ENGLISH LANGUAGE TEACHING TO YOUNG LEARNERS: A CASE STUDY OF THAI ENGLISH LANGUAGE TEACHERS AT PRIMARY SCHOOLS IN UBON RATCHATHANI PROVINCE

Kanya Panapob

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ABSTRACT

Title of Dissertation ENGLISH LANGUAGE TEACHING TO YOUNG

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This qualitative research study aims to investigate the Thai English teachers' teaching experience and viewpoints toward English teaching methods, assessment methods, language choices, English language skills, and English knowledge. Also, to compare the findings between two groups of teachers with different educational backgrounds. A purposive sampling of four Thai English teachers from two different educational backgrounds who teach English to YLs from 1st grade to 6th grade from four different schools was employed for the study. The data was collected from ten classroom observations over a period of two months and was followed by a semistructured interview of each participant. The research instruments include the observation checklist, field notes, and semi-structured interviews which were developed based on the theoretical framework of (Cameron, 2001). The data was analyzed in the form of descriptive analysis and the frequency of the occurrences. Based on the observation field notes and interview findings, most participants had very little knowledge and skills of each teaching method and assessment method for young learners in a specific age group. Paradoxically, they were aware of the benefits of each teaching method and language assessment. The interview findings also revealed that participants preferred to use the English language but could not use it because most young learners had low English language proficiency. Moreover, they tend to emphasize language knowledge more than language skills when teaching English to young learners. The findings also revealed that the implementation of English language teaching to young learners differed between the two groups of teachers. The first group was more likely to teach the English language more toward communicative, whereas the second group seemed to teach English toward language

knowledge. Nonetheless, these findings show that teacher training at the universities may not be enough to adequately prepare good teachers of the English language to teach young learners, where most of them still need proper and continual pedagogical training on English teaching methods, assessment methods, and language used when teaching English to young learners. Moreover, continual pedagogical training on how to properly implement English language skills and knowledge for young learners in a specific age group is also considered essential.



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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

People in every society have their language as a tool to communicate among themselves because language is a powerful tool to connect people. Since the globalization era, only connecting people in society is not enough, so the English language has become widely accepted as a global tool to connect people from different countries all over the world through different types of media. Increasingly, English has permeated into people's daily lives such as English content on mass media, labels on food products, household products, and many other fields. Furthermore, the English language can be found in books, documents, news, international business, music, science and technology, and diplomacy. Therefore, schools need to equip their students with knowledge of the English language to survive in a globalized and competitive world.

Nowadays, the change in which people connect globally. in addition to locally, through advanced technology has caused definitive and functional variations of the English language, especially for English as a foreign language (EFL). Traditionally, many children around the globe, including those in Thailand, learned English as a foreign language (EFL). They were mainly exposed to the language only in a classroom context and lacked any exposure to its natural usage in their daily lives. In the present, due to the rapid growth of technology and media, children are increasingly exposed to the English language away from the school environment via digital media. Thus, children are more likely to have the potential of increased influence on their engagements and achievements in their future English language learning from a very young age.

Dryden and Mukherji (2014) also suggest that to acquire competency in English or other second languages, the acquisition process is better to start at a young

age because young learners (YLs) acquire a second (L2) or foreign language (FL) faster at their prime stage (age 2 years old to twelve years old) of learning. Nonetheless, the acquisition of English at a young age may not always guarantee the attainment of language competence since YLs still need help from knowledgeable teachers and a formal form of school teaching to facilitate and shape their process of second language acquisition in the right way. However, teaching English to YLs can be quite difficult without teachers' knowledge of proper English teaching methodologies because YLs learn language differently from adult learners. Therefore, English language teaching (ELT) research should also focus more on the study and suggestions of appropriate methodologies for teaching English to Young Learners (YLs) in the information and digital age.

Traditionally, ELT research and principles mainly focused on lower or upper secondary schools and the goal of attaining native-like competence. According to Ur (2012) and Bland (2018) in the last 50 years, the primary focus of ELT researchers has shifted. Presently, ELT educators and researchers e.g., Mart (2012a), Pinyoanuntapong (2013), Sesiorina (2014), and Spodex and Saracho (2013) are focusing more on understanding the process of English language acquisition by YLs, between the ages of 6 to 12 years old, studying at the primary level. Most of the researchers found that children use the same strategies to acquire a second language as the acquisition of their first language; through imitation, memorization, repeated exposure, and production in enjoyable or interesting activities (De Angelis & Selinker, 2001; Dryden & Mukherji, 2014; Fleer & Hedegaard, 2010; Lightbown, 1985; Ur, 2012). For example, YLs can achieve the sound system of a new language, including pronunciation, when they have been exposed to the target language before they reach puberty period because children are cognitively ready to acquire a second language (Brown, 2000; Chomsky, 2006; Johnstone, 2009).

According to Piaget (1936 as cited in Huitt & Hummel, 2003), there are four stages of the cognitive-developmental process that all children experience which include sensory-motor stage (from birth to 2 years old), pre-operational stage (from 2 to 7 years of age), concrete operational stage (from 7 to 11 years of age), and formal operational stage (from 11 years to adulthood). Although, children may have varied approaches in learning L2 at different cognitive development stages. Moreover,

Vygotsky and Cole (1978) stated that YLs can only develop their language knowledge through social interaction with other people. Landy (2009) also added that positive social-emotional development is the cornerstone of success in school and life because children start developing social and emotional skills as a baby, while new skills emerge as they get older. Besides social-emotional development, children also start to develop language skills through the immersion of language in their daily life at an early age, while they later receive more academic language skills through schooling.

However, children's characteristics, different from adults, play an important role in both first and second language acquisition because children are meaning-oriented, curious and enthusiastic, egocentric, imaginative, imitative, and become bored easily (Harmer, 2007; Slattery & Willis, 2001). Ur (2012) suggested that learners' acquisition process can be accelerated with help from adults or skilled teachers. Therefore, teachers must understand YLs' cognitive and social-emotional developmental stages, and characteristics when teaching English to them.

Cameron (2001a) and Şevik (2011) proposed English language teaching principles for teaching YLs. It is important that language teachers follow these steps: generate a classroom environment to promote language learning; design lessons that are meaningful to promote language learning; be flexible and able to move from activity to activity as needed; frequently monitor and evaluate learners' language development to advance learners learning efficiently; collaborate with other teachers to possibly co-plan and share expertise to provide the best possible support for their YLs. It is essential for language teachers to strictly follow these teaching principles to help YLs achieve their goal of learning EFL. It is also imperative that they need to provide an appropriate teaching methodology to facilitate language acquisition when teaching English to YLs.

Cameron (2001a), Carless (2002), Kiziltan and Ersanli (2007), Sesiorina (2014), and Shin (2000) also suggested that language teachers using games, song rhymes, drama, content-task-activity-theme-story based teaching methods when teaching English to YLs. The important element that language teachers should be equipped with is the knowledge of proper teaching techniques that are suitable for YLs studying English at the primary level. It is also essential to accelerate their language acquisition. Several researchers, such as Fahriany and Haswani (2017),

Hariyono (2020), Rusiana and Nuraeningsih (2016), and Uysal and Yavuz (2015) suggested several teaching techniques in teaching YLs such as; focusing on vocabulary function when teaching English words, reiterate often to ensure the acquisition, provide useful routines to create a habit of using the language. These teaching techniques can be done while using different teaching methodologies for YLs. However, this research study focuses only on three different teaching methods which include story-theme-task-based teaching methods.

To conclude, YLs nowadays have more chances to learn English faster and more effectively at a young age because of the amount of exposure to the English language in their daily life through different types of media. However, they still need help from teachers who understand YLs' cognitive and social-emotional development stages, characteristics, as well as, teaching principles and proper teaching methods, due to the fact that YLs learn other languages different from adult learners.

1.2 Context of the Study

In Thailand, the English language is included as a foreign language subject in the Thai Basic Core Curriculum for primary education levels, and all school children in Thailand have to study English as a mandatory subject. In 1999, the Education Act and National Education Curriculum in Thailand put the English language at the forefront of national intellectual development which was implemented in the year 2002 (Wongsothorn, 2011). Later, in the year 2008, the Ministry of Education reformed the policy of teaching and learning English as a basic subject to learn at all levels of education.

Regarding the policy, as stated in the Thai Basic Education Core Curriculum revised in 2008, all schools in Thailand must follow the Common European Framework of Reference (CEFR) as a standard for English language teaching and learning among Thai youths. The CEFR is an international standard of language teaching and learning principal guidelines which are divided into 6 levels (A1-C2) of English language proficiency. The framework of the CEFR is also used as a benchmark for communicative language competence, where the Ministry of Education's goal was to raise English language standards among Thai youths and to

better prepare them to be able to connect with the ASEAN community and the world effectively.

The Ministry of Education in Thailand also sets English language proficiency targets for YLs whereby students must attain A1 proficiency by the end of their primary school level. According to a teacher's guide of the Common European Framework, YLs with A1 English proficiency should be able to; understand and use familiar everyday expressions, introduce him/herself and others, ask and answer questions about personal details, interact in simple ways. To achieve this goal, the Ministry of Education in Thailand requires EFL teachers around the country to strictly follow the CEFR's main principles: enacting English teaching and learning, emphasizing Communicative Language Teaching (CLT), aligning the teaching and learning through the CEFR into the curriculum, elevating the English proficiency through the special program of language studies, elevating teachers' language teaching skills in line with CLT, and promoting the use of media and technology as instruments to develop the abilities in both teachers and students.

As a result of the English language curriculum reform, the ELT approach in Thai schools has shifted from the traditional teacher-centered to the more learner-centered and technology-based learning. Also, the ELT methodologies were shifted toward more independent work, autonomous learning, and self-access to emphasize the curriculum goals (Methitham & Chamcharatsri, 2011). However, the specified approach cannot guarantee the quality of teaching in a real language classroom, especially when the curriculum provides only very broad guidelines for how to teach English to achieve English language competence according to the CEFR.

This research study was conducted at primary schools in Ubon Ratchathani Province (Ubon in short), which is a province in the northeast of Thailand. The primary schools in Ubon are divided into five affiliated primary educational service areas with a total of 1,148 schools. The schools vary in size, and there are a total of 7,689 teachers who are teaching at the primary school levels in all five areas. The primary school's education is required to follow the Basic Education Core Curriculum which is comprised of all eight main subjects. English language subject is included as a mandatory subject as a foreign language for all the primary school levels of education in Thailand. Therefore, many schools are pressured to meet the Basic

Education Core Curriculum requirements and to provide students the knowledge of the English language. In addition, many schools in the rural areas of Ubon are pressured to have their students study English through the Distance Learning Television program which is provided by the government to support rural area learning. However, not all Thai English language teachers hold a direct degree in teaching English language, some of them hold degree in hold a degree in English major. Consequently, the lack of English language teachers and the consistency in English language learning are part of the reason which is generating a systemic failure in English language teaching and learning at the primary school level in Ubon Ratchathani province.

