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Effects of Active Learning-based Instructional Model in English Language Teaching for Thai Primary School Teachers

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Abstract

This study aimed 1) to investigate the active learning activities commonly used in English language teaching of Thai primary school teachers, 2) to develop an instructional model based on active learning activities, 3) to implement the effectiveness of the instructional model based on the active learning activities with primary school teachers in Buriram Province, and 4) to evaluate the instructional model used. The participants in this study consisted of 30 Thai primary school teachers selected through volunteering technique in Lamplaimat District. The data were collected using a questionnaire, a handbook of communicative English skills related to active learning activities, lesson plans, the assessment of the capability in learning management based on active learning, communicative English tests, a satisfaction questionnaire, interviews, and the evaluation form of teaching and learning. The data were analyzed through frequency, mean, and standard deviation. The findings revealed that three active learning activities were recently developed: Games and Songs, Mind Mapping, and Role-Playing respectively. The active learning-based instructional model was designed to strengthen teachers' English communication skills and to simultaneously evaluate teachers' instructional skills. Most importantly, teachers who were trained through these active learning models showed significant improvement in their English communication abilities. Their average post-test scores were significantly higher than their pre-test scores at the .01 level. The study concluded that the active learning-based instructional model can effectively enhance English language teaching skills among primary school teachers, and beneficially provide a

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practical framework for teacher training and educational development in Buriram Province with similar educational contexts.

Keywords: active learning-based instruction, English language teaching, instructional model, primary school teachers

Introduction

English is an essential skill that enables learners to communicate effectively, gain knowledge, pursue further studies, and engage in future careers (Wonglekha, 2014). However, English language teaching in Thailand faces several challenges, particularly emphasis on passive learning rather than authentic practice. This causes learners lacking communication and collaboration skills together with the ability to apply knowledge in daily life. Furthermore, the National Educational Test (O-NET) reported in Lamplaimat District, Buriram Province, is lower than the national average, reflecting the needs on more effective English language teaching development. Therefore, teaching approaches and learning environment need to be principally reformed and adapted to align with the curriculum (Phrutthikul, 2012). A lack of English proficiency among Thai primary teachers, particularly in rural or underfunded schools, impact their ability to teach the language. As a result, teacher training and professional development need to be improved.

Active learning is a teaching approach that provides learners opportunities to participate in thinking, analyzing, communicating, and acting through various activities such as group work, discussions, problem-solving, and reflection (Promphasit, 2016). This effectively promotes higher-order thinking skills and English communication skills. The 21st-century learning is an era of information and change. Advances in information technology have affected to borderless communication and easily accessed the information resources anytime, anywhere. The impact of globalization means learners need to be able to learn independently and constantly seek knowledge. While the great new knowledge and huge contents continuously are found, learners cannot learn all at once in the classroom. Traditional teaching method, such as “telling and narrating”, may no longer be sufficient to improve learners’ ability in order to effectively and efficiently apply knowledge in classroom. Therefore, it is necessary to adapt teaching methods to respond to changes in the technological society. Teachers must shift their role from knowledge transmitters to guides in knowledge acquisition, enabling learners to seek for knowledge, apply various skills, and make self-understanding leads to meaningful learning independently (Tipakorn, 2007).

Consequently, the researchers aim to develop an active learning-based instructional model for Thai primary school teachers in English language teaching in Lamplaimat District, Buriram Province, in order to enhance teachers’ instructional and English communication skills related to the competencies based on the curriculum and local sustainable development leading to the international CEFR standards. This fosters the creation and development of diverse knowledge, understanding, and skills through a refined and rigorous process that benefits students more

than passive learning (Phakdijit, 2014). The active learning requires diverse learning activities that help students improve through self-management, knowledge sharing, and peer development effectively.

