THE PERSPECTIVE OF 3 DOMAINS OF LEARNING: COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE IN ENGLISH LEARNING OF HIGHER EDUCATION IN THAILAND

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ABSTRACT

The purpose of the study is to provide an overview of contexts involving specific main statements, such as (1) overviews of English learning in higher education in Thailand, (2) domains of learning based on Bloom's taxonomy and learning styles, and (3) three domains of learning consist of cognitive, psychomotor, and affective. The study indicated that teaching English in Thailand using task-based instruction may be a useful teaching approach for teaching English and for overcoming difficulties that ELs have had for a long time but are still unable to convey effectively using language. The cognitive domain deals with students' comprehension of cognitive development and the application of learned knowledge. This domain pertains to intellectual capabilities. Through assignments of task-based instruction, three domains may be considered in the learning process. Teachers and students can fulfil all three dimensions (cognitive, affective, and psychomotor) through interactive tasks. The cognitive domain is involved with cognitive ability e.g., attention, recognition, logical and reasonable, and integration of auditory and visual data. Psychomotor domain has effectiveness components for enhancement e.g., reflex movements, fundamental movements, perceptual abilities, physical capacity, skilled movements, and non-discursive communication. In term of affective domain characterized development towards EI or EQ with significant e.g., self-management, self-consciousness, social awareness, and relationship administration.

Keywords: Domains of learning, Cognitive, Psychomotor, Affective, Higher Education
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INTRODUCTION

Education administration of English as the second language in Thailand's educational system. This article focuses on the English-teaching methods of the 21st century (Shi, 2019). and contains a number of continuous

developments. The application of critical thinking methods to address problems is emphasized. Therefore, the management of English language learning must employ suitable techniques and be consistent with the learners. As a means of skill development, it is an alternative choice for teachers.

ASEAN Citizenship and has declared acceptance of the implementation of the Framework Declaration on Cooperation and the regulations of the ASEAN community regarding the ability to communicate English (Jotikasthira, 2020). The teaching and learning of English in the 21st century involves a variety of themes. Currently, Thailand requires employees with expertise in numerous sectors, including communications. English has played a major role in the lives of Thai people throughout the world in the 21st century. Because English is the language of communication nowadays. Learning a foreign language is crucial and essential for daily living. It is an essential instrument for communication, education, knowledge pursuit, and employment Understanding the culture and vision of the world community, as well as being conscious of cultural diversity and global perspectives, fosters collaboration with other nations. Assist students in developing a deeper awareness of themselves and others. That make communication and access to diverse knowledge easier and broader, and to have a vision for life.

English leaning is being a worldwide language approaches, has become a vital communication tool through the use of numerous technology. Particularly the speaking and writing abilities of the learners (Ying, et al, 2021). People who speak English can acquire more knowledge by quickly and easily gaining access to an infinite number of knowledge sources from around the world. It is an age of information and communication technology. People with a strong grasp of the English language and technological proficiency will aid to expedite communication. and improved utilization of information technology and communicating in English education management, teachers create effective techniques for developing students' language skills.

Three connected possibilities base on Bloom Taxonomy in this article are 1) Cognitive Domain 2) Psychomotor Domain and 3) Affective Domain (Niazi, 2020). There are comparable to the core of educational management with respect to English teaching and learning techniques adopted by ThailandHigher Education administrative. It contains the following specifics.

OVERVIEWS OF ENGLISH LEARNING OF HIGHER EDUCATION IN THAILAND

English learning was demonstrated that the varieties of tactics that are significantly connected with English learners (ELs) competency differ in different Asian environments that provided to take a more participatory learning approach. Furthermore, this reinforces what was pointed out initially: techniques might well have varied outcomes on learners from remarkably similar regions (Cho, et al, 2021).

According to Rochanahasadin, et al (2019)the study indicated a substantial variation in language acquisition tactics between male and female participants, but similar strategies were employed by individuals of both nationalities. This study's conclusions have ramifications for both students and instructors. Learners should be aware of the effective language learning strategies they employ. Also, teachers should be aware of their students' language learning strategies in order to aid them in becoming more proficient language learners. All teachers should embrace a student-centered, collaborative, and active learning pedagogical style. Furthermore, cultural and language diversity among students should not be disregarded.