1.3 Statement of Problems

Nowadays, students' achievements from the ONET examination for 6th grade results are used as a key indicator of the success or failure of the primary education system in Thailand. The results show the students' English score has improved compared to the past performance, but it is still lower than the goal set by the Ministry of Education and those of the other countries in the ASEAN community. Furthermore, it found that most learners were unable to communicate using English as an instrument (Prasongporn, 2016). Several researchers and educators pointed out several factors attributing to the failure of current teaching and learning of English at the primary level in Thailand, i.e., low-motivated learners, unqualified English language teachers, inappropriate teaching methods, and learning materials that account for teaching and learning English less effectively (Dhanasobhon, 2006; Noom-Ura, 2013; Prasongporn, 2016; Ur, 2012; Wiriyachitra, 2002). Moreover, the failure of English education at a young age in Thailand may be the result of most learners learning English passively in the early years of school which is subsequently carried through to the higher levels of education.

English language teachers also play a significant role in YLs' achievements or failures in language learning. Therefore, having English language teachers who are knowledgeable in both language skills and teaching methods is essential in teaching English to YLs. In Thailand, qualified English language teachers who teach in

primary schools must pass the English proficiency examination based on the CEFR, then be placed into 6 levels (A1-C2 or beginner users, intermediate users, and advanced users) as stated in the CEFR. Moreover, the language teachers must; have an English proficiency level of A2, which is the ability to understand sentences and frequently used expressions related to areas of most immediate relevance, environment, and matters in areas of needs, be able to communicate in simple and routine tasks, and possess the ability to describe, in simple terms, aspects of his/her background. However, current Thai English language teaching faces a crisis of both the quality and quantity of language teachers.

According to Methitham (2009), Methitham and Chamcharatsri (2011), Saengboon (2002), Weerawong (2004), and Wongsothorn (2011), most English language teachers in Thailand commonly reported adopting Communicative Language Teaching (CLT) as their ELT approach, which corresponds to the national English curriculum. However, Prasongporn (2016) reported problematic issues involving the English language teachers who adopted CLT who are ignorant of the differences in the teaching context, instructing English language classrooms through the Thai language, and lack of skills and knowledge of proper teaching methods to teach English to YLs. Additionally, more than 50 percent of the primary teachers around the country are responsible for teaching all subjects including English, and some of them have not graduated with an English major but only received English knowledge during their elementary education. Even though, some of the teachers received a degree in English major, most of them lack the knowledge of teaching methodologies to teach YLs of specific ages, lack exposure to the English language use, and lack knowledge and understanding of the English language curriculum, including ELT methods and activities. Thus, it causes them to lack confidence in delivering lessons, which prompts restrictions on their capacity to provide YLs with the vital English language input required in the classroom. As a result, YLs lack the skills and knowledge to use the English language effectively.

The following information is based on the researcher's perception and experience, as a language teacher trainer at Ubon Ratchathani province, regarding the current issues of English language teaching in the primary school of education. The researcher has taught teachers from the Education Faculty and the Humanities and

Social Sciences for many years. In Ubon Ratchathani province, there are two different types of English language teachers, one who received a Bachelor of Education (B.Ed.) in English major, whereas the other graduated with a Bachelor of Art (B.A.) in English major. There are several different aspects between these two groups of teachers e.g., the variances which occur in the English language curriculum, the teaching methodology training, and the length of time as an intern.

As for the teaching methodology training, the B.Ed.'s specialized courses contain many subjects that are related to English teaching methodologies. On the other hand, none of the B.A.'s specialized courses are related to any type of English teaching methodologies. Furthermore, the B.Ed. teachers have one full academic year of internship that allowed the teachers to practice their teaching methodologies, unlike the B.A. teachers who have only one semester of internship, which sometimes is not related to English language teaching. Therefore, the teachers who receive a B.Ed. degree should have both English language competency and teaching skills, unlike the teachers who receive a B.A. degree who only have English language competency but lack teaching skills. However, in order to become a qualified teacher, teachers who graduated with a Bachelor of Art (B.A.) must continue their education in the Graduate Diploma Program (Teaching Profession) for one year.

In conclusion, in response to the theory of language acquisition stated by many scholars, it is better to introduce a language to YLs at an early age because they are cognitively ready for language acquisition and learning. It is also believed that learning another language at an early age may help accelerate YLs' language learning process. In order to achieve the language learning goal, it is important that the YLs receive proper teaching methods and appropriate activities according to their cognitive and social-emotional stages of development. However, the researcher has found main problems regarding ELT at the primary school level in Thailand. For instance, teachers lack the knowledge of English language teaching skills and confidence to teach English to YLs. This could be because some of the teachers who have graduated with a B.Ed. received only the training on how to teach English to YLs. As for teachers who hold a degree in a B.A., only one year of continued learning in the Graduate Diploma Program (Teaching Profession) may not be enough to become

a good English language teacher. The lack of knowledge in teaching English methodologies might be one of the main issues causing teachers not to have enough confidence in teaching English to YLs. The issues mentioned above caused the researcher to conduct this research study to investigate the area of lacks and needs in teachers with different educational backgrounds as to whether they require additional teaching training.

1.4 Rationale of the Study

Most research studies in Thailand have shown problems in teaching and learning English in primary education, some of which have proposed English teaching methods for YLs, but none have provided details of how to implement each teaching method for YLs. In addition, there is still a lack of research in understanding how English as a foreign language is taught to YLs in Thailand (Noom-Ura, 2013; Pookcharoen, 2009; Prasongporn, 2016).

Therefore, the empirical research study is essential to get an insight into how the implementation of and viewpoints toward each teaching method, language assessment method, language choice, and English language skill and knowledge is applied and understood, respectively. by two groups of teachers who have different educational background. In addition, the reasons and beliefs revealed by the teachers are considered useful for understanding whether English language teachers lack or need any further teaching training or research to improve teaching English YLs in Thailand.

1.5 Research Objectives

The study aims to investigate how the two groups of Thai English language teachers who received their degree in Bachelor of Education (B.Ed.) and those who received their degree in Bachelor of Arts (B.A.) in English major at Ubon Ratchathani Rajabhat University, implement and view the teaching of EFL to Thai YLs. Accordingly, there are two research objectives as follows:

RO 01: To investigate how the two groups of Thai EFL teachers implement teaching methods, assessment methods, language choices, English language skills and knowledge in teaching English to YLs at the primary schools (grade 1 to grade 6) in Ubon Ratchathani Province.

RO 02: To compare their EFL teaching implementations and viewpoints toward teaching methods, assessment methods, language choices, and English language skills and knowledge.

1.6 Research Questions

RQ 01: How do Thai EFL teachers implement teaching methods, assessment methods, language choices, and English language skills and knowledge when teaching English to YLs at the primary schools (grade 1 to grade 6) in Ubon Ratchathani Province?

RQ 02: What are the similarities or differences relating to implementations and viewpoints towards English teaching methods, assessment methods, and language choices, and English language skills and knowledge of teachers who hold a degree of B.Ed and B.A. in English major at Ubon Ratchathani Rajabhat University in Ubon Ratchathani Province?

1.7 Significance of the Study

The results of this research study are believed to yield many benefits to stakeholders within the field of English language teaching to YLs. The findings certainly revealed the current implementation and viewpoints toward English language teaching methods, assessment methods, language choices, English language skills, and knowledge that are practiced by Thai English language teachers. Also, these findings hope to reveal the similarities and differences in English language teaching methods, assessment methods, and language choices between teachers who hold a degree of B.Ed. and B.A. in English major at Ubon Ratchathani Rajabhat University in Ubon Ratchathani Province. Importantly, these findings hope to provide

insight into how English skills and knowledge were implemented in the English language teaching to YLs in Thailand.

Apart from the benefits mentioned above, this study might be able to raise teachers' awareness of English language teaching methods that are appropriate for YLs at a specific age. Moreover, the research findings can provide the direction to improve English language teaching to YLs in Thailand at the primary education level, especially the development of the language curriculum and training courses for inservice teachers teaching English to YLs. In addition, the findings may reveal teachers' perspectives on reasons behind unsuccessful English teaching to YLs in Thailand. Lastly, it may be beneficial to English language teachers who are looking for principles and guidelines for English language teaching as a foreign language to YLs.

1.8 Delimitation/Scope of the Study

This research study is mainly focused on the English teachers' implementation and viewpoints toward different teaching methods, assessment methods, and language choices of Thai English language teachers in the primary schools in Ubon Ratchathani province. Also, the participants of this study are Thai English language teachers who have different educational background/degrees, i.e., B.Ed. and B.A. from Ubon Ratchathani Rajabhat University. In terms of the curriculum, the B.Ed. teachers received 173 credits of specialized English courses, which were mainly related to English language teaching, equivalent to five years of studied. Whereas the B.A. teachers studied mainly English language learning subjects for four years and received only 131 credits. Therefore, the research findings of this study may not be generalized to all English language teachers in other areas in Thailand because this study is conducted with teachers who graduated from Ubon Ratchathani Rajabhat University. Nonetheless, despite this limitation, this research study is believed to be useful to many stakeholders and other similar contexts.

1.9 Definition of Key Terms

Young Learner (YL) refers to learners between the ages of 6 to 12 years old (Cameron, 2001).

Teaching methodology refer to the ways that the teachers carried out their classroom lessons: learning through stories, theme teaching, activities, and tasks.

ELT teaching methods refer to stories-themes-tasks and activities-based English teaching.

ELT assessment methods refer to formative and summative types of language assessments.

Language choices refer to the use of the mother tongue or the target language.

Language skills refer to the competence of listening and speaking skills, discourse skill, and also reading and writing skills.

Language knowledge refers to the knowledge of the vocabulary of the target language and grammar.

Bachelor of Education (B. Ed.) refers to teachers who held a bachelor's degree in English majoring in the education field and are qualified to teach English as a foreign language. These teachers also studied for five years and graduated with 173 credit hours of study, in which specialized courses are mainly related to teaching EFL.

Bachelor of Art (B.A.) refers to teachers who held a bachelor's degree in English major with all specialized courses are mainly about learning the English language. These teachers graduated with 131 credit hours of study and continue in the Graduate Diploma Program (Teaching Profession) for one more year to become a qualified English teacher.

1.10 Outline of the Dissertation

This research study is comprised of five chapters. Chapter 1 provides the study's overview including; background, contextual background, statement of problems, rational, research objectives, research questions, significance and scope of the study, including relevant information of the context where this was carried out.