Literature Review

1. Concepts and theories related to communication

Brownell (2012) defined communication skills as essential for building good and effective relationships in both daily life and the workplace. The components of communication skills include: 1) Listening Skills: Good listening is a fundamental aspect of communication because it helps people understand what others are saying and respond appropriately. Listening can be divided into active listening and passive listening. Active listening means paying attention and responding in a way that truly reflects understanding of what is being said. 2) Speaking Skills: Clear and effective speaking facilitates smooth communication. Speakers must be able to communicate directly and concisely, making it easy for listeners to understand. Good speaking skills involve organizing information and using simple language, such as using uncomplicated words and emphasizing on key points. 3) Writing Skills: Good writing conveys ideas and information clearly and accurately. Good writing helps readers easily understand the message without confusion. Writing skills emphasize correct grammar and clarity in presentation. And making the message well-structured. 4) Body Language (Nonverbal Communication) Body language is an important part of communication that allows us to express feelings and opinions that cannot be expressed through words, such as gestures, facial expressions, movements, or hand movements. Using appropriate body language can enhance understanding and perception in the communication process.

Communication skills, in conclusion, play a crucial role in building positive relationships within families and with friends, as well as in the workplace. Effective communication can help resolve problems or conflicts that arise at work or in personal life, and contributes to success in areas such as negotiation, teamwork, and presentations. Developing communication skills can be achieved through continuous practice and improvement of listening, speaking, writing, and body language, as well as seeking feedback from others on one's own communication for future improvement.

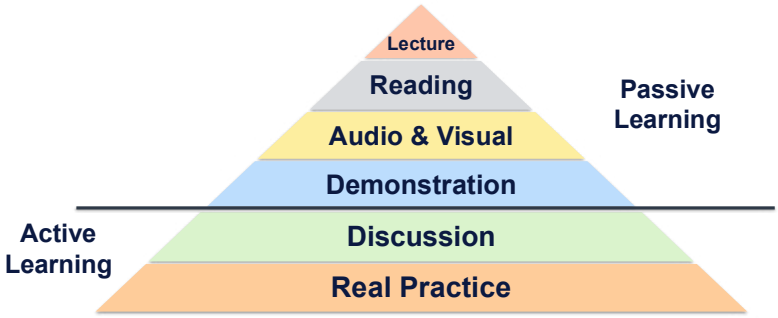
2. Concepts and theories related to learning management and instructional model

Richards and Rodgers (2014) proposed communicative English instruction focuses on enabling learners to use the language appropriately in real-life situations. Instructors must set clear learning goals aligned with learners' needs, promote holistic language learning encompassing both linguistic and communicative skills, and provide opportunities for learners to actively participate in the communication process through information exchange, language choice, and feedback for improvement. Furthermore, learning should occur through hands-on experience, with learners consistently using the language in diverse activities, while recognizing that mistakes are an integral part of the learning process that contributes to more effective language and communication skills. Based on NTL's learning pyramid attributed to Dale's Audio-Visual

Methods in Teaching (1969), learning becomes more effective when learners actively participate in the learning process rather than passively receive information. His learning model suggests that different instructional methods lead to different levels of learning retention. Learning through lectures has the lowest effectiveness, with learners retaining about 5% of the information presented. Reading improves retention slightly to around 10%, while learning through audio and visual materials, such as videos, pictures, and recordings, increases retention to approximately 20%. Demonstrations allow learners to better understand concepts and raise learning effectiveness to about 30%. Participating in discussions and exchanging ideas with others further enhances learning, resulting in about 50% retention. The highest level of learning effectiveness, approximately 90%, occurs when learners actively engage in hands-on practice and real-life experiences. Through direct participation, experimentation, and problem-solving, learners gain deeper understanding and are more likely to retain and apply their knowledge effectively as shown in the figure 1.

Figure 1

The Learning Pyramid (attributed by the NTL to Edgar Dale from his Audio-Visual Methods in Teaching)



In summary, the learning pyramid illustrates learning through various forms of sensory experience, ranging from receiving information through listening or reading to learning from practical experiences. Learning by doing or real practice is considered the most effective method for remembering and understanding information. Likewise, curriculum development models created by Tyler (1949), Taba (1962), Saylor and Alexander (1974) were systematically provided for teaching and learning. Regarding the steps in curriculum development, they share similarities: 1) analyzing foundational data for curriculum development, 2) curriculum design, 3) curriculum implementation, and 4) curriculum evaluation in order to design lessons, teaching activities and assessments aligning with desired outcomes and appropriate teaching techniques such as interactive learning or collaborative learning. Furthermore, these main steps' process used in curriculum design and development called 'ADDIE Model' (Branch, 2009) help create effective learning experiences appropriate for learners in different learning environments and contexts.

