Speaking Skills
and Local Pride of Grade 5 Students

Tuanar-esoh Tohsoh¹

Juraisiri Choorak^{2*}

Salila Pettong³

Abstract

This article was a part of the research entitled of using communicative language teaching (CLT) with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI) on English listening and speaking skills and local pride of grade 5 students. The purpose of this research aimed to develop lesson plans using Communicative Language Teaching (CLT) integrated with role-playing and storytelling based on the local context of Songkhla through artificial intelligence (AI) to enhance English listening and speaking abilities and local pride for grade 5 students. The research instruments were 1) lesson plans based on communicative language teaching (CLT) with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI) for 6 lesson plans of 2 hours each, total 12 hours, and 2) an assessment form for the appropriateness of the lesson plans by the experts. Data were analyzed using arithmetic mean $\bar{X}$, and standard deviation (SD). The results showed that 1) the appropriateness of the lesson plans by the experts was highly level with the mean of 4.67.

Keywords: Lesson Plans, Communicative Language Teaching (CLT), Role-Playing, Storytelling, Songkhla Local Contexts, Artificial Intelligence (AI), English Listening and Speaking Skills

Introduction

In the age of globalization, English has become an essential international language used for global communication, particularly in the areas of economy, politics, society, culture, and technology. Recognizing this importance, the Thai government has included foreign language education as one of the eight core subject areas in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The aim is to equip learners with the ability to communicate effectively in English,

¹ Master degree student, Master of Education Program, Curriculum and Instruction, Songkhla Rajabhat University

² Assistant Professor Dr., Curriculum and Instruction, faculty of, Songkhla Rajabhat University

³ Lecturer, Dr. Bachelor of Arts Program, English Language, faculty of Humanities and Social Sciences, Songkhla Rajabhat University

Corresponding author: juraisiri.choo@skru.ac.th

preparing them to live and work successfully in the 21st century an era defined by innovation and knowledge. In this digital age, English learning is supported by a variety of tools that provide students with greater access to information. Learning management should thus focus on enhancing students' communicative competence. Teachers must emphasize the four key language skills: listening, speaking, reading, and writing, with listening and speaking considered especially crucial for real-life communication. (Ministry of Education, 2008).

Listening is typically the first skill developed when learning a language. It allows learners to understand sounds, recognize accents, and interpret the speaker's message. Regular listening practice contributes significantly to overall communication competence. At the same time, speaking is a natural and expressive form of communication. It plays a key role in developing learners' self-confidence and social skills (Richards & Rodgers, 2014). Both skills are foundational and must be developed in primary education.

However, the results of the Ordinary National Educational Test (O-NET) indicate that Grade 6 students in Thailand still perform poorly in English. In 2023, the national average score for the English subject was only 37.32 out of 100 (National Institute of Educational Testing Service, 2024). This demonstrates ongoing challenges, particularly in listening and speaking. At Wichianchom School, grade 5 students scored below the school's benchmark of 72%. Many students struggle with English communication, especially listening and speaking. Issues include difficulty understanding spoken messages, unfamiliarity with native accents, lack of sentence formation, and low confidence, all of which negatively affect overall language learning (Wichianchom, 2024).

In response, the researcher sees the need to develop a learning model that enhances students' listening and speaking skills. The Communicative Language Teaching (CLT) is employed as it emphasizes meaningful communication and real-life interaction. This model incorporates various interactive activities such as storytelling and role-playing, which allow students to use English naturally in context-rich settings. Moreover, artificial intelligence (AI) tools such as automated speech, interactive English voice activities are integrated into the learning process. These technologies support frequent listening and speaking practice. The researcher also incorporates local content of Songkhla this localization helps students connect more deeply with the content, enhances motivation, and improves comprehension.

From the importance mentioned above, it can be seen that using communicative language teaching (CLT) that effect to English listening and speaking skills, the researcher is therefore interested in construct and find quality of lesson plans based on communicative language teaching (CLT) along with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI) on English listening and speaking skills and local pride of grade 5 students.

Objective

To develop lesson plans using communicative language teaching (CLT) integrated with role-playing and storytelling based on the local context of Songkhla through artificial intelligence (AI) to enhance English listening and speaking abilities and local pride for grade 5 students

Methodology

1. Sample Group was three experts

2. The Instruments

2.1 Lesson plans based on communicative language teaching (CLT) with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI) for 6 lesson plans of 2 hours each, totaling 12 hours

2.2 Assessment form for the appropriateness of the lesson plans by the experts

3. Instrument Development and Validation

3.1 Construction steps of lesson plans based on communicative language teaching (CLT) with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI) as follows:

3.1.1 To review relevant literature and research studies concerning the development of a lesson plan based on Communicative Language Teaching (CLT), integrated with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI)

3.1.2 To study the learning indicators, core content, and learning standards of the Foreign Language Learning Area (English subject) for Grade 5 students based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and the school-based curriculum of Wichianchom School

3.1.3 Construct lesson plans based on communicative language teaching (CLT), integrated with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI) 1 unit in accordance with the content and learning objectives consists of 6 lesson plans of 2 hours each, totaling 12 hours and consisted of the following five steps:

- 1) Warm-up: Introduction to the lesson.
- 2) Presentation: Presentation of the target language integrated with storytelling using the local context of Songkhla through artificial intelligence (AI).
- 3) Practice: Language practice through role-playing activities.
- 4) Production: Language use in communicative situations through extended role-playing.
- 5) Wrap-up: Summary and reflection of the lesson."