In Chapter 2, the study's key conceptual frameworks are reviewed and discussed. These conceptual frameworks are divided into 8 parts: child language development, YLs second or foreign language development, teaching English as a second or foreign language to YLs, English teaching methods, assessment methods, language choice, English language skills development, and English language knowledge development. In addition to the conceptual frameworks, similar topics of previous research studies were reviewed and discussed.

Chapter 3 demonstrates how this study was carried out to answer the study's research questions. It also provides information regarding the study's guiding philosophy, research design, instrumentation, sample selection, research procedures, and validity and reliability of data analysis procedures.

Chapter 4 presents findings from the data analysis in the order of the research questions. This study is a qualitative research study which has been analyzed mostly through descriptive statistics analysis.

Chapter 5 is divided into three main sections. The first section is regarding the researcher discussing the findings of the four research questions by referring to the conceptual frameworks and reviews of previous research studies that were relevant to teaching English to YLs. The second section is where the researcher examines implications of this study. Lastly, the researcher offers recommendations for future research, discusses limitations, and contributions of this research study.

CHAPTER 2

LITERATURE REVIEW

2.1 Child Development

The term child development refers to the order of the children's physical, mental, emotional, as well as, language changes from birth to adulthood. Each child is physically and socially unique; therefore, the ways they go through developmental processes are different (Beaver et al., 2008; Rosnay et al., 2008). However, Meggitt (2012) claimed that the natural development of children around the globe seems to go through the same sequences, and within the same periods. During the process of child development, practically all children go through various stages and processes of development as they progress from newborn to young adulthood. Throughout each stage, multiple changes in emotions, behavior, body, and brain are taking place. Several child development areas are commonly studied, namely; physical development, intellectual or cognitive development, and emotional and social development (Beaver et al., 2008; Dryden & Mukherji, 2014). These developmental occurrences can be both genetically and socially determined, although environmental circumstances have a significant influence on child development (Perret-Clermont, 1980).

2.1.1 Cognitive Development

Intellectual or cognitive development is considered important in child development. Children's cognitive development involves the development of many skills, including language, memory, reasoning, the perspective-taking theory of mind, and executive functioning (Glynn et al., 2005; Spritz et al., 2010). There are many theorists, mostly in the field of psychology, who try to explain how the cognitive development of children occurs. One of the well-known children psychologist pioneers is Jean Piaget who was interested in the way a child developed the ability to

think systematically. Piaget indicates that cognitive development is a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Consequently, children construct an understanding of the world by experiencing new environments and inconsistencies between their current knowledge and new knowledge through their surroundings (Dryden & Mukherji, 2014). Also, Piaget views the intellectual growth of a child as the process of adaptation to the world which involves several components, such as schema: knowledge gained through experiences and interaction with the surrounding environment, assimilation: applying the new information to existing knowledge, adaptation: the ability to build on previous experiences and knowledge to facilitate a change to suit new situations, equilibration: it occurs when a child's schema can deal with new information through assimilation.

Four stages of cognitive development explain the process of child development as identified by Jean Piaget: sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage. The primary stage is the sensorimotor stage (1-2 years old), where children use skills including; consideration, memory, and thinking to process sensory tactile data and inevitably learn to assess, analyze, recall, make comparisons and understand cause and effect (McLeod, 2018). The second stage is the preoperational stage (2-7 years old). During this stage, the child begins to understand the symbolic representation and understands the ideas of the past and future. However, a child is unable to use logic or transform, combine, or separate ideas Piaget (1951, as cited in McLeod, 2018). Toward the end of this stage, the child acquires the ability to represent events and objects, develop memories and imagination, and engage in symbols. There are important key features in the preoperational stage such as centration, egocentrism, play, symbolic representation, pretend play, animism, artificialism, and irreversibility. During this stage, the child has difficulties decentering or focusing on more than one aspect of a situation at the same time in both social and non-social context (Sluckin, 2017). In other words, the child can concentrate on only one aspect at a time. As for the child's egocentric aspect, a child usually assumes that other people's perspectives are the same as theirs. Also, the child, at this stage, is usually engaging in parallel play. For instance, the child might be playing in the same room next to other children but not physically

playing directly with them. Moreover, each child's speech is egocentric and absorbed in its private world during the preoperational stage. In other words, a child does more thinking rather than communicating with others. As a result, a child is unable to grasp the social function of either language or rules at this point in life. However, a child's use of the symbolic function starts significantly during the early preoperational period or between two to three years of age. Language is the most obvious form of symbolism displayed by young children at this stage.

The third cognitive development stage is the concrete operational stage (7-11 years old) which is characterized by the development of organized and rational thinking. According to Piaget, this stage is marked as the beginning of logical or operational thought, and it is considered a major turning point in the child's cognitive development. The children at the concrete operational stage can use logical thoughts or operations (i.e., rules) and apply them to physical objects (hence concrete operational), but they are unable to think abstractly or hypothetically. A child at this stage is also able to gain several new abilities i.e., conservation, reversibility, seriation, transitivity, and class inclusion.

The last stage of Piaget's theory of cognitive development is the formal operational stage (12-13 years old). The children during this stage are entering the adolescent stage, and they gain the ability to think on an abstract level. They can think creatively, calculate mathematically, use abstract reasoning, and imagine the consequences of particular actions. Also, they can approach problems in a systematic and organized manner, rather than through trial and error. Although cognitive skill development seems to relate to a child's natural genetic development, Nunan (2010) believed that most cognitive skills can be learned through practice and the right training. In addition, children's social and emotional development is part of the growing stages of child development.

2.1.2 Social-Emotional Development

According to Cohen (2006), social-emotional development includes the child's experience, expression, and management of emotions coupled with the ability to establish positive and fulfilling relationships with others. Dryden and Mukherji (2014) stated that social and emotional learning is the center of all other aspects of

development including physical and cognitive development. Cognitive development is more than individuals actively exploring and acting on the environment, all cognitive advances depend on social interaction (Dowling, 2014). Children's positive interactions and relationships are essential for cognitive development such as the process of expressing their emotions in social relationships of basic fundamental understanding, which includes a kind of reflective and problem-solving process (Dryden & Mukherji, 2014). Children can see more than one perspective of a situation and are inclined to new possibilities when they are working with others. Also, it would help broaden their minds when children encounter different perspectives of other people. Furthermore, Katz and McClellan (1991) claimed that when children feel secure in the environment, they are likely to show great ability in metacognition, i.e., the ability to reflect on and combine ideas of their learning. Part of metacognition is the learner's confidence in different social situations.

Dowling (2014) claimed that a confident child is better equipped to deal with life, whether in school or any social situation. Children's level of confidence depends on their early experiences of successes or failures, the self's perspectives, and others' perspectives toward them. According to Dowling (2014) and Dryden and Mukherji (2014), a child's confidence links to three factors such as becoming aware of oneself (self-concept), developing one's perspective (self-esteem), and knowing self's strengths and weakness (self-knowledge). Dowling (2014) further claimed that children become aware of their self-concept and self-esteem at an early stage. However, before the children reach the stage of self-awareness, they have to establish an understanding of their existence. For example, they are required to be aware of their agency, the impact on objects and other people, and become aware of their uniqueness and the continuity of their identity (Barnes, 1995). When children have established their identity, they become aware of how others see them. School plays an important role in maintaining children's self-esteem when they are learning and playing in their usual environment. Moreover, Dowling (2014) and Dryden and Mukherji (2014) claimed that learners' self-concept, self-esteem, and self-knowledge are closely linked to learning achievement.

Dweck and Leggett (1988) demonstrated that children show their emotion of either helplessness or mastery pattern when faced with obstacles or difficulties in learning. Children with positive self-esteem are willing to learn and seek new challenging experiences with the belief that they can overcome obstacles. Whereas children with low self-esteem and lack of self-assurance are likely to show helpless behavior and 'give up' easily when facing an obstacle. Self-knowledge is also important for children to develop an optimistic view of themselves. If this belief does not occur during the early years of life, adults must encourage and give them plenty of opportunities to try out different things and discuss the outcomes with them. Also, it is essential to gradually increase the command of language to help them feel 'in control' of being in situations. Therefore, it is crucial to constantly reassure and support children with less self-esteem and self-knowledge.

This section provides a broad overview of different stages of a child's cognitive and social-emotional development. It touches upon the child's abilities and cognitive readiness at each development stage. It also touches upon the child's social-emotional development, which demonstrates how the child's social and emotional learning affect other aspects of the development including physical and cognitive development. The following section specifically focuses on the YLs second language acquisition which includes the similarities and differences between first and second language acquisition.

2.2 Young Learners' Second Language Acquisition

Many theories are used to describe the nature of L1 and L2 acquisition, various aspects were studied, compared, and contrasted. The results from these comparisons and contrasts contain valuable implications for language teachers to design their syllabuses, teaching processes, and classroom activities. These results also enable language teachers to understand their YLs' learning process.

2.2.1 Similarities Between First and Second Language Acquisition

Most research studies revealed that children's second language acquisition follows the same pattern as their first language acquisition (Goodz & Genesee, 1994). Pérez and Torres-Guzmán, (2001, p.96) also added that "children who develop proficiency in using their native language to communicate, to gain information, to

solve problems, and to think, can easily learn to use a second language in similar ways." According to Ellis & Ellis (1994, cited in Ipek, 2009), there are three stages of language developmental sequences of L1 and L2 which are silent period, formulaic speech, and structural and semantic simplification. Children acquire L1 by initially going through a silent period of only listening to the language around them and trying to discover what language is. On the contrary, children who learn a subsequent language do not follow the process of discovering what language is but discover what *this* language is (Tabors, 1997).

However, Gibbons and Gibbons (2009) and Krashen (1997) disagree with the concept of the silent period of second language acquisition. They believe that the initial stage is a stage of learners building language competence through listening or the stage of incomprehension. This developmental stage is known as formulaic speech. (Biber, 2009) defines the second language development stage as the formulaic speech or an expression stage, which can be in a form of routines or patterns, that is learned and employed in a particular situation. In other words, it is a whole utterance that children learned from memorization as a chunk (e.g., I don't know). Ellis and Ellis (1994) suggested that formulaic speech occurs in both L1 and L2 language acquisition and is also present in adult native speakers' speech. In the third stage of L1 and L2 language development, children apply structural and semantic simplification in using the language. Ipek (2009) suggested that children at this stage usually omit or simplify the grammatical functions (e.g., articles, auxiliary verbs) and the content words (e.g., nouns, verbs). These occurrences may be due to children's lack of linguistic forms knowledge, or inability to access linguistic forms during their utterances.