3. Concepts and theories related to active learning

Based on active learning strategies (Kruse, 2009), it can be the constructivist approach which views learners as active participants who build new knowledge by connecting new information

with their prior experiences and understanding. Effective active learning involves both cognitive activities, which promote thinking and knowledge construction, and behavioral activities to encourage participation and engagement. However, active participation alone does not always lead to meaningful learning if cognitive processes such as organizing ideas, analyzing information, and reflecting on learning are neglected. Therefore, teachers should not simply reduce their instructional role and allow students to learn independently without guidance. Instead, they should design learning experiences that balance active participation with cognitive development. By using various teaching methods and interactive activities, active learning enhances learner engagement, collaboration, critical thinking, problem-solving, and the practical application of knowledge, helping students develop the skills and competencies needed for success in education, work, and contemporary society.

In a Thai context, active learning utilizes a variety of techniques, emphasizing student participation to foster interaction between teachers and students, and among students themselves. It focuses on learning through hands-on activities and encourages discussion and knowledge sharing, enabling students to construct knowledge independently. The teacher acts only as a facilitator and plans classroom activities. Additionally, active learning promotes interactive skill, enabling students to apply their knowledge to solve problems or pursue future careers. Students should be able to analyze, synthesize, evaluate, and create to develop systemic thinking skills, and reach their full potential. In principle, teachers should reduce their direct role in teaching and providing information to students, but instead increase processes and activities that engage students in diverse and enthusiastic participation. Learning experiences should provide opportunities for discussion, communication skills practice, academic presentations, simulated learning, and real-world practice, connecting learning to various situations to create meaningful learning (Educational Supervision Unit, Basic Education Commission, 2019).

Research Objectives

1. To investigate the active learning activities commonly used in English language teaching of Thai primary school teachers
2. To develop an instructional model based on active learning activities
3. To implement the instructional model in Lamplaimat District, Buriram Province, Thailand
4. To evaluate the instructional model used in English language teaching for primary school level

Methodology

This present study was a research and development (R&D) design aimed to investigate a teaching model based on active learning to enhance English communication and instructional skills for Thai primary school teachers in English language teaching in Lamplaimat District, Buriram Province. The researchers divided the research methodology into four phases as follows:

1. Exploring the use of active learning activities in English language instruction at the primary school level, the study was conducted in three stages: a literature review, a knowledge synthesis to identify key components of active learning which promote English communication skills, and a survey of the use of active learning activities in the research area using a questionnaire validated with the Item Objective Congruence (IOC) at 0.92. The sample consisted of 30 Thai primary school teachers from schools under the Buriram Primary Educational Service Area Office in Lamplaimat District, who voluntarily participated in the research. Data was collected using a questionnaire on active learning activities via Google Forms. The collected data was then analyzed using content analysis, and the results presented as frequency and percentage values as baseline data for developing teaching models in the second phase.

2. Creating an active learning-based instructional model to enhance teachers' English communication skills and instructional skills, this began with developing a preliminary draft based on the survey results from the first phase. The draft was then evaluated by five experts for validity, suitability, accuracy, and consistency of its components. Feedback was incorporated to refine and improve the relevant tools. The quality was then verified using the IOC. Finally, the model and tools were pilot-tested to assess their effectiveness and appropriateness confirming their content validity before implementation in Phase 3.

3. Implementing the active learning-based teaching model with 30 primary school English teachers to participate in a workshop on developing their instructional skills and English communication skills in classroom practice through games and songs, mind maps, and role-playing. Pre- and post-tests were administered, and satisfaction data with feedback were collected to improve the model. The tools used included a training manual, lesson plans, a teaching skills assessment tool, an English communication skills test, a satisfaction questionnaire, interviews, and a model evaluation form. These tools were checked quality validation using the IOC value by experts. Data analysis employed mean, standard deviation, t-scores, and content analysis.