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ELs in Thailand have revealed a relatively teaching assistant method of teaching.This attitude could be explained by a substantial concentration on high-stakes examinations and an attention on basic understanding of the English language. Additionally, teachers have complained about a lack of training in both language and pedagogy (Foley, 2005;Imsa-Ard, 2020). With these examples in mind, it is easy to conclude that English language learners are not provided many occasions to practice autonomous learning.Also with presumption that tactic among broadly similar classmates may not be identical (Juvonen, et al, 2019), the purpose of such a research is to better comprehend the nature of strategy-use in a Thai classroom and to see whether is a distinction to be made in strategy-use with both skillful and skillless English users.

Therefore, Geringer (2003) reported the most important determinant in student learning advancement is the quality of the teachers, which outweighs enthusiasm, financing, and class size. Competent educators may provide the best possible learning environment. The survey conducted in association with the University of Cambridge analyzed the skills and experience of 400 Thai teachers of English seem the remaining top 40%, only 3% had a reasonable level of fluency, and only 20% were teaching class levels for which they were skilled and knowledgeable.

DOMAINS OF LEARNING BASED ON BLOOM'S TAXONOMY AND LEARNING STYLES

Teachers acknowledge that children learn in a variety of ways, necessitating the development of teaching strategies that highlight each student's unique abilities. These ideas have influenced the field of education by promoting a more interdisciplinary approach to learning. In this article, we define the domains of learning and their significance, as well as the processes that students utilize to process knowledge and build skills within each area.

Bloom, B.C. (1956) is an educational psychologist, who developed the domains of learning. There are three types of schooling involved, and each requires a distinct method of instruction to attain its goals. Each domain offers distinct characteristics and learning objectives meant to interest students as they learn to solve problems, absorb information, and develop their skills from a variety of viewpoints. This facilitates easier and more fun learning (Sagan, et al, 2019).Using techniques that make the most sense to them, the domains of learning instruct students to think critically. They benefit students by teaching them a variety of approaches to new concepts and ideas.

ELs also provide teachers with the means to tailor each student's educational experience to his or her own needs. Teachers can help students grasp and remember material based on how they learn best by giving activities with a learning domain in mind. Since the learning domains were first established in 1956, educational researchers have continued to expand upon them.Each study topic offers benefits that extend to real-world circumstances, which students can use for their chosen job. A student who excels in the psychomotor domain, for instance, may excel as an architect or surgeon. Frequently, the fields share factors that students may find useful.

The types of learning styles to which you relate can vary depending on your personal preferences and talents. While some can comprehend a subject simply by hearing about it, others must physically engage with it. When you recognize the various learning styles, you may tailor your methods of information transmission to the needs of others (Goedhart, et al, 2019). This article provides a list of eight common learning styles as well as suggestions for engaging with these various sorts of

students. It represents how they acquire, comprehend, and retain new information. Various learning styles influence how students learn in higher education, but they also perform other reasons in life. Every day, individuals gain knowledge of how to execute activities or apply skills that are beneficial to their individual and professional lives. Their learning style helps them identify what approaches make it easiest for them to receive and utilize additional knowledge (Octaberlina, &Muslimin, 2020).

ELs can discover which learning style they best relate to by examining their strengths, weaknesses and interests when absorbing and retaining information (Lee, & Martin, 2020). For example, someone who enjoys taking notes and has difficulties grasping materials and seeing them is likely a visual learner. Some individuals may discover that a blend of learning styles is best suited for them. There are eight general learning styles and accompanying techniques (Sivarajah, et al, 2019) that you may use to engage different types of learners:

Visual learning

Visual learners interpret information visually, for instance, they respond positively to academic papers, infographics, diagrams, and maps, etc (Newman, & Ogle, 2019) . Due to this predilection, visual learners frequently create drawings or take notes to aid with information retention. Additionally, their attention on visual features makes them extremely alert, helping them to notice minute nuances that those who miss. They could assist from watching tutorial films that illustrate how to do each process when attempting to learn and practice.

Auditory learning

Auditory learners prefer auditory processing of information. For instance, they respond better to verbal instructions than to written ones. Attending lectures or listening to podcasts are the best ways for individuals to obtain knowledge about a topic. During lectures, auditory learners maintain their attention on the speaker's words, therefore they sometimes refrain from taking notes. Additionally, they may repeat information or concepts aloud to help reinforce and retain the material. In addition to listening, these students love contributing by debating ideas and discussing topics (Itmeizeh, & Hassan, 2020).