Table 1 The Structure of lesson plans based on Communicative Language Teaching (CLT), integrated with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI)

Plan No.	Unit Name	Topic Title	Local Context of Songkhla	Hours
1-2	My holidays	What are you going to do on your holidays?	Samila Beach	4
3-4	My holidays	Plans for weekend	Songkhla Old Town	4
5-6	My holidays	Plans for holidays	Chalatat Beach	4
Total				12

3.1.4 Publish lesson plan based on communicative language teaching (CLT) with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI) by using content in unit 7 My holidays according to the elements of writing a lesson plan as follows: 1) standards and indicators, 2) important points/concepts, 3) learning content, 4) learning objectives, 5) learning management process, 6) work piece/workload, 7) tools/learning material and 8) measurement and assessment

3.1.5 Determining the quality of the lesson plan by take 6 lesson plans to three experts to check the quality of the lesson plans. According to the evaluation by three experts, the overall quality of the three lesson plans was rated at the highest level, with a mean score of 4.67, indicating a high level of appropriateness.

3.2 Construction the assessment form for the appropriateness of the lesson plans by the experts as follows:

3.2.1 To study related literature and research on the assessment model of lesson plans using communicative language teaching (CLT) with role-playing and storytelling activities using Songkhla local contexts through artificial intelligence (AI).

3.2.2 To construct assessment form for the appropriateness of the lesson plans by the experts according to the elements of writing an assessment form as follows: 1) learning content 2) learning objectives 3) learning management process 4) learning materials and resources and 5) assessment and evaluation.

3.2.3 The proposal was submitted to three experts, consisting of two experts in English language and one expert in curriculum and instruction, to verify the content validity of the components of the lesson plans by evaluating their appropriateness. According to the data analysis, the lesson plan evaluation form used in this study demonstrated a content validity index (CVI) of 1.00.

4. Data Analysis

4.1 arithmetic mean $\bar{X}$

4.2 standard deviation (SD)

Results

1. Lesson plans using communicative language teaching (CLT) integrated with role-playing and storytelling based on the local context of Songkhla through artificial intelligence (AI) to enhance English listening and speaking abilities and local pride for grade 5 students from 3 experts revealed that the appropriateness of the lesson plans was at the highest level with the mean of 4.67 as show in table below:

Table 2 The appropriateness of the lesson plans based on communicative language teaching (CLT) with role-playing and storytelling based on the local context of Songkhla through artificial intelligence (AI) by the experts

The elements of the lesson plans	$\bar{X}$	SD	Results
Learning Content			
1. Consistent with the learning objectives	4.67	0.58	Highest
2. Appropriate for the students' grade level	4.67	0.58	Highest
3. Uses clear, concise, and comprehensible language	4.67	0.58	Highest
4. Interesting and beneficial to students	4.67	0.58	Highest
Total	4.67	0.58	Highest
Learning Objectives			
5. Aligned with the learning content	4.67	0.58	Highest
6. Suitable for the students' grade level	4.67	0.58	Highest
7. Uses clear, concise, and comprehensible language	4.67	0.58	Highest
8. Covers knowledge (K), process skills (P), and desirable characteristics (A)	4.67	0.58	Highest
9. Specifies measurable and observable behaviors	4.67	0.58	Highest
Total	4.67	0.58	Highest
Learning Management Process			
10. Aligned with the learning objectives	4.67	0.58	Highest
11. Aligned with the learning content	4.67	0.58	Highest
12. Appropriate for the allocated instructional time	4.67	0.58	Highest
13. Stimulates students' interest	4.67	0.58	Highest
14. Activities are presented in a clear, logical sequence	4.67	0.58	Highest
15. Activities reflect the principles of communicative language teaching (CLT), role-play, and storytelling using Songkhla's local context	4.67	0.58	Highest
Total	4.67	0.58	Highest
Learning Materials and Resources			
16. Relevant to the learning content and activities	4.67	0.58	Highest
17. Suitable for the students' grade level and interests	4.67	0.58	Highest
18. Interesting and beneficial to learners	4.67	0.58	Highest
19. Practical, easy to use, and adaptable	4.67	0.58	Highest
Total	4.67	0.58	Highest
Assessment and Evaluation			
20. Aligned with the learning objectives	4.67	0.58	Highest
21. Aligned with the learning content	4.67	0.58	Highest
22. Contains clear and feasible evaluation criteria	4.67	0.58	Highest
23. Assessment indicators reflect the quality of student learning	4.67	0.58	Highest
24. Utilizes assessment tools appropriate to the content and learning methods	4.67	0.58	Highest
Total	4.67	0.58	Highest
Total	4.67	0.58	Highest

From table 2, showed that the elements of lesson plans based on communicative language teaching (CLT) with role-playing and storytelling based on the local context of Songkhla through artificial intelligence (AI) in 5 fields include learning content, learning objectives, learning management process, learning materials and resources, and assessment and evaluation was at the highest level with the mean of 4.67.