4. Evaluating and monitoring the implementation of the active learning-based teaching model, this began with selecting and training a committee (Coaches and Mentors) to monitor and evaluate the results through observation in classroom setting. This involved conducting on-site supervision and monitoring of the implementation in both on-site and online formats. The monitoring results were then used to improve and develop the teaching model in order to make it more appropriate and effective.

Results

According to four main objectives in this study, the first finding aimed to explore active learning activities used in English language teaching of Thai primary school teachers in Lamplaimat District, Buriram Province. The data were shown in Table 1.

Table 1

Active Learning Activities Used in English Language Teaching of Thai Primary School Teachers

Active Learning Activities	Activities Provided		No Activities Provided		No Reponses	
	Amount	Percentage	Amount	Percentage	Amount	Percentage
1. Lecture	20	66.67	2	6.67	8	26.67
2. Demonstration	22	73.33	2	6.67	6	20.00
3. Collaborative Learning Group	27	90.00	0	0.00	3	10.00
4. Classroom Presentation	22	73.33	4	13.33	4	13.33
5. Self-studying	19	63.33	5	16.67	6	20.00
6. Action Learning	22	73.33	5	16.67	3	10.00
7. Roleplaying	23	76.67	2	6.67	5	16.67
8. Think-Pair-Share	21	70.00	4	13.33	5	16.67
9. Self-Learned Review	19	63.33	5	16.67	6	20.00
10. Games and Songs	27	90.00	0	0.00	3	10.00
11. Video Analysis	13	43.33	10	33.33	7	23.33
12. Debates	7	23.33	14	46.67	9	30.00
13. Note Taking	19	63.33	6	20.00	5	16.67
14. Case Study	12	40.00	9	30.00	9	30.00
15. Research-based	11	36.67	10	33.33	9	30.00
16. Generated Exam	9	30.00	11	36.67	10	33.33
17. Newsletter Writing	6	20.00	14	46.67	10	33.33
18. Mind Mapping	24	80.00	1	3.33	5	16.67

As shown in Table 1, the findings revealed that teachers in Lamplaimat District, Buriram Province used a total of the 18 activities in teaching English for a primary school level. The

most frequently used activities were Collaborative Learning Group together with Games and Songs (27 teachers, or 90%) followed by Mind Mapping (24 teachers, or 80%) and Role-playing (23 teachers, or 76.67%). However, Newsletter Writing was the least frequently used activity with only 6 teachers (20%).

Secondly, to create a teaching model based on active learning to enhance English communication skills and instructional skills of Thai primary school teachers in Lamplaimat District, Buriram Province, the researchers used the survey results as a developed draft teaching model based on active learning to enhance English communication skills. Five experts reviewed and provided feedback. The feedback suggested integrating active learning activities. The developed active learning comprised three main activities: games and songs, mind mapping, and role-playing to effectively promote teachers' English communication skills in classroom practice with another primary school teachers as a pilot testing. These teachers could employ the instructional model to their school's context and class size to create a learning environment with an active learning-based lesson plan (IOC = 0.91). Furthermore, the research team assessed the language proficiency of 80-fourth-grade students who participated in the pilot testing, aimed to verify the effectiveness of the model used. By comparing pre-test and post-test scores, the study revealed a clear improvement in the students' English-speaking abilities. This assessment was based on criteria including pronunciation, grammar, fluency, vocabulary, and comprehension as shown in Table 2.

Table 2

Comparison of Pre-test and Post-test Proficiency Scores of Students Participating in the Pilot Testing

Range of Scores	Level	Frequency (n=80)		Percentage (%)	
		Pre-Test	Post Test	Pre-Test	Post Test
81-100	Excellent	5	32	6.25	40.00
61-80	Good	25	40	31.25	50.00
41-60	Neutral	40	8	50.00	10.00
21-40	Poor	10	0	12.50	0.00
0-20	Need Improvement	0	0	0.00	0.00

As shown in Table 2, the proportion of students' performing at an "excellent" level increased from 6.25% to 40.00%, while those at a "good" level rose from 31.25% to 50.00%. Meanwhile, the percentage of students performing at a "poor" level decreased from 12.50% to 0.00%. These results demonstrate that an instructional approach based on active learning is effective in developing students' language skills.