Reading/writing learning

Students who are learning to read and write find it easiest to process knowledge via written sources. These materials may include books, presentations, reports, and handouts, among other possible sources. In addition to reading, these students frequently take notes to better comprehend and retain the material. Due to their inclinations, they frequently love extending their knowledge via books and internet resources for research.

Kinesthetic learning

The kinesthetic learning style emphasizes a hands-on approach to knowledge processing. These tactile persons learn by doing, thus they must touch or participate physically in the discussion topic. This strategy might be effective when assisting students in comprehending complex or abstract concepts. Even if they are unable actually engage with anything, including mobility into academic experiences might aid in knowledge retention for those with this learning style who often have a lot of energy or are always on the go.

Logical learning

This sort of learner processes information rationally and sequentially. As a result, individuals take pleasure in getting instructions and following regulations to perform duties. Their logical nature makes it simple for them to recognize patterns and manipulate numbers. For instance, they are able to figure out the relationship between two or more objects and examine how one factor impacts another. Due to their need for a structured approach, they tend to be organized individuals who classify chores and information.

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Social learning

Social learners enjoy collaborative information processing. They gain from vocal and written communication during learning. These people love being in groups and connecting with others for both social and task-related purposes. Some social learners are particularly extroverted and communicative, which makes it easier for them to form relationships and assume leadership positions. However, they are not generally the most extroverted individual, and they also appreciate hearing the opinions of others. This style can be combined with other learning styles; for instance, a person can be both a social and kinesthetic learner.

Solitary learning

Individuals who prefer to analyze knowledge independently are solitary learners. Therefore, they perform best in normally quiet surroundings. They have high self-motivation and self-management abilities since they like working independently. They demonstrate this by establishing personal objectives and developing preparations. Learners who prefer solitude and enjoy spending time introspecting and reflecting on their knowledge are typically solitary. This learning style may overlap with others; for example, a person may be a combination of solitary and visual learners.

Naturalistic learning

In this technique, a person learns best through interacting with nature. Those with this chosen learning style love studying about scientific or environmental themes and thrive in these disciplines. Similarly, to kinesthetic learners, they benefit from hands-on learning activities. They enjoy observing and interacting with natural materials or objects whenever feasible. For instance, rather than solely discussing gardening, they enjoy learning while preparing the soil and germinating seeds. They frequently identify patterns, conduct experiments, and employ scientific theory to bolster their comprehension of themes.

One of Bloom's former pupils and associates updated the taxonomy in 2001 to represent its utilization in contemporary classroom contexts. The majority of elements stayed unchanged but acquired new names. In addition, they reversed the positions of the final elements. This is the most recent update to the cognitive domain:

- Remembering (formerly knowledge)
- Understanding (formerly comprehension)
- Applying (formerly application)
- Analyzing (formerly analysis)
- Evaluating (formerly evaluation)
- Creating (formerly synthesis)

According to 8 styles of learning engage to ELs, thus, institutions that engage their students and contribute to the college experience's positive outcomes might claim to be of greater quality than similar colleges and universities. And the effort devoted to acquiring, comprehending, and mastering knowledge, skills, or techniques that academic work aims to encourage (Newman, & De Caro, 2019). Engagement encompasses more than simply the physical effort required to finish a task; it also refers to the cognitive involvement of pupils in the work they are performing. Student engagement has been identified as one of the most significant predictors of academic performance.A student who participates more in university activities would fare better academically. Astin'sinvolvement idea was created in 1984 (Rahman, et al, 2020). To ensure academic quality, all parties must take action and collaborate. The educational environment

The preparedness of pupils to learn depends not only on the students themselves, but also on the appropriateness of a teacher's teaching approach (Felder & Henrique, 1995). Grasha and Hicks (2000) suggest that in order to guarantee the efficacy of a teaching and learning style, it is necessary to consider multiple factors. Teaching methods must also

be addressed as an integral component of a class. According to Grasha (1994), teaching styles represent the pattern of teachers' beliefs, knowledge, performance, and conduct when instructing. According to Grasha (1996), there are five dimensions of teaching styles included in this study: the expert style, the formal authority style, the personal model style, the delegator style, and the facilitator style (Vetter, et al, 2019).