Table 3 The summary of appropriateness evaluation of lesson plans based on communicative language teaching (CLT) with role-playing and storytelling based on the local context of Songkhla through artificial intelligence (AI)

Topics \ Lesson plans	$\bar{X}$	SD	Interpret results
1. What are you going to do on your holidays?	4.67	0.58	Highest
2. What are you going to do on your holidays?	4.67	0.58	Highest
3. Plans for weekend	4.67	0.58	Highest
4. Plans for weekend	4.67	0.58	Highest
5. Plans for holidays	4.67	0.58	Highest
6. Plans for holidays	4.67	0.58	Highest
Total	28.02	3.48	
Average	4.67	0.58	Highest

From table 3, showed that lesson plans based on communicative language teaching (CLT) with role-playing and storytelling based on the local context of Songkhla through artificial intelligence (AI) of 6 lesson plans was at the highest level with the mean of 4.67.

Conclusion and Discussion

The research findings revealed that the lesson plan using Communicative Language Teaching (CLT) combined with role-playing and storytelling activities based on the local context of Songkhla through artificial intelligence (AI) was rated at the highest level of appropriateness, with a mean score of 4.67. This success resulted from a systematic planning process according to the development steps of the lesson plan and was grounded in the CLT framework by Sumitra Angwatanakul (1994), which consists of five steps: warm-up, presentation, practice, production, and wrap-up, emphasizing language use in authentic contexts rather than rote memorization of grammar. The lesson plan was reviewed by experts and aligned with the learning standards of the Basic Education Core Curriculum B.E. 2551 (2008), including approaches that promote learner engagement through activities closely related to real-life situations, especially role-playing and storytelling. These activities help develop communication skills, creativity, and local pride.

The findings are consistent with Jentaa Kaewlai (2024), who reported that CLT techniques stimulate students' confidence and willingness to speak English, and with Tissana Fasan (2021), who found that CLT-based lesson plans combined with music use were rated highly appropriate. Moreover, they align with the concepts of Tisana Khaemmanee (2011) who emphasized that role-

playing enables meaningful learning through experiences closely resembling real life. Furthermore, the results support the study by Karnyanisa Soonthorn et al. (2021), which indicated that role-playing activities effectively develop English speaking skills for communication.

Recommendations

1. Recommendations for applying research results

1.1. Managing limitations and problems in teaching: If limitations are encountered, such as time constraints or the need to adapt teaching materials, instructors should plan and adjust activities in advance to ensure smooth implementation and avoid interruptions during the learning process.

2. Recommendations for future research

2.1 It is recommended to study the implementation of learning management using the Communicative Language Teaching (CLT) approach in other English grade levels as well as in other subject areas such as Social Studies, Art, and Vocational Studies, in order to develop learning management approaches that promote communication in diverse contexts.

References

- Tissana Fasan. (2021). *The effects of learning management through communicative language teaching and songs on English listening and speaking skills of the fifth-grade students*. (Independent study, University of Phayao).
- Thitsana Khammanee. (2011). *Teaching and learning models: Diverse options (7th ed.)*. Chulalongkorn University.
- Jentaa Kaewlai. (2024). *The Use of Communicative Language Teaching to Enhance the Willingness to Speak and the English Presentation Skills of Undergraduates at Rajamangala University of Technology Phra Nakhon*. Ratchapak Journal, 16(45), 184–196.
- Ministry of Education. (2008). *Indicators and core learning content for foreign language subject group*. Bangkok: Agricultural Cooperative Federation of Thailand.
- National Institute of Educational Testing Service. (2024). *Basic statistics of the Ordinary National Educational Test (O-NET) for Grade 6, Academic Year 2023 [Online]*. <https://www.niets.or.th/th/content/download/26058> (Accessed June 10, 2024).
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Sumitra Angwatanakul. (1994). *English language teaching methods (2nd ed.)*. Chulalongkorn University.
- Karnyanisa Soonthorn., Surakarn Jangharn., & Prasopsuk Rittidet. (2021). *The Development English Speaking Skills for Communication Using Role-Playing Activities of Prathomsuksa 2 Students*. Mahasarakham University Journal, 15(3), 131–141.
- Wichianchom School. (2023). *School curriculum of Wichianchom School (Revised edition)*. Songkhla: Wichianchom School.