Thirdly, to implement the active learning teaching model to enhance English communication skills for primary school education in Lamplaimat District, Buriram Province, the findings showed that 30 English teachers participated in a workshop using three active learning

activities: games and songs, mind mapping, and role-playing. The average score of the teachers' active learning teaching skills assessment after the training was 17.11 out of 20 points, higher than the average score before the training of 12.70 points. This revealed that the developed teaching model can effectively enhance the knowledge and skills of teachers in teaching English using the active learning activities, as shown in Table 3.

Table 3

Pre- and Post-training Tests on Teaching Skills Based on Active Learning Activities

Tests	***M***	***SD***	***Different of Mean***	***t***	***df***	**Sig**	**d**
Pretest	12.70	4.23	4.41	12.64	104	.001*	1.23
Posttest	17.11	2.12					

Note. M = mean; SD = standard deviation

Table 3 indicated that the development of this instructional model was statistically significant at the < p.001 (less than .001) level, with a high effect size (Cohen's d) of 1.23, demonstrating a clear impact on the development of their abilities.

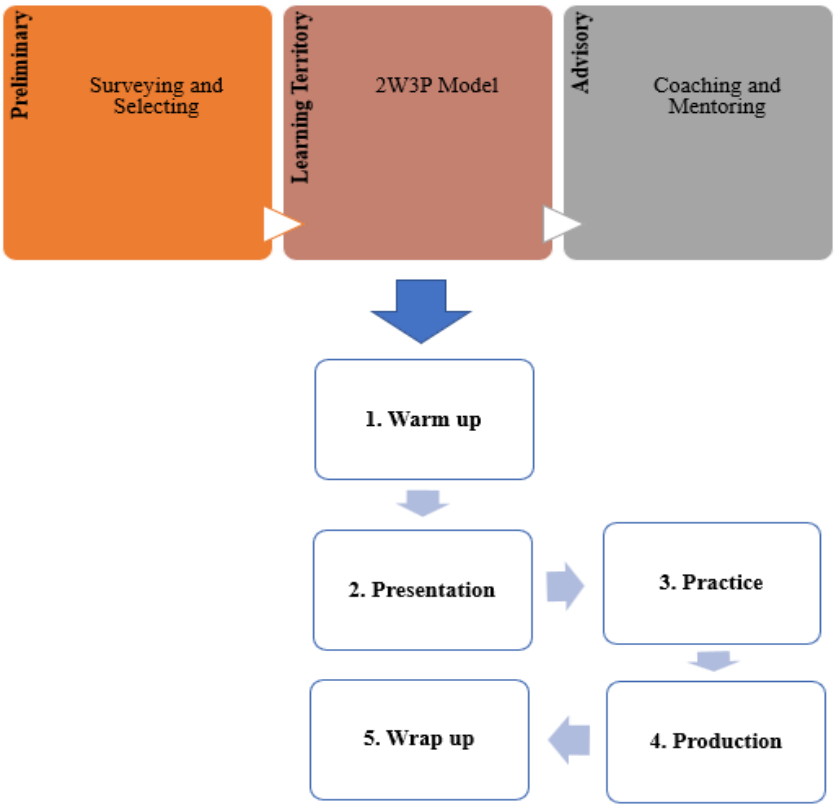
Finally, to evaluate the teaching and learning model based on active learning to enhance English communication skills for primary school level in Lamplaimat District, Buriram Province, the researchers assessed teacher satisfaction with the active learning activities used in the teaching of primary school level through interviews and observations. The result found that the overall satisfaction and opinions of teachers regarding the workshop on active learning teaching methods were at the highest level ($\bar{x}$ = 4.81, S.D. = 0.40). Considering individual aspects of teachers' satisfaction and opinions regarding the management and venue of the training were at the highest level ($\bar{x}$ = 4.88, S.D. = 0.32), followed by satisfaction with the instructors ($\bar{x}$ = 4.86, S.D. = 0.36), and satisfaction with the knowledge, understanding, and benefits gained from the training ($\bar{x}$ = 4.62, S.D. = 0.63). Moreover, respondents provided additional suggestions for improving the training's effectiveness, including the instructors' ability to effectively convey the training content and the participants' ability to apply the knowledge to their teaching activities. "*The training activities were insightful and joyful, and this program need to be organized regularly for primary teacher professional development. I would like to attend more training on multimedia creation, such as creating games using various applications. This training was very informative and beneficial to me in improving my teaching. Training on creating teaching materials was very engaging and I would like to have more training time and more information about the activities organized within the project*".