Zinn (2004)have been conducted to identify the relationship between teaching and student achievement, and there is also a study that relates their instruction. Their research revealed that instruction is not the primary element influencing students' academic performance.Very few studies have been undertaken on university teaching methods, particularly teaching styles related to student involvement or as university graduates. The purpose of this study is to determine the prevalent teaching style employed by university lecturers and whether there is a correlation between lecturers' teaching styles and student engagement, summarized in table 1.

Table 1 The 8 styles of learning engage to learners practicing

Styles of learning	**Engagement to learners practicing**
Visual learning	Use visual aids as frequently as possible in presenting and debates . Use visual aids as frequently as possible in presenting and debates communicating more complicated concepts, use diagrams to simplify the content. During presenting lectures, attempt to include handouts for the audience. Motivate learners to make notes or sketch whenever acquiring new knowledge. For distributing text-based materials, integrate visual elements whenever possible. When students continue to struggle about understanding must to perform a specific operation or action, advise that they view tutorials or videos.
Auditory learning	Increasing visual assists to presenting or educating. Allowing learners read loud to practices with speaking and writing when presented, as well as provide vocal descriptions of tables, charts, figures or diagrams. Arrange discussions and comment sessions to allow learners to observe others' perspectives and contribute them opinions. While if teaching something new, try to include catchy phrases or acronyms to create the subject more remembering. Teacher use affective material and themes such music or song. Motivate learners to read loudly or record themselves presenting a topic to improve learners understand and remember. Whereas if learners are having trouble understanding a topic, give them with aural materials.
Reading/writing learning	In distributing material orally use text-based visual aids that allow these learners to follow up. Motivate learners who are reading or writing to listen carefully in order to add significance to the material they are receiving and to understand concepts. During speaking to an audience, identify materials that learners can use to gain additional knowledge. Reading/writing students can display and enhance their understanding by assigning them writing essays or reports Because these people learn from seeing, they prefer written directions over vocal ones while performing tasks.
Kinesthetic learning	For teaching kinesthetic learners, try to incorporate movement. Take a walk alongside them while discussing a concept if you're working one-on-one. You can also design training and learning sessions that involve participants moving over the area or conducting activities. As a means of explanation, use performance strategies. These strategies allow students to channel their

Styles of learning	Engagement to learners practicing
	energies and make topics feel increasingly tangible. Whenever discussing how to execute a task, include practical learning exercises because all these learners memories facts easier when they physically experience the practice. Motivate participation to learn or retrieve information by providing flashcards or making visual elements like pictures and infographics. Dedicate free time during a demonstration, seminar, or conversation to prevent learners from becoming bored.
Logical learning	While assigning tasks, suggest to learners a specific outline including directions on how to finish the assignment. Goals might also be included to get them motivated. Logical learners value information, so instead of a block of text, present a concise list of the most significant details. Engage students to use outlines, tables, or infographics to degrade material when presenting a broader concept or subject. For incorporating systems, explaining how separate components communicate or spotting patterns, one can assist students in making comprehension of complicated or theoretical issues. To assist learners in developing skills, provide them with challenging and critical-thinking assignments. Attempt to have them work actively to resolve the issue rather than depending on you or other people for assistance.
Social learning	Allow these students to work in groups to finish assignments or solve challenges. Social learners value learning other people's ideas and views, so give them criticism on their development and capabilities. Integrate participation tactics that empower individuals to interact with others while applying their learning. Motivation engages social learners to reinforce their skills by providing them with the option of teaching others how to learn them or performing specified activities. Wherever feasible, provide an opportunity for people to voice their opinions and ideas about an issue through group conversations or arguments.
Solitary learning	Teachers may help learners feel at ease by offering secluded, peaceful locations where they can concentrate. Some students could be afraid to speak up and inquire about them personally to gain their perspectives on a subject or topic. Solitary learners appreciate creating objectives, so give techniques for measuring their achievements or

Styles of learning	Engagement to learners practicing
	completing chores to maintain their motivation. Some students value introspection, so show them how an idea or concept relates to a subject they already know. Providing learners exposure to educational materials and tools that they could employ privately or on their individual terms.
Naturalistic learning	Allow learners to conduct experiments or engage in practical learning activities that satisfy their physical requirements. Describe how an idea or concept links to the environment and associated issues while addressing them. These learners like the process of producing homework assignments or tracking their experimental conclusions because science is among their major passions. Allow them to apply similar approaches when learning new subjects. In discussing complicated ideas, think about them as environments. Show why various aspects communicate among themselves and challenge the learners to investigate patterns in order to establish valuable interactions. Motivating take these learners outside whenever possible even if the topic of discussion is unrelated, they will be more eager to listen if they are circumstances by nature.