Krashen (1997) also proposed the Natural Order Hypothesis to explain the order of L2 acquisition. Krashen claimed that children learn the language rules in a predictable sequence but the sequence was not defined by the simple order of rules taught in the classroom. However, Wells (1986) foresaw a different perspective on the order of language acquisition. He proposed that different variables can affect the order of language acquisition such as sex, intellect, social context, learning rate, and knowledge of linguistic interaction. McLaughlin (1987) also claimed that individual variations such as different learning environments, performance, and communication

strategies may affect sequences of language acquisition. Both sides of the argument mentioned above show that an order of language acquisition seems to exist in both L1 and L2 acquisition. For example, Liu (2015) found that there is a similarity in the language acquisition sequences of wh- question words (what, where, who, why, when, and how) in both L1 and L2. Therefore, it is essential to understand the order of L2 acquisition to appropriately teach L2 to YLs.

Another aspect that accounts for the similarity of the L1 and L2 acquisition is the significance of language input. Krashen (1997) proposes the Input Hypothesis which reveals the importance of classroom language input. He argues that language acquisition can be achieved in the classroom contexts if the teacher provides comprehensible, meaningful situational input. Furthermore, in the beginning, the language input should be slightly above the learners' level of intelligibility. In which, the learner receives simple and comprehensible input but somewhat more complicated later. This practice can move the L2 learner forward in their language comprehension. Also, the L2 learners should be exposed to the target language as much as possible to accelerate the language outcomes. However, Al Ghazali (2006) stated that the learner's knowledge of L1 can affect the L2 acquisition because some words or structures of the L1 can be related to that of the L2. Therefore, the learners can sometimes rely on the L1 skills when learning the L2. These claims demonstrated that the learners' equipped input and knowledge are essential and interrelated to language development.

Moreover, both learners of L1 and L2 are believed to be socially embedded; to understand their processes of language acquisition one must examine the surrounding society and its social relations. Vygotsky (1962, as cited in Daniels, 2017, pp. 227-228), found that language acquisition among YLs can be socially developed within their Zone of Proximal Development (ZPD). He describes the ZPD as follows:

The child is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of copying, the child is able to perform much better when together with and guided by adults than when left alone and can do so with understanding and independence. The difference between the level of solving tasks that can be performed with adult guidance

and help and the level of independently solved tasks is the zone of proximal development (Vygotsky, 1962, p.117)

When Children are unable to find a solution by themselves, they most likely ask others for help. Therefore, children must collaborate with other people to develop or shape language growth (Gallaway & Richards, 1994; Thorne & Lantolf, 2007). Vygotsky (1962, as cited in Cameron, 2001a) emphasizes learning as a collaboration among the learner and the individuals of the community, and the process of negotiating for meaning. He further stated that the levels in the learner's development need to be defined to understand the relationship between the learner's process of development and the possibilities of instruction. Vygotsky explains his perspectives on instructions as follows:

From this point of view, instruction cannot be identified as development, but properly organized instruction will result in the child's intellectual development, and will bring into being an entire series of such developmental processes, which were not at all possible without instruction (Vygotsky. 1962, p. 121).

According to the concept of ZPD, instruction and collaboration are important for language learning and development. To facilitate L2 development, it is unavoidable that the teacher needs to assist in the learning process and the students need to collaborate with their teacher and their classmates. Hawkins (2001, p. 375) stated that the most important task for the teacher is "to provide for the social interaction within the community of learners such that the learners may move from what they know to what they don't yet know". Also, Thorne and Lantolf, (2007, p. 210) added that "what one can do today with assistance is indicative of what one will be able to do independently in the future." The concept of the ZPD can aid language teachers to comprehend learners' emerging capacities in the early stages of maturation. Although, children of L1 and L2 acquisition share common strategies in acquiring a language, numerous researchers have found different aspects of language acquisition for both L1 and L2 acquisition of YLs.

2.2.2 Differences Between First and Second Language Acquisition

In general, the L1 is a predisposition language that begins at the biological level, and is constantly developed with continued exposure. Thus, L1 acquisition is a subconscious process that does not require effort to acquire. Whereas the L2 is an individual decision of learning for different purposes, and requires continuous, conscious determination and effort for the learners to internalize the language structures.

Al Ghazali (2006), Castello (2015), Ipek (2009), and Nikolov and Djigunović (2006) pointed out several different aspects between L1 and L2 acquisition such as the acquisition or learning hypothesis, the critical period hypothesis, fossilization, and social factors. The Critical Period Hypothesis is held accountable for L2 acquisition as mentioned by several researchers which involves the learner's age (Birchwood et al., 1998; Birdsong, 1999; Hakuta et al., 2003). Age is considered the most central factor that most researchers used to explain the differences between L1 and L2 acquisition. According to (Lenneberg, 1967), there is a set timetable for many learners' capacities to become mature including anatomical, physiological, motor, neural, language development, and cognitive development. Brown (1994, p. 52) claimed that there is "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire." McLaughlin and Harrington (1989) also added that there is a fixed biologically determined period for the L2 acquisition of children between the ages of 2 to 12 years old. Moreover, the children who have already acquired full proficiency in the L1 are most capable of learning the L2. However, many researchers claimed that L2 learners become fossilized after a certain age.

Fossilization is a term used to label the L2 acquisition process by which non-target norms become fixed in interlanguage. Lightbown (2000) claimed that the social factor can cause fossilization in L2 learners of all ages. She further speculates the learner's fossilization as follows:

[Fossilization] happens when the learner has satisfied the need for communication and/or integration in the target language community, but this is a complicated area, and the reasons for fossilization are very difficult to determine with any certainty (Lightbown, 2000, p. 179).

According to Ipek (2009), language can possibly be learned through various contexts. L1 acquisition occurs in a natural setting, which does not require any formal instruction. Whereas, L2 acquisition occurs mostly in a classroom context, which is unnatural and the learners need continuous guidance to achieve language competence. Even though language acquisition can be different between L1 and L2, there has been evidence of some advantages and disadvantages in learning a second language at an early age.

This section provides a broad overview of the similarities and differences of YLs' language acquisition between first and second language. It also touches upon the possible factors that may affect YLs' second language acquisition. The following section focuses on teaching English as a second language or foreign language to YLs, which includes the advantages of teaching another language to YLs at the early age, and also presents the principles of teaching English to YLs.

2.3 Teaching English as a Second Language or a Foreign Language to YLs

2.3.1 Advantages of Teaching English as a Second or a Foreign Language to Young Learners

There has not been any evidence proving whether age affects L2 acquisition, but Johnstone (2009) provided a helpful response to the debate of an early start:

Overall, an advantage of an early start is that in principle at least it allows young beginners to exploit such advantages as they possess, but in addition, as they become older, to make use of the advantages that older learners possess. So, over time, both sets of advantages are available to those making the early start, whereas only the second set of advantages is available to those beginning later (Johnstone, 2009, p. 34).

The researcher on brain plasticity also suggested that language learning seems to get harder as learners get older (Johansen-Berg & Behrens, 2013; Sampaio-Baptista et al., 2013). Halliwell (1992) proposed six major abilities that are relevant to YLs'

learning English at an early age. First, YLs can grasp the meaning and relate items to their current knowledge and relate the paralinguistic features to language communication (e.g., intonation, gesture, facial expression, and action) and the broader context in which the communication arises. This capability is related to Halliwell's second perspective, in which YLs' creative use of language focuses more on communication rather than language accuracy. For instance, YLs invent new words or add extra words from L1 to speak with a target language accent. She further claimed that YLs receive more benefits from making mistakes through this learning process. Third, indirect learning is described as the YLs' ability to be tolerant of uncertainty in the process of making meaning by drawing on evidence of the YLs' L1 acquisition, which means YLs continue learning through exposure and use. The fourth capability is the knowledge that YLs bring to the English classroom which relates to YLs' instinct for play and fun. This instinct can become a great advantage in the early stage of learning by engaging in activities that YLs can appreciate and play with (Cameron, 2001a). The fifth capability is imagination which helps YLs evaluate and make sense of the world around them, and encourages YLs to form a new identity to participate in a fantasy game in the target language. The last and most important ability is "children's instinct for interaction and talk" (Halliwell, 1992, p.8). Therefore, it is the most important priority for the teachers to create more communicative activities but less structured ones for the YLs at an early age because the only way to learn how the language operates is to use it (Bland, 2015).

However, Johnstone (2009) provided a slightly different perspective on the advantages of the early start from Halliwell, adding that YLs are likely to acquire the sound system of a new language more easily than adult learners, which includes pronunciation of individual phonemes and the pattern of intonation (Brown et al., 1983; Johnstone, 2009), and YLs are also less likely to be language anxious (Johnstone, 2002, p.34). According to Johnstone (2002), there are numerous advantages that YLs bring into the language classroom which are related to long-term language acquisition; meaning, the YLs can maintain language knowledge for future use when necessary. Also, there is evidence of the initial intuitive abilities combined with more analytical processes at a later stage of acquisition which can become deeply embedded in the learners (Fleta, 2015; Mayo & Lecumberri, 2003; Singleton,

2001). Johnstone (2009) suggested that learning an additional language at an early age may benefit broader education goals including cognitive, linguistic, emotional, and social skills. Moreover, the research conducted on language anxiety, attitudes, and motivation revealed that YLs were more likely to exhibit a distinct advantage in all aspects during the early stages of language acquisition (Johnstone, 2002; Mihaljevic Djigunovic, 2012; Singleton, 2001).

2.3.2 Principles of Teaching English to Young Learners

Language teachers need to know the teaching principles and proper teaching methods when teaching English to YLs because they use different learning strategies when compared with adults. Several researchers and authors such as Aldabbus (2012), Bland (2015), Cameron (2001a), Shin (2000), and Hedges (2000) suggested ten useful teaching principles for teaching English to YLs as follows:

Scaffolding: Scaffolding can be characterized as arranged help for YLs i.e., making utilization of holistic structures (formulaic sequences or chunks) by using visual materials or signs and symbols for activities. The major point is that "with assistance, learners can reach beyond what they can do unaided" (Gibbons & Gibbons, 2009, p. 15).

Contextualization: Teachers' L2 utterances are initially accompanied by physical actions to help learners understand what the teachers' utterances refer to. Therefore, the teacher needs to embed their utterances in concrete situations which include a high visualization through a host of different media such as picture realia, body language, or mime (Burmeister, 2006).

Multisensory learning: This principle is an inherent trait of holistic learning. Meaning, the teachers can engage the YLs using two or more senses during the classroom activity. This can be done by adding audio or visual multimedia into their assignments, and it can also include tactile, smell, and taste-related materials (Blomert & Froyen, 2010).