Based on the results of the four initial study phases, the researchers have developed the teaching model based on the active learning approach. To maximize the effectiveness of instruction, teachers should incorporate more than one active learning activity; among these, the use of games and songs is the most frequently chosen approach. To evaluate the active learning-based instructional model, the research team utilized assessments from trained

coaches and mentors, as well as feedback from the teachers themselves. These evaluations demonstrated the model's efficacy leading to the development of an active learning instructional framework as the following diagram shown in Figure 2.

Figure 2

An Active Learning-based Instructional Process for Thai Primary Education in Buriram Province



As shown in Figure 2, for the preliminary process, the research team conducted a survey and collected data based on the implementation of an active learning model—developed and piloted in primary school level—which was subsequently refined in response to feedback from teachers and students. The 2W3P model represented an approach to teaching and learning based on the principles of active learning activities as implemented by primary school teachers in Lamplaimat District, Buriram Province in the learning territory process. This model focused on ensuring that learners were fully engaged in the learning process which consisted of five key stages: 1) Warm Up Stage was designed to build motivation and stimulate the interest of learners, helping to gain their existing knowledge with new content and mentally prepare them for the learning experience, 2) Presentation Stage referred to the process by which a teacher conveyed knowledge or key concepts of a lesson—utilizing media, innovations, or engaging activities—to ensure that learners clearly had the essential subject matter, 3) Practice Stage provided learners with the opportunity to engage in hands-on activity, applying the language and skills they had acquired in order to build confidence and fluency in English skills, 4) Production Stage was a process in which learners applied the knowledge and skills in real-life situation, and 5) Wrap-up Stage involved a review of key content by both the teachers and

learners, sharing knowledge, verify understanding, and giving reflection on the learning process. In addition, the last process of advisory, coaching and mentoring were complementary approaches in English language teaching that support students' language development. Coaching focused primarily on improving specific language skills and performance through structured practice, observation, guidance, and constructive feedback. In contrast, mentoring emphasized long-term development by providing advice, encouragement, emotional support, and guidance that helped learners become confident and autonomous language learners. Teachers could integrate both roles into the instructional process to enhance students' English proficiency, motivation, and confidence. The process ran smoothly, achieved learning goals, and promoted meaningful learning. Following the teaching process could help learners gain a deeper understanding of the subject matter, increasing their confidence in applying the acquired skills and knowledge, and enabled them to effectively apply knowledge in daily life or real-life situations.

Discussion

From the findings, the most frequently used active learning activities in English language instruction for primary school level are collaborative group learning with games and songs. These are followed by mind mapping and role-playing. The teachers' preference with these learning approaches reflects their understanding of the principles of active learning in accordance with Phrutikul (2012) and the Office of Basic Education Commission's Supervisory Unit (2019). These principles emphasize on all students' participation in learning activities through hands-on experience, exchange of ideas, and collaborative group work for promoting both English language skills and social skills simultaneously. These activities also align with Edgar Dale's (1969) who created "Cone of Experience" states that learners have best remember and understand knowledge through practice (learning by doing) or discussion, consistent with the characteristics of group activities and games that stimulate interactive communication. In addition, the use of games and songs with role-playing helps reduce language anxiety and promotes motivation, encouraging learners to express themselves more confidently. This aligns with Richard and Rogers' (2014) principle of "Mistakes are not always a mistake", which views mistakes as an integral part of the language learning process.