COGNITIVE DOMAIN

Bloom B.C. was an educational psychologist, arranged the cognitive domain based on the sequence in which pupils develop six intellectual skills. The term for this concept is Bloom's Taxonomy. Bloom uses active verbs to explain how students use their knowledge for each ability. The original Bloom's Taxonomy comprises the following skills, which increase in complexity beginning with the most fundamental to the most advanced. Knowledge have remembering or understanding anything previously taught. This fundamental level of the cognitive domain is represented by the instructional verbs write, list, label, name, and state (Boeren, &Íñiguez-Berrozpe, 2022). Comprehending or interpreting information based on previously acquired knowledge. Educational verbs encompass explain, summarize, describe and illustrate. Application is selecting and employing data principles to resolve an issue unilaterally. Included among educational verbs are used, resolve, illustrate, and apply. Analysis is understanding or deconstructing the assumptions made by a statement or question in order to draw inferences is analysis. Included among instructional verbs are compare, contrast, and analyze. Synthesis have combining ideas to construct a new notion or plan. Included among the instructional verbs are create, design, invent, and develop. Evaluation is Making assessments based on specified criteria. Instructional predicates include judge, critique and justify.

There are four main types of cognitive ability, including the ones listed below.

1) Attention

Attention is the capacity to remain concentrated on a task despite interruptions or the presence of many tasks. Focus is essential for effective job performance since it influences the impact of your function. Attention has a direct relationship with memory function, enhancing both short-term and long-term memory recall. Attention deficit may be a concern if you struggle to maintain concentration or are easily distracted. Moving from task to task, making numerous errors, and failing to complete projects on time are instances of cognitive skill deficiencies. If you exhibit any of these behaviours, you may benefit from enhancing your attention and concentration.

2) Recognize

Memory is the capacity to retain knowledge, whether recent (short-term memory) or from the distant past (long-term memory) (long-term memory). Memory impairment can change views of facts, tasks, and dates. When you have to repeat information or ask for guidance in the middle of an activity, your short-term memory may be deficient. Having difficulty recognizing names or having to recollect vital information may be indications that your long-term memory could benefit from enhancement.

3) Logical and reasonable

These intellectual functions pertain to the capacity to analyze an issue and identify a resolution. Your capacity to employ logic and reason is directly proportional to your problem-solving talents. Enhancing your logic and thinking ability can raise your cognitive capacity and enhance your ability to solve difficult problems.

4) Integration of auditory and visual data

Auditory and visual comprehension entails the interpretation of the data received by sight and sound. Auditory and visual cognition complement other aspects of cognition, such as comprehending symbols and envisioning resolutions. The rate at which this cognitive ability processes data is also a consideration. Comprehend enables cognitive tasks such as comprehending written language, reading a map, and following directions. If you find it difficult to navigate using a map or to complete solving mathematics questions in a timely

manner, this could suggest that your data processing could be enhanced. Powerful visual and auditory comprehension skills reduce the time required to comprehend new evidence.