Negotiation of meaning: "In the negotiation of meaning, teachers and students endeavor to make themselves understood and to understand each other' (Met, 1994, p. 167). The YLs must engage in communication and interaction with both the teacher and classmates. YLs negotiate meaning on many occasions, for example, whenever

something is not fully understood, the vocabulary meaning, or the meaning of an expression. Negotiation of meaning is believed to foster language acquisition because both linguistic and content information is exchanged in negotiations in a more deeply processed than being simply presented as facts to the YLs. However, Lyster (2004) suggested that negotiation of meaning should leave room for corrective feedback and a place for both form and meaning-focused. These English teaching principle guidelines are essentially important in the classroom practice for YLs, and the lessons must be holistic and interactive, hands-on based, and communicative language teaching (Kersten & Rohde, 2013). In addition to the knowledge of general teaching principles, the knowledge of the proper teaching methods is also essential to help YLs achieve their language learning goals.

This section provides an overview on the YLs' second language acquisition which includes the similarities and differences between first and second language acquisition. In addition, it provides the important aspects of English teaching principles for YLs. The following section presents the Thai Basic Education Core Curriculum B.E. 2551 (A.D.2008) for the primary school education.

2.4 Thai Basic Education Core Curriculum B.E. 2551 (A.D.2008)

Nowadays, English language is well known as an international language that people use to communicate among each other globally and locally. Therefore, it is very important for the Thai education to include learning English as a foreign language as a mandatory subject in the Thai Basic Education Core Curriculum for the primary schools around the country. According to the Thai Basic Education Core Curriculum, English language enables learners to communicate and understand other cultures in the world community. In addition, learners will be able to use English language to gain a wider access to bodies of knowledge from different sources that contain English language. The Ministry of Education set four main learning standards to guide English language teaching for the primary level of education, which are commonly known as the four Cs: communication, culture, connections, and community. The objectives of language learning standards are described below:

Communication mainly focuses on the use of foreign languages for different purposes such as; listening, speaking, reading, and writing, exchanging data and information, expressing feeling and opinions, interpreting, presenting information, concepts and views on various matters, and appropriately creating interpersonal relationships.

Culture mainly focuses on using foreign languages harmoniously with the culture of native speakers' relationships, similarities and differences between languages and cultures of native speakers and Thai culture; and appropriate application

Connection mainly focuses on relationships with other learning areas, and the world focus on the use of FLs to link and seek knowledge with other learning areas, and broadening learners' world views in various situations (in the classroom, the outside community, and the global society), forming a basic tool for further education, livelihood, and exchange of learning with the global society (Ministry of Education, 2008, pp. 252-253).

The Ministry of Education sets the quality of English language for learners who graduated from grade 3 and grade 6 as follows. The YLs must be able to act in compliance with the orders and requests; pronounce the alphabet, words, phrases, simple sentences, and simple chants by following the principle of pronunciation; differentiate the sounds of the alphabet, words, phrases, and simple sentences in the L2 from those in L1; engage in the interpersonal communication by using short and simple words to express their needs, request and provide information about themselves and others; verbally giving information about themselves and what matters to them; be able to categorize words according to types; speak and make accompanying gestures; tell names and simple terms in regard to festivals/ holidays/ celebrations; and obtain at least 300-450 words (concrete words) which relate to the content learnt.

As for older YLs, they must be able to act in compliance with commands, requests, and give instructions accurately; choose or specify the sentences that correspond to the meanings; state the main idea and answer questions after listening or reading dialogues; speak or write in an exchange in interpersonal communication, express needs and feelings regarding various matters, provide personal information;

request assistance; and accept or refuse help in simple situations; use words and tone of voice appropriately and politely; use language to communicate in various situations, both inside and outside the classroom; search and collect data from different sources; use simple and compound sentences to communicate with others effectively; and obtain at least 300-450 words (concrete words) which relate to the content learnt.

Regarding the time allocation for language teaching and learning as stated in the Thai Basic Education Core Curriculum, YLs from grade 1 to grade 3 must study English language for at least 40 hours, and grade 4 to grade 6 YLs must study at least 80 hours per one academic year in the foundation subjects. Meaning, YLs from first grade to third grade will study English at least 1 hour per week, and 2 hours per week from grade 4 to grade 6. However, the schools are allowed to create additional English courses for their YLs as needs.

The following section presents three different English language teaching methods to YLs in detail, which were suggested by many scholars and also found to be successful in many contexts around the globe.

2.5 Methods of Teaching English to Young Learners

According to the European Commission (2011, p. 14), there is "little evidence of agreed processed, uniformity of approach or established indicators of achievement in the early language learning." However, several researchers and educators including Bland (2015), Cameron (2001a), and Shin (2000) suggested different English teaching methods; such as content- and task-based teaching, theme- and story-based teaching, games-based teaching, and using songs rhymes, and drama. This research study only focuses on story-based, theme-based, and task and activity-based teaching methods because these teaching methods are commonly found in many researcher studies related to teaching English to YLs, and are also practiced in other countries around the world. Each teaching and planning method is described below.

2.5.1 Learning Through Stories

Stories are commonly used by language teachers in many countries, and storytelling is also considered a common method in language teaching and learning that allows the learners to associate with genuine uses of the English language. This is because learning a language through stories is like bringing the outside world into the classroom (Cameron, 2001a). Unquestionably, stories are part of children's literacy development and are normally seen in children's daily life (Mart, 2012a). Mart (2012b) claimed that integrating stories into YLs language learning at an early age can raise the learner's awareness of the rich and authentic use of English. Wright (1995) also claimed that stories can benefit a child's language development. She added that "using stories in language teaching we are using is something much bigger and more important than language teaching itself" (A Wright, 2003, p. 7). Stories can be integrated into YLs' English language classrooms for different purposes. For instance, storytelling can be used to develop listening and speaking skills, and also engage learners in different situations (Cameron, 2001a). Stories are different from other text types in terms of what they contain and how they are constituted. For instance, the story can be organized into different features i.e., the events occur at different points in time and different thematic structure that is not found in a narrative. Several researchers such as Bland (2015), Kalantari and Hashemian (2016), and Mart (2012b) suggested several prototypical story structure features that occur in storytelling such as an opening; introduction of characters; description of the setting; introduction of an issue; a sequence of events; the resolution of the issue; a closing; and a moral. The structure of stories can help YLs understand the logical and thematic structure of the content.

The use of language is another important key feature of the story when incorporating it into the FL's classroom context. There are several different features found in children's stories that offer opportunities for the FL learning such as parallelism (repetition of phrases), vocabulary (unfamiliar words), alliteration (words with the same initial consonants), contrast (strong contrasts between characters), metaphor (setting), intertextuality (references within the text), and narrative/dialogue. Therefore, language teachers need to consider these aspects when selecting stories to teach English to YLs. Furthermore, most of the stories found in the English language

are authentic material, thus, the simplified version of the stories is necessary (Bland, 2015). For example, the simple present tense is often used to simplify the stories because it is easier than other tenses and is normally taught first. Cameron (2001a), Bland (2015), and Kalantari and Hashemian (2016) also suggested that language teachers should carefully examine different aspects of the discourse organization, the language use, and the quality of the narrative before incorporating the stories into the YLs' classroom. Many authors and researchers such as Bland (2015), Cameron (2001a), Kalantari and Hashemian (2016), Mart (2012b), Santos, (2018), and Wright (2003) suggested language teachers evaluate stories according to these criteria:

Quality books or 'real books': meaning, books that parents normally buy for their children 'to read or read to' their children. The story must contain colorful pictures to accompany the simple storylines.

Content that encourages learners: the story contains interesting characters that learners can relate to or make sense of. It also needs to have a clear plot with a surprise or twist ending.

Values and attitudes embodied: The story should not contain any type of negativity toward any genre or culture because stories can create neither negative nor positive attitudes toward other countries and cultures.

Discourse is well organized: The story's structure should be close to the prototypical format (clear plot, containing an initial formulation of an issue, a series of linked events, and a solution to an issue).

Balance of dialogue and narrative: Dialogue should lead YLs to act out and also learn phrases for conversation. Narratives should have repeated patterns of language to help YLs learn grammar through repetition.

How and what new language is used: The stories should contain the repetition of words and phrases because it is useful and allows a chance to recycle in a new context. The story should contain new language that can be comprehended.

Cameron (2001a) suggested that incorporating stories into the language classroom can be useful because a storybook is not only restricted to teaching reading but also listening to a story can extend spoken discourse. Kalantari and Hashemian (2016) suggested that teachers should follow these three activities when telling stories to YLs:

Preparation activity: the teacher should introduce the ideas and some vocabulary to the YLs before reading the story, and the contrasting ideas and lexis which run through the story.

Core activity: First read, the teacher should continue reading the story to the YLs from the beginning to the end without stopping. Also, incorporate the pictures to emphasize the events in the story. In a second reading, the teacher should pause at the end of each page to point out the keywords or ideas, or to ask YLs to recall or predict the next sequences of the event. Then, the teacher should allow the YLs to respond to the story after they finished listening. In addition, the teacher should encourage the YLs to express their feelings about the narrative by using simple phrases in English.

Follow-up activity: An immediate follow-up after finishing the story is necessary. For example, the teacher should have the YLs draw a picture as a further response to the narrative, or perhaps write the vocabulary from the preparation list next to the picture.

2.5.2 Learning Through Themes

During the 1960s, theme-based teaching was used widely in many primary schools around the world. Later, this method has been espoused by language teachers who are dissatisfied with the outcome of other teaching methods. Teaching English through themes is also included in the Thai Basic Education Core Curriculum when teaching to YLs in the primary level of education. The significant concept of teaching through theme is that numerous learning exercises are connected according to the content under the umbrella of one theme (Cameron, 2001b). Several researchers found that there are some language learning potentials from teaching English through themes such as vocabulary, communicative language, and different types of discourse (Amalia, 2019; Kiziltan & Ersanli, 2007; Lathufirdaush, 2014; Tussa'diah & Nurfadillah, 2018; Widhi, 2018; Woro, 2011).

According to Kiziltan and Ersanli (2007), teaching through theme has been widely spreading from general primary education to teaching EFL in the outer-circle countries around the globe. It was used in communicative language teaching which allows non-native learners to learn English through the thematic content. It was clear

that teaching English through theme provides genuine content that encourages the use of language with meaningful and resolution for YLs (Uysal & Yavuz, 2015).