Instructional management model based on active learning to enhance communication skills suggests three activities used: game and song learning, mind mapping, and role-playing. This integrated learning model aligns with the concepts of Tyler (1949) and Taba (1962), which emphasize systematic learning design, beginning with learner and context analysis (Analysis), objective setting (Objectives), learning experience design (Learning Experiences), and evaluation (Evaluation). This process was applied using ADDIE framework (Branch, 2009; Welty, 2007), a systematic approach to active learning design comprising five steps: Analysis, Design, Development, Implementation, and Evaluation. As a result, the developed model is practical and comprehensive. Therefore, integrating these activities into an active learning approach aligns with the principles of constructivism, which views learners as constructing their own knowledge through hands-on activities and reflection on learning. Besides, the results of teachers' post-training scores were significantly higher than their pre-training scores with the highest level of satisfaction indicating the effectiveness of active learning activities. This

aligns with Kruse's concept (2009) that active learning enables learners to achieve sustainable learning through hands-on experience (experiential learning) and reflection. These results are also accordance with the concept of Saylor and Alexander (1974) that curriculum development should be a system link of "Design, Practice, and Evaluation," which claimed that the developed active learning model not only improved learners' English language skills but also enhanced teachers' capacity to design and conduct learning activities that effectively met the needs of 21st-century education.

Additionally, evaluate teaching and learning model based on active learning indicated the use of active learning techniques positively impacted learning outcomes. Those teachers applied the three active learning activities in their classrooms. This aligns with the concepts of Phrutikul (2012) and the Educational Supervision Unit, Basic Education Commission (2019) that learning through games and songs stimulates learners' motivation, creates enjoyment, and encourages participation in the learning process. In terms of the scores' comparison, the active learning approach significantly increased the average post-test score at the .05 level indicating its effectiveness in developing students' English language skills. This result is consistent with Richard and Rogers (2014) who states learners acquiring language through real-life communication, utilizing feedback and information gaps allow learners to practice using the language in various situations. The result aligns with Dale's concept (1969) that "Learning through practice" is more effective than listening or reading alone. Ravichai (2019) also found that using an active teaching model with skill-building exercises significantly improved teachers' English communication skills ($p < .05$) with high satisfaction, consistence with Namthong and Yiemkhantithaworn (2021) who claimed that using Mind Mapping enhanced English reading comprehension and student satisfaction. The result is accordance with Pratumwan (2023) who emphasized the role of 21st-century teachers as "coaches" or "facilitators" to promote student potential through active learning activities rather than lectures.

Conclusion

The study aimed to investigate the active learning activities commonly used in English language teaching of Thai primary school teachers, to develop an active learning-based instructional model, to implement the effectiveness of the instructional model based on the active learning activities with primary school students in Buriram Province, and to evaluate the instructional model. The findings revealed that the developed teaching model based on active learning can effectively be used and promoted English communication skills among primary school teachers. The process enabled learners to develop a deeper understanding of the content, strengthen their confidence in using the knowledge and skills they had acquired, and apply them appropriately in everyday and real-world contexts. The active learning activities were implemented successfully, met the intended learning objectives. The results are consistent with theoretical concepts and previous research, showing that learners are more engaged with higher motivation to learn, indicating significant improvement in listening and speaking skills which is practical and applicable. It can be concluded that the use of active learning activities and the model by primary school teachers in Lamplaimat District, Buriram Province is highly effective and has a positive impact on students' English communication skills.

Recommendations

1. Implications

The findings highlight the model and the three active learning activities should be implemented consistently in classrooms by integrating active learning activities such as games and songs, mind mapping, and role-playing to enhance learners' motivation, participation, and authentic communication. Schools should also support continuously teacher professional development through workshops, Professional Learning Communities (PLCs), and the use of educational technology to strengthen teachers' active learning practices. In addition, creating a school environment and atmosphere that promotes active learning, including communication-friendly classrooms, learning activity spaces, and technological resources, along with ongoing administrative support and monitoring, can help sustain and maximize improvements in students' learning outcomes.

2. Further Studies

Based on the limitation of this study, there were several recommendations for future studies on active learning by exploring a wider variety of instructional approaches, such as outcome-based learning, creative thinking activities, and technology-enhanced learning to support the development of all language skills. Comparative studies among teaching and learning processes are also suggested to examine their effects on students' learning achievement. In addition, future research should investigate the integration of digital technologies, online learning, and blended learning environments to create more flexible and effective learning experiences. For qualitative studies focusing on students' attitudes, motivation, and learning behaviors in different educational contexts are also recommended to provide deeper insightful data for developing the instructional models that better meet learners' needs.

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