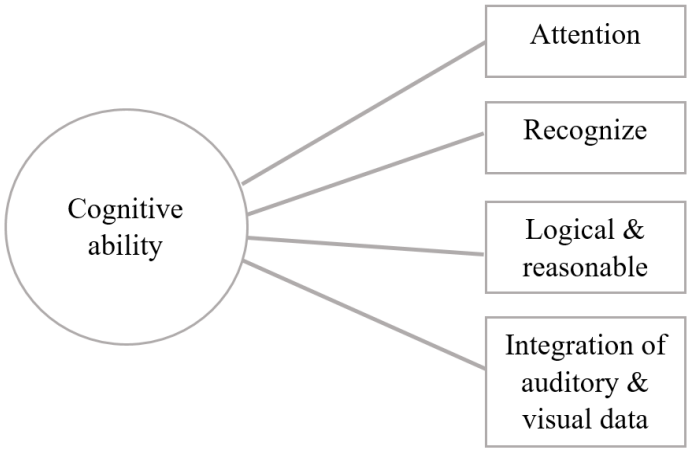

Figure. 1 Four main types of cognitive ability

Psychomotor Domain

Bloom defined the psychomotor skills domain, and during the 1970s, psychologists such as Elizabeth Simpson (1966) arranged these skills in a sequence. The behavioral component emphasizes physical abilities such as the acquisition of kinesthetic awareness and the utilization of motor skills. Psychomotor skills enhance in the performance of daily and occupational physical tasks. Included under this domain's scope are: ELs utilize sensory signals to direct their motor activity. For instance, a student may take notes while listening to a teacher's lecture. The teaching verbs distinguish, determine, and select are examples. ELs feel prepared to respond to and overcome obstacles. For instance, a student who desires to enhance their grade is motivated to study for the upcoming exam. Included among the teaching verbs are suppose, explain, and exhibit. ELs frequently learn complex abilities initially by trial and error or by following instructions. A learner may, for instance, learn how to construct a simple circuit by watching an instructional video. Included among instructional verbs are attempt, emulate, and try.Mechanism impacts ELsbuild fundamental competence when completing specific tasks often through practice. After weeks of practice, a piano student feels secure playing a piece provided by their instructor. Examples of instructional verbs are executing, finish, and duplicate. ELs acquire the ability to do an activity with advanced proficiency. A piano student, for instance, is able to play a song without looking at the keys. Included among instructional verbs are carry out, operate, and perform.Adaptation have honed their skills and are able to modify them to meet certain needs. For instance, a culinary student learns how to modify a recipe to accommodate dietary constraints. Verbs used in instruction include adapt, change, modify, and revise. Origin is ELs enhancing how to acquire a new skill by using the ideas they learnt while acquiring the original skill. A student who has attended ballet classes, for instance, choreographs a dance for a recital. Among the instructional verbs are create, design, and invent.

The accomplishment of an expertise high level, Harrow's (1972) taxonomy of the psychomotor domain emphasizes the development of

physical fitness, dexterity, agility, and body control. The taxonomy of Harrow is categorized based on the degree of coordination, which includes spontaneous movements and acquired skills. This taxonomy was created in 1972 by Harrow. It is arranged according to the degree of coherence, which includes involuntary reflexes and acquired skills. Anita Harrow's (1972) taxonomy of the psychomotor domain emphasizes the acquisition of physical fitness, dexterity, agility, and body control in order to acquire a high degree of proficiency. The taxonomy of Harrow is organized according to the degree of coordination, which includes instinctual movements and acquired skills. It begins with simple reflexes and progresses to massively complex, expressive movements demanding synchronization and accuracy (Ikpi, Clifford, &Chinenye, 2021)

Harrow (1972) does not characterize her model on the basis of a universal, distinctive condition; rather, she only seeks a critical order. Mastery at a lower level in the hierarchy of movements is required to achieve the next higher level. The taxonomy of Harrow appears to be of immediate value to physical education teachers. Level 3 of Harrow's taxonomy is particularly useful for preschool and elementary school educators. It is a solid example of a battery for assessing students' perceptual ability, detecting problems, and recommending effective disciplinary practices.

Anita Harrow's (1972) taxonomy for the psychomotor domain enhancement is structured according to the quality of synchronization, which includes both spontaneous and learned capacities. Complex neuromuscular synchronization comprises the greatest levels of Harrow's taxonomy, whereas simple reflexes include the lowest levels (Seels& Glasgow, 1990).

1) Reflex Movements

Reflex motions are foremost common induced in response to stimulus without learning. Unconscious reactions, segmentation, intersegmental, and inflectional and derivational reflexes are examples of these unlearned responses.

2) Fundamental Movements

Basic fundamental movements are innate lead to a possible created by the combination of reflex movements; they serve as the foundation for sophisticated skilled movements. Basic motions can be used to construct more complicated actions.

3) Perceptual Abilities

Visual, audible, kinetic, and tactile discriminating are examples of perception capacities. This involves both cognitive and psychomotor behavior. It may involve synchronized responses to stimuli.