The main concern of incorporating a theme into teaching English to YLs is theme selection. The theme must offer content for an extensive range of language teaching and learning activities that are related to the theme, and it can be integrated with other subjects in the curriculum. Teaching through theme can benefit both teachers and YLs in many different ways. For instance, there is no limitation to the lessons, and the teacher can create many activities under only one theme. Also, it can be adopted for one or more lessons per week, numerous weeks in a semester, or supplemented with other subjects. Moreover, it can be an extra activity accompanied by the coursebook because most YL's textbooks use topics or themes to construct the chapters, which are frequently covered for a grammatical or functional sequence. However, teachers need to carefully design learning activities that develop the whole language knowledge and skills (Vale & Feunteun, 1995). The concept 'whole-ness design' applies to the macro level of a theme both throughout a lesson or a sequence of a lesson and also includes the smallest activities in which meanings are formed and used in the YL's social interactions (Fathimah, 2014; Kiziltan & Ersanli, 2007).

There are several aspects that language teachers can do to make sure YLs get benefits and exposure to the target language through themes. First, YLs allow choosing themes or topics according to their interest. Second, YLs can naturally learn the English language at the same time as they are learning other subjects or lessons such as mathematics, science, language, history, geography, music, art, etc. (Cameron, 2001b). Lastly, YLs have the opportunity to expose to the natural use of the meaningful content of the target language. However, it is quite normal for the EFL YLs to use L1 when the activities become exciting and interesting because using L2 creates confusion in communication. To help reduce confusion, teachers can make some adjustments and give suggestions or feedback by using the L2. Also, teachers can move around the classroom to give YLs feedback during the activities. As a result, the YLs can gradually take over the process themselves. In addition, encouraging private speech (speech that one talks to oneself) in the L2 while learners are doing the activities is also recommended. Although there is no evidence of the direct effect of private speech on language development, it provides an example of the

type of dialogue for YLs to speak among themselves, and it also allows YLs to get additional practice in choosing and adjusting language. Moreover, having background language exposure while YLs are working on the activities can be useful in learning a language. Perhaps, playing songs of YLs' preference helps them relax and promote exposure to the L2.

The most difficult part in implementing themes into English teaching is the 'planning' stage. because the knowledge of organizational and technical skills is required to combine the content/activities to produce language-using situations and task types. The use of the language can be planned in advance or allowed to evolve with the emergence of the YL's and teacher's interest without planning (Freeman & Freeman, 2006). However, the unpredictability of the language might arise during the activity; therefore, language teachers are required to be flexible with both predicted and unpredicted language use. In addition, to extend the YLs' language learning effectively, selecting English language content that is suitable to the YLs' age and existing knowledge to construct the activities is necessary (Cameron, 2001b). Several researchers suggested that the teachers can select a theme from different sources such as from the learner's current interest, from different class subjects being contemplated, stories, local events, or international festivals.

In the preparation stage, YLs should be allowed to involve in the process from the start by having them suggest a theme of interest. Also, it would be useful to involve the other teachers in theme selection with the intention of the YLs not studying an identical topic again with different teachers (Shin, 2000). Cameron (2001b) suggested two basic ways of planning a theme which is brainstorming and drawing networks. Brainstorming is an intellectual process that starts with a single idea and continues to trigger random and spontaneous links to other ideas (Gallupe et al., 1992). Drawing networks refer to the method of writing ideas and connecting them without imposing a linear form by using the center part as the main topic; then, the grouping of sub-themes can be done from the list of ideas (Iida & Nakada, 1998).

The advantage of conducting this process is that the teacher can perform a quick assessment of the YLs' existing knowledge and interest around the topic. During the process, the YLs are allowed to give suggestions for the topic in their native language, but the teacher must translate it into the target language, which could

offer the YLs a preliminary idea for the learning objectives of the theme. Cameron (2001b) also suggested that teachers use the 'guiding questions' to form the initial brainstorming work; meaning, both teachers and learners can work together to create a set of wh - questions that need solutions. These types of questions can guide the sequencing and the content of activities. Teachers must use every opportunity in using the meaningful target language during each step of planning and learning with the YLs. Also, to encourage YLs to use the target language, the preparation of repeated vocabulary and simple phrases with the model first is essentially important. In addition, written language can also be incorporated during this stage such as making a list of things to do to complete the tasks.

2.5.3 Learning Through Tasks and Activities

The tasks refer to classroom activities which related to real-life situations (Cameron, 2001a; Jiménez, 2016; Willis & Willis, 2007; Zakime, 2018). Cameron (2001a) suggested that the tasks and activities must connect to the content of a lesson, contain a clear purpose, and be able to deliver opportunities to exchange information that focuses on meaning rather than a specific form or structure. Importantly, the language learning must be focused mainly on the participation (e.g., arranging, quantifying, and playing) of the YLs. Therefore, language teachers need to understand the meaning of the term 'task and activity' before incorporating it into the language classroom for YLs.

The terms of *demands of learners* and *support for learning* should be taken into consideration when teaching English through tasks and, in which learning opportunities can be achieved through the adjusting balance between demands and support. The demands of the YLs' language learning can be categorized into two types i.e., cognitive demands and language demands (Clegg, 2007). According to Cameron (2001a), cognitive demands relate to the concept and understanding of the world and other people. Whereas language demands relate to the use of the L2 and L1 to connect with the learning of the L2. The balance of both demands is essentially important in language teaching to YLs because YLs can use as a guide to accomplish the tasks and activities.

Other important demands of learners such as interactional demand, metalinguistic demand, involvement demand, and physical demand are essentially important when YLs are performing tasks and activities. Interactional demand refers to the attention to a specific task during the interaction with other learners. Metalinguistic demand requires the YLs to understand the language used for the context of the activity or task; e.g., understand the specific English tenses of the task. Moreover, the involvement demand requires YLs to engage as long as it takes to complete the task. However, the type of task plays an important role in this demand because the YLs are likely to participate in the activity from the start until the end if they found it interesting. Lastly, physical demand is essentially important when creating tasks and activities for the YLs because they are considered to be an active learner. Therefore, the tasks and activities must contain physical demand and support to help YLs sit still long enough to complete the task.

The attention to how the YLs is supported in accomplishing the goals is also one of the important aspects of using tasks and activities in language teaching. Language teachers are suggested to use several different methods to support YLs to accomplish the task and activity. However, too much support can be harmful rather than useful to the YLs. Therefore, tasks and activities must contain a balance of demands and support to keep the YLs motivated and also to help them achieve their goals. According to Tang (1992), graphics can be used to substantiate abstract ideas without requiring the use of language, and they support the understanding of the concepts for YLs. Moreover, the words and phrases from the previous lesson should be included as a language support throughout the activity. Furthermore, the teacher's explanation and modeling of the task are ways for further support to YLs (Short & Echevarria, 2004). In addition, YLs working in pairs and listening to their partners is another way of providing support to complete the task (Huang et al., 2010).

The awareness of the YLs' achievement through the repeated process of extending resources, which are slightly beyond their existing knowledge, to consolidate the YLs' new skills and also move forward to the next challenge (Campione et at., 1984; Guseva & Solomonovich, 2017). In other words, the learners' ZPD or space for growth should be taking into consideration when creating the task and activity for the YLs because they may not try to complete the task if the it is too

difficult or beyond their existing knowledge (Cameron, 2001a). Therefore, to facilitate YLs' language learning, the tasks and activities need be scaffolding or breaking down into steps with subgoals to ensure the YLs' success. It also can prevent the YLs from becoming anxious or fearful of learning English.

The task authenticity should also be taken into consideration when producing the activity or task for YLs. The authentic task should be implemented as a way to bring the YLs closer to real life outside the classroom (Breen, 1987). In other words, the objectives and outcomes of tasks and activities should be related to the YLs' genuine needs (e.g., telling time or purchasing items at the market). However, the notion of 'real or authentic' language use seems to be an issue when creating tasks and activities because most YLs who learning English as a FL do not practice the English language outside the classroom environment. Even though the YLs might be exposed to the English language through watching television, the internet, or perhaps when they travel to a country that speaks English, it is still considered an insufficient amount of exposure. Skehan (1995) suggested that the 'real language use' should be used according to the YLs' age, but it might not be needed by the time YLs have learned it. Therefore, Cameron (2001a) suggested that teachers aim for dynamic congruence by selecting activities and subjects that are appropriate for the YLs' age, socio-cultural familiarity, and the language that will grow with them. Once the language learning goals have been set, then tasks and activities can be designed.

In English language teaching, several researchers and teachers around the globe such as Carless (2002), Ellis (2017), and Shintani (2016) suggested that language teachers adopt these three main stages: (1) preparation stage, (2) core activity stage, and (3) follow up the stage when using activity or task in a foreign language classroom. In the preparation stage, the teachers prepare the task which includes the pre-teaching language words or essential vocabulary that is related to the topic. The 'core activity' is considered the heart of the task because YLs involvement in the activity is required. Therefore, the task and activity would be ruined without the core, and also the core activity is set up according to language learning goals (Cameron, 2001a). The last stage is the follow-up stage, a follow-up to check the learners' achievements is essentially important since a single task can lead to the

future task subsequent preparation stage. Thus, the follow-up step is considered an important final step in language learning tasks and activities.

This section provides information of the three different English language teaching methods to YLs which is comprised of teaching English through stories, themes, tasks-activities teaching. The following section focuses on the assessment methods of YLs' language learning which includes the objectives of the assessment, how to design, and how to assess English language for YLs.

2.6 Assessment Methods of Young Learners' Language Learning

Language assessment is considered one of the important aspects of language teaching and learning, especially in FL. According to Papp (2018), the assessment provides the type of information used for evaluating the learners' language progression and achievements. In addition, Green (2013) also stated that assessment can be used to connect with the learner's language learning progress toward their goals. However, language assessment can have both positive and negative effects on YLs. YLs can benefit from the language assessment in several different aspects e.g., increase learning motivation, be categorized into an appropriate language ability, and receive feedback for support and further learning. Moreover, the assessment outcomes can help the teachers improve their lesson plans and the courses, or programs (Bachman & Purpura, 2008; Wolf & Butler, 2017).

According to Cameron (2001a), negative impacts from inappropriate implementations of language assessments can be found on both teachers and learners. For instance, the learners are burdened with stress from the demands of the assessment; an individual learner's needs are overlooked in the pursuit of covering the syllabus or completion of the coursebook before the next evaluation; the classroom activity is confined to test preparation; the educational change is restricted by the power of the assessment. Therefore, an appropriate type of language assessment for YLs is essentially needed for special attention by language teachers.

Another aspect that language teachers need to take into consideration is planning the assessment of YLs language learning. Cameron (2001a) suggested a checklist of questions around an assessment to guide teachers when planning

language assessments for YLs. The questions in the checklist should include purposes and objectives, methods, quality management, feedback, uses, and impact of the assessment. Importantly, Bachman and Purpura (2008) suggested that teachers need to consider several different aspects such as validity, reliability, and fairness to avoid the potential negative effects to YLs. Cameron (2001a) suggested that assessments should be seen from a learning-centered perspective, supporting learning and teaching, and congruent with learning. These assessment principles are considered important when teachers design and implement language assessments for YLs. The section below describes the two types of language assessments and their purposes that are commonly used in English language classrooms.

2.6.1 Formative Language Assessment

The formative language assessment is considered an informal assessment that is commonly used to assess YLs' learning progress. The objective of formative assessment is to promptly inform continued teaching and learning by providing direct feedback to help both teachers and learners to be aware of the existing gaps (Boston, 2002). Gattullo (2000, p. 279) defines formative assessment as "it is an ongoing multi-phase process that is carried out on a daily basis through teacher-pupil interaction, it provides feedback for immediate action, and it aims at modifying teaching activities in order to improve learning processes and results." Bacquet (2020) also added that formative assessment is not only used to assess learners' learning progress but it helps decrease learners' level of stress and anxiety generated by concentration on linguistic accuracy. However, formative assessment can be timeconsuming and an expensive method because it involves continuous data collecting, research, reporting, and plan refinement to ensure success. Importantly, the formative assessment demands professionally qualified teachers who can understand the criteria for mastery to develop appropriate assessments for measuring learners' learning progress. Therefore, language teachers need to carefully select the assessment method when assessing YLs language learning.

Goto Butler and Lee (2010), Jiang (2014), Remmi and Hashim (2021), and Ross (2005) suggested that formative language assessment can be done through classroom observation quizzes, portfolios, on-going self-assessment, peer assessment,

projects, and informal ad hoc activities like teacher questioning. These types of informal assessment can put less reliance than on formal tests, and they are also able to capture different aspects of language competence.

2.6.2 Summative Language Assessment

The summative assessment is commonly known as the traditional or formal assessment that is found to be practiced by many language teachers. The summative assessment normally aims to assess learners' achievements at the end of the unit, semester, course, or the end of the academic school year (Bacquet, 2020). An outcome of the assessment is based on criterion-referenced standard that was predetermined either by the school or national curriculum. Meaning, the assessment is based on a learner's knowledge or skills against a predetermined standard with limitation of margin and flexibility (Lok et al., 2016). Also, the summative evaluation depends on recent findings but excludes potential suggestions to foster future learners' improvement (Ishaq et al., 2020).

Ishaq et al. (2020) reported several advantages of summative assessment when the education context is taken into account. For instance, it evaluates the performance of educational programs, reports learners' academic records as marks or grades, boosts confidence and motivates a learner to build a learning environment, and evaluates teaching and learning processes.

However, before adopting a summative assessment, various downsides must be addressed for all of the aforementioned benefits. The summative assessment can be challenging for many stakeholders including teachers, learners, and schools. Ishaq et al. (2020) reported that the examination may increase stress and decrease self-esteem for learners if they have difficulties passing the criterion-referenced standard. As a result, teachers may also add to this stress by giving repeated practice examinations. The stress can also become a problem for the school when the tests' scores are held accountable for the success of the program.

Ahmed et al. (2019) suggested several different methods to gather evidence for the summative assessment, namely: administering tests or examinations, quizzes, term papers, portfolios, projects, etc. However, the particular applications have implications for the validity and reliability. Therefore, it is important that teachers

comprehend the notions of validity and reliability, as well as their relationships. Another important aspect that teachers need to take into consideration when using the summative assessment is the fairness. Fairness or equity is essential in the design and use of assessments because the results of the assessment have potential effects on YLs' lives (Gipps, 1994). According to Cameron (2001a), equity means that YLs are given multiple chances to show their ability, so teachers should assess their language learning with more than one type of assessment.

This section provides an overview of the assessment methods that were commonly used when assessing YLs' language learning which includes each type of assessment objective, advantages, disadvantages, and methods. The following section focuses on the appropriateness of language use in the YLs' English language classrooms context.

2.7 Language Choices

The teacher's language choice while conducting a language classroom plays an important role in YLs language acquisition (Chaudron, 1988; Cole, 1998; Dyer, 1996; Goorhuis-Brouwer & De Bot, 2010; Littlewood & William, 1981; Mitchell, 1988). Whether the teacher should use the target language or L1 in the language classroom has been discussed for decades. Most of the time, language teachers are obligated to use the target language while conducting their lesson, but in practice, most researchers confirmed that language teachers who can speak both languages (L1 and L2) use a mixture of both languages in their classroom (Anh, 2012; Cole, 1998; Yavuz, 2012). Many researchers suggested that teachers steer away from the use of the target language only. Instead, teachers need to move toward the more practical use of language choices such as, exposing as much as possible to the target language, and ensuring the use of the L1 to support the learners' language learning (Cook, 1999; Kayaoğlu, 2012; Turnbull, 2001; Wu, 2008; Yavuz, 2012). However, many schools around the globe require teachers to speak only the target language while conducting the lessons to maximize learners' exposure to the target language as a learning opportunity. Nonetheless, there is a space between practice and policy in language teaching using the target language. One of the significant issues is most teachers lack

the confidence or competence to maximize the full range of functions for the activities in the target language (Cameron, 2001a).

Therefore, Pennington (1995) suggested two ways of integrating the L1 used in FL teaching by focusing on pedagogical functions and interpersonal functions. The pedagogical functions related to the use of L1 are to compensate for problems faced with learners' language proficiency, discipline, and motivation (Anh, 2012). Also, teachers may use the L1 for compensating their issues e.g., lack of confidence, preparation, or language proficiency (Anh, 2012; Kayaoğlu, 2012; Yavuz, 2012). Moreover, teachers may use L1 for interpersonal factor purposes. Interpersonal factors are a mixture of three sub-factors: alignment, emphasis, and assessment. These three sub-factors function for different purposes in the use of language (Graumann, 1990).

Alignment: The teacher uses L1 during the lesson to create a feeling of being aligned with the learners as the teacher is on their side. Also, it helps learners feel reassured of the teacher's understanding of their learning problems. However, if the teacher always uses the FL, it may emphasize the space between the learners and the teacher as the teacher is more knowledgeable.

Emphasis: The teacher may use L1 to underline the prominence of what is being uttered. Also, teachers may use L1 to control, discipline, and emphasize the seriousness of the offense while the use of the FL may de-emphasize the significance, and be exerted only for less serious issues.

Evaluation: Attitudes and values are also carried out by the choice of language. The interpretation of a teacher who uses FL mainly for the content of the lesson only, and not for other functions, emphasizes the concept that the FL is not a means of communication but it is only a 'subject of study'.

There have been limited studies of language choice in YLs' classrooms on the ground of teaching English as a foreign language. Some of the researchers have studied the pattern of using the L1 in the L2 classroom and found that most of the teachers use L1 mainly to manage classroom activity and behavior. Furthermore, some teachers use the L1 for explaining complex features of the new language, translating, giving instructions, reassure understanding of the concept, talk about

language and learning, providing feedback, discipline, and informal talk with learners (Kayaoğlu, 2012; Yavuz, 2012).

In most FL classroom contexts, learners normally respond in the L1 when teachers use the L1 because they believe that the teacher is the authority holder. Therefore, the teacher's language choice can influence the overall use of both languages, the teachers should maximize FL learning by strategically shifting the language being used in the classroom environment. Teachers need to "use as much of the target language as possible and ensure that use of the first language to support the children's language learning" (Cameron, 2001a, p.209).

However, there is a variation of patterns in language choice from one specific circumstance to the next, in which specific decision is partly dependent on the conventions or habits that the teacher and class have developed for a certain period. Therefore, the social and institutional context must be taken into consideration to understand the use of L1 in that particular context.

This section provides an overview of the appropriateness of language use in the YLs' English language classrooms context. The section below presents an overview of how teachers can develop English language skills: listening, speaking, reading, and writing for YLs.

2.8 Developing Language Skills for Young Learners

It is undeniable that YLs learn to speak their native language before they ever know how to read and write. YLs can speak their L1 after repeatedly hearing it daily. However, learning to speak a FL occurs mostly in the classroom context. Many countries around the globe have included a FL in their curriculum, but it usually focuses more on reading, writing, and grammar skills rather than listening and speaking skills. Although, the development of children's listening and speaking skills should be the focal goal based on the natural process of language development.

2.8.1 Developing Listening Skills

Listening skill in a FL is one of the four skills along with speaking, reading, and writing skills that are considered an important skill. Listening and speaking are

considered fundamental skills to be learned and used because it provides input for learners (Linse & Nunan, 2005). The importance of 'comprehensible input' (CI) in learning FL is that the learners must be able to understand and respond to the given message or opinion (Brewster et. al., 1992; Krashen, 1997). Furthermore, listening skills must contain a 'real-life' meaning and purposes that the learners can recognize and respond to (Grieve & Hughes, 1990; Trevarthen, 2011). The listening activities are extremely vital at the primary school level because it provides a rich source of language data which the YLs can begin to build up the concepts of how the FL operates and draws on to produce the language (Phillips, 1993).

As for planning activities for teaching English listening skills, teachers need to use vary teaching methods and offer as many opportunities for the YLs to grow and develop because of the learners' diverse aptitudes, expectations, and preferred learning dynamics (Arnold, 2005; Sevik, 2012). According to Nunan (2010), learners will comprehend listening skills if the activity contains an authentic meaning with plenty of repeated listening activities of the target language. Therefore, any type of English listening comprehension activity must be well-guided with clear objectives and purposes. Another important element is the guiding support from the teacher, such as providing some idea of the tasks to help learners succeed. As mentioned earlier, YLs are known as active learners, so it is necessary to keep them motivated and interested during the activities to keep them occupied (Ur, 1996).

Several different authors and researchers have suggested different teaching methods to improve listening comprehension for YLs such as songs and digital stories (Ara, 2009; Astiyandha & Chotimah, 2020; Millington, 2011; Verdugo & Belmonte, 2007; Sevik, 2012). These teaching methods are believed to be appropriate for YLs because they increase their interest during the lessons. Moreover, learning a language through songs and stories not only help learners comprehend listening skills, but they are also believed to be related to speaking skills because normally learners speak a language after they have heard it repeatedly.