4) Physical Capacity

Physical abilities necessitate persistence, endurance, energy, and dexterity, which build a healthy body that functions effectively. This may involve activities that involve intense effort over an extended length of time, resulting in cardiovascular strength.

5) Skilled Movements

The acquisition of a level of proficiency when doing a difficult activity results in the execution of skilled motions. Complex skills are accomplished with a great degree of efficiency.

6) Non-discursive Communication

Non-discursive communication involves communication by bodily motions extending from attitude to movements, creative movements, facial expressions, and sophisticated choreography used to act out a role in a play. Positions of the body, gestures, and facial expressions accomplished skillfully in dance movement and choreography.

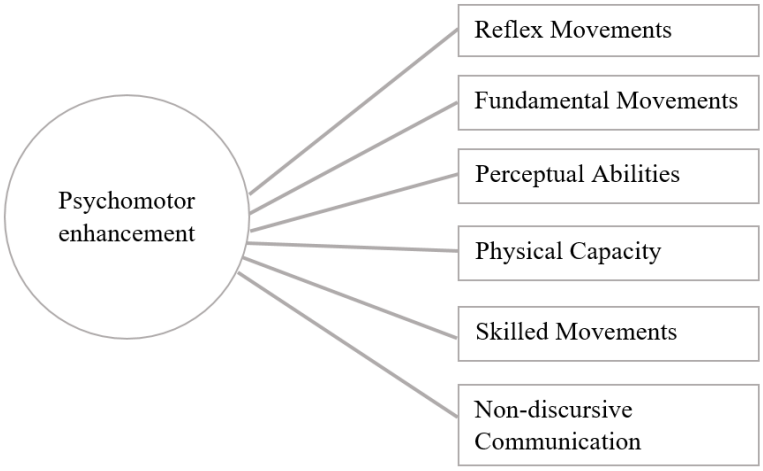

Figure. 2 Six of the psychomotor domain enhancement

Affective Domain

The affective domain of learning entails the development of suitable feelings and emotions. In this category established by Anderson, &Krathwohl, (2021)a colleague of Bloom's, pupils comprehend and cultivate their emotions, opinions, and attitudes. Similar to the cognitive domain, the five standard categories of extreme response include. Receiving is absorption involves a receptive perception of feelings and emotions and a learner must understand this level in order to go to higher levels of learning. For instance, a pupil at this level waits until a colleague has done speaking before responding. Included among instructional verbs are ask, choose, identify, and use. ELs actively participates in the learning process by receiving and reacting to information. For instance, a student may participate in a class discussion over a book they have read. The instructional verbs assist, discuss, read, and write are examples. ELs value a concept when they articulate its worth or significance to them. ELs may, for instance, compose an opinion article on a social issue they feel strongly about, debating and justifying their position. Included among the instructional verbs are finish, explain, suggest, and study. ELsconstruct a value system by grouping their values or beliefs in descending order of importance. For instance, a student attempting to reach the honor roll knows that preparing for an impending test should take precedence over going to the movies with friends. Included among the instructional verbs are arrange, complete, change, and prepare. EL'sbehavior reflects the formed and internalized values that constitute their personal philosophy. For instance, a student recognizes that cheating is immoral and completes a tough work on their own despite the offer of a friend to duplicate their answers (Graf, 2021). The instructional verbs display, perform, question, and solve are examples.

Emotional intelligence (EI), often known as "emotional quotient" (EQ), is the capacity to recognize and control one's own emotions as well as those of others. They utilize emotional intelligence to alleviate stress, communicate effectively, demonstrate empathy for others, overcome obstacles, and manage tension. Emotionally intelligent individuals are typically more effective in their individual and professional lives because they have a tendency to form deeper emotional bonds. Emotional intelligence is characterized by four major traits. The following are:

1) Self-management

Self-management abilities, including problem-solving, communication skills, stress resistant, time management, a strong recollection, and a healthy lifestyle, are generally essential for an individual's success in both personally and professionally endeavors. Organization is the most important factor in effective self-management. Keeping a clear plan and living a healthy lifestyle are often the initial steps in approach to enhancing. The capacity to withstand stressful situations is also crucial, and remaining organized helps you concentrate on your tasks.

2) self-consciousness

Self-awareness is the capacity to recognize and acknowledge one's own emotions and how they influence one's conduct and general outlook. This enables you to better comprehend your strengths and shortcomings, providing you with a more accurate assessment of your overall competence. Improving self-awareness begins with recognizing and connecting with one's emotions in order to recognize how they influence one's decisions and behaviors. Identifying the causes of your happiness, sadness, anger, and fear is the first step towards mastering these emotions and preventing them from clouding your judgment.

3) social awareness

Understanding the emotional demands and responses of the people around you is part of social awareness. It is likely that demonstrating empathy, understanding diverse emotional cues from others, and recognizing a group's hierarchy will result in improved social results. Paying close attention to the subtle movements and emotions of individuals around you is the easiest method for enhancing social awareness. Over time, your ability to sense and comprehend the emotional responses of others will increase, allowing you to sympathize with their experiences more.

4) Relationship administration

planning decisions, useful, and profitable connections with others is typically dependent on a person's ability to effectively communicate their thoughts, influence others by their words and actions, and work effectively within a team. Generally, your relationship management skills grow as other aspects of emotional intelligence develop. A person who can successfully self-manage, has a high level of self-awareness, and can comprehend the emotions of others has a greater chance of building long-lasting, successful relationships.

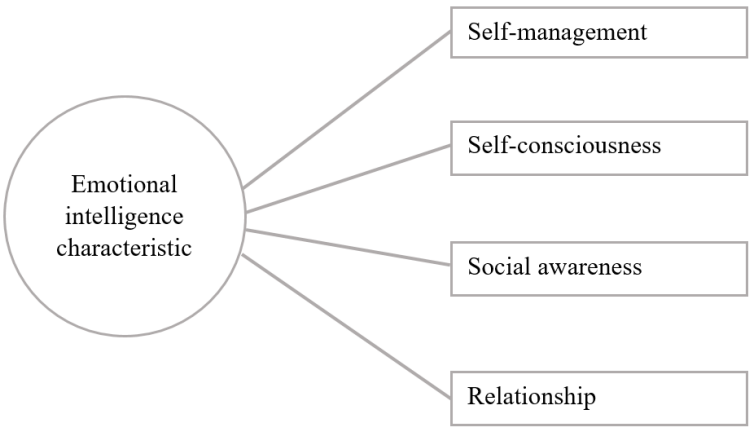

Figure. 3 FourEmotional intelligence characteristics

CONCLUSION

Teaching English in Thailand use task-based instruction may be a teaching method that is

suitable for teaching English and suitable for solving problems that ELs have a long time but are still unable to use language to communicate effectively. Although it is a teaching and learning that matches mother tongue learning. ELs learn to use language from real situations. Teaching Task-Based Instruction or teaching that focuses on the task. There are components of important tasks: 1) Goals: The teacher sets the task goals that enable the learners to achieve the objectives of each task step. 2) Input: Information received from speaking or from various teaching materials and experience 3) Role: refers to the role of teachers and learners in carrying out the work to achieve success 4) Procedures: steps to perform tasks, determining steps and practices in various tasks; and 5) Outcomes: outcomes of tasks, which consist of 2 aspects: output or achievement of the specified goals. The teaching and learning have adhered to the way of teaching English for communication and activities that are based on the Student-Centered Curriculum.

The cognitive domain pertains towards how learners understand cognitive development and use the acquired knowledge. Class conversation, the compilation of instructional notes, the acquisition of tutorial exercises, the use of attempting to teach materials and resources of charts, the use of Powerpoint presentations, the assistance of realistic examples, quizzes, project or challenge learnings, the acquisition of training, and the posing of questions with answers in the form of interpretations or explanations can be used to assess the level of cognitive domains. This domain is associated with intellectual capabilities. In contrast to the cognitive domain, the affective domain focuses on action, motivation, the desire to engage, and the appraisal of what has been learnt so that it can be related to real-world values.

There are a number of ways in which these three domains might be addressed through assignments in the learning process. It is possible to accomplish all three dimensions (cognitive, affective, and psychomotor) through interactive assignments. One of them, such as through discussion-based exercises. Learners may engage in discussions among themselves or with teachers. This practice affords learners the chance to relax and listen to others discuss and evaluate information, analytically, and sensibly.

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