2.8.2 Developing Speaking Skills

In dealing with the development of YLs' skills in spoken language, Cameron (2001) suggested that language teachers need to build their lessons based on these two

principal guidelines. These two principles are 'meaning must come first and learner's participation in both discourse and building knowledge and skills through participation. In teaching English speaking as a FL to YLs, first, the teachers need to differentiate the discourse types to create and implement appropriate activities for this skill. Cameron (2001a) proposes two different methods of using discourse in literature. The first type of discourse is to contrast with the text, which is concerned with the use of language. A 'text' indicates nothing more than a piece of language, but the discourse takes into consideration the context of use and the users of the text. The second type of discourse refers to a portion of language larger than a sentence which is in contrast to a sentence. Once it goes beyond the sentence to paragraphs, articles, books, or other large units of text, it has reached the realm of discourse. In terms of spoken language, discourse refers to a conversation or larger elements of talk such as stories or songs. Both discourses are needed in the FL classroom because the real language use of discourse is the target of language teaching (Celce-Murcia, 2000). Nonetheless, the process of developing YLs' discourse skills is another important aspect that language teachers need to take into consideration when implementing in a FL classroom.

As far as planning for teaching English speaking to YLs, this stage can be quite difficult because YLs are still in the development stages of their lives which include the spoken language. Therefore, it is essential to incorporate proper teaching methods and learning materials when teaching English speaking to YLs. When teaching English spoken language to YLs, numerous researchers and authors have suggested different teaching methods and teaching materials such as using dialogue, and short activities (song, role plays, and poetry) (García, 2018).

Dialogue is commonly found in children's FL course books. According to Cameron (2001a), dialogues in FL teaching to YLs are mostly adapted from adult language learning. Most coursebook authors have modified the language to fit YLs by using child-friendly characters, modifying content, or modifying dialogue into cartoons with speech bubbles, but the basic objectives remain which contain communicative phrases that YLs can learn. YLs may receive several language learning opportunities because dialogue provides samples of authentic spoken language, contextualized sentence patterns that do not occur in the oral language,

written sentences that are similar to spoken language, the practice of sentence patterns in a grammatical form, and the scripts similar to short theatrical plays (Grugeon & Hubbard, 2006). The dialogue in a story is considered an appropriate source of spoken dialogue that can be offered to the language classroom. Most stories offer a readymade dialogue that can be extracted and practiced (Pardede, 2011; Wells, 1986). Besides, teachers can create new situations by adapting dialogue from the textbook and using props such as large pictures or blackboard drawings to illustrate the story. The teacher can incorporate characters for each picture for the learners to visualize, then the teacher and learners can work together to create dialogues (Newton & Nation, 2020). However, the teacher needs to provide the phrases and sentences that learners want to include, then model how to speak them to the learners (Pardede, 2011).

Numerous researchers also suggested using short language practice activities such as listening and doing, listening and identifying, listening and taking away, listening and saying, listening and putting, finding the odd one out, and bingo in teaching language speaking (García, 2018; Nadia, 2019). Most of the speaking activities at word, phrase, and sentence levels can be produced from a set of pictures and can be adjusted according to YLs' ages and their learning abilities. It can be used with language that the learners have recently met for the first time, or revised language learned from the early years. Many of these activities are similar to the games which are fast-moving and sometimes contain a competitive edge to keep the YLs' interest. However, the activities must be organized in terms of the learning opportunities to offer the YLs.

2.8.3 Developing Reading Skills

In most reading texts, there are various scales such as context, text, paragraphs, words, syllables, morphemes, and letters. Most skilled readers use the combination of visual, phonological, and semantic information that is taken from sentences, words, and letters to build up an understanding of the text. However, all these skills do not apply to YLs because they gradually acquire these skills with the help of adults or teachers (Garton & Copland, 2018; Kersten & Rohde, 2013; Nunan, 2010).

Cameron (2001a) suggested that teachers should use the same teaching methods to teach English as their first language, perhaps emphasis on the contrasting aspects of English literacy with the learners' L1 in reading and writing. Most 10 years-old learners or thereabouts are probably established in their first language orally and literacy, and they can differentiate between languages. Therefore, reading and writing can be taught at this age, and only the familiar vocabulary and grammar should be incorporated as an initiation to the written form. During these ages, first language literacy competence and skills can be transferred into learning a FL such as sounding and breaking words into syllables or morphemes. However, this teaching method does not apply to YLs below 9 years old. Koda (1994) suggested using the 'top-down' approach in teaching literacy skills by emphasizing meaning over word recognition or knowing letter-sounds skills. Also, Beard (1993) and Hudelson (1994) suggested applying 'whole language' approaches and 'phonics' teaching for the learners at the primary or elementary school level, which is similar to the top-down and bottom-up approaches.

As for planning for teaching reading skills, YLs of FL and L1 share similar paths of development in phonological awareness (Gersten & Geva, 2003). According to Cameron (2001a), phonological awareness in a FL is the ability to differentiate individual sounds and syllables which make up words that develop from spoken language activities. Therefore, the YLs of a FL need explicit instructions that link between a symbol (letter) and the phoneme (sound) it makes (Arnold & Malcolm, 2016). Phonics teaching is the bottom-up approach to building reading skills, which focuses on the relationships between letters and the sounds they make, and how sounds are combined (Garton & Copland, 2018). McGuiness (1997) suggested that learners learn to read better starting from the sounds which letters make since they are moving from learning the oral language toward written letters and words. YLs need implicit teaching of a direct link between the phonemes (sounds) and graphemes (letters) to be able to start combining or sounding out simple words (Arnold & Malcolm, 2016; Wyse & Goswami, 2008).

Cameron (2001a) suggested teachers start to teach consonant sounds first and then follow with the vowel sounds. It can be taught by grouping in different ways such as by the shapes that are formed in writing, by the hard or soft sounds they make, or by the frequency and usefulness (Gilbert, 2009). However, it is important that the teachers start teaching phonics by drawing attention to the consonants that occur as onsets in single-syllable vocabulary, then identifying their names and sound (Cameron, 2001a; Mozes & Liando, 2020). This can be done through playing spotting games in the books and practicing writing the letter shapes of those sounds to emphasize the reading. After that, phonics teaching can move to the final consonants, and then to the vowel sounds. Teaching five vowel letters can be complicated because a wide range of different sounds can be produced such as long vowel sounds, short vowel sounds, and diphthongs (the combination of two vowel sounds). Several researchers suggested to start teaching short vowel sounds first because the sounds are fairly consistent, e.g. the sound in cat/ bet/ sit/ top (Długosz, 2000). Then, the teachers can expand the 'magic -e' rule which affects the vowel sound when it occurs at the end of a single syllable, e.g., the words cake/ kite/ Pete/hope. Next, the long vowel sounds in an open syllable can be taught. Last, the teachers need to work on rhymes (e.g. -ite, -eat, -ike) to extend YLs' reading skills. However, phonic teaching should not be taught in isolation because it can be boring and demotivating learning. Thus, the teachers need to integrate five or ten minutes of focusing on phonics in activities for success in phonics teaching. This can be done by integrating phonics into story reading, joint class writing, sentence writing activities, songs, and rhymes, presented or recycled in vocabulary, and stages of oral tasks (Forster, 2006; Şevik, 2011; Shin, 2000). Moreover, it is important to create meaningful activities when teaching phonics to YLs, and also to connect with their existing knowledge.

Another method used in teaching language literacy is the 'whole words and keywords' approach which starts from learning at the word level. Meaning, the learners learn single words through the use of flashcards which encourage the learners to recognize the words as a whole. It is recommended to begin with five or six common words at a time by having the learners practice producing the words on the card. The next set of cards can be introduced once the learners have mastered the previous words. Then, simple books containing the known words can be introduced once the YLs have mastered at least 15 words. The flashcard method in learning English whole words can take a learner to a high level of reading, but learning whole words should not exceed more than 50 words because it would be difficult for YLs to

memorize each word separately (Manyak & Bauer, 2009). Moreover, the learners' progress in learning relies on their generalizing and discovery of patterns and regular occurrences in the vocabulary being learned. Furthermore, the 'keywords' should be taught because they are the most commonly used words in the English language. Most words are function words that contain unclear lexical meanings but create meaning accompanied by content words such as for or was. Therefore, it is better to learn these words through numerous encounters in contexts rather than be learned separately from the words on the cards (Garton & Copland, 2018).

Emergent literacy is a way YLs gradually learn to read without any teaching, they gradually learn to read through exposure to text and reading (Garton & Copland, 2018; Hall, 1987). Emergent readers often begin to know sentences by heart from hearing their favorite books repeatedly and speaking the texts along with the adult reader. Some learners can figure out the patterns and regularities that link spoken and written text after being read numerous times of interesting and appropriate texts. However, most learners still need more formal teaching of literacy skills (Cameron, 2001a). The 'speaking with the text' is considered the beginning of learning to read, and this can be built into the knowledge and skills with a skilled adult assistant (Garton & Copland, 2018). Learners start learning from the meaning of an entire text and moving their attention toward words and letters. According to Hall (1987), the most effective features of emergent literacy that are related to FL teaching are the learners' decision on a book, reading the same book repeatedly, understanding the story as a whole, adapt and play using the language in the story, and the parent's involvements.

Many researchers suggested that early literacy learning should be informal rather than direct teaching, and the learning objectives should provide further learning (Arnold & Malcolm, 2016; Gersten & Geva, 2003; Uysal & Yavuz, 2015). Therefore, the teachers must create a language classroom environment that allows YLs plenty of opportunities to be exposed to the target language because this may be the only place where learners can be close to the natural setting of the language use. Cameron (2001a) suggested several useful lists for teachers to create a literate language classroom environment. This list includes labels (labeling YLs' trays, desks, coat hooks, and objects around the classroom and school; posters (colorful posters,

advertising posters); messages (homework reminders or 'Don't forget to bring...'); and reading aloud (by teachers or YLs). These are the types of informal learning that allow the YLs to be exposed to the target language daily.

The learning process of another language should be enjoyable as possible because the literacy skills in a FL can be difficult for YLs. For example, singing or chanting the alphabet rhythmically can be done when learning the English alphabet, and it can be recited backward. Christie (1991) suggested incorporating literacy games to keep the YLs' interest and motivation in learning a FL. Another important aspect of successful learning is 'reading and writing events and routines in the FL classroom. Literacy events can be seen as a social activity that involves reading and writing which can link ideas of classroom 'routines and formats. For example, regular birthday routines can be incorporated into various types of reading and writing activities. These types of activities can become part of routine events, and learners can learn through participation (Kersten & Rohde, 2013).

2.8.4 Developing Writing Skills

According to Vygotsky and Cole (1978), the written language is an instrument used to represent meaning and capture the ideas between oral and written text in the development of literacy. The written language was developed to give form to the spoken language because the spoken language was developed first to represent ideas and meanings (Cameron, 2001a). Different societies use different forms of written language to represent ideas and meanings. For instance, the Japanese language uses symbols to represent meaning, yet English uses an alphabetic system. Therefore, the differences between the L1 and L2 systems can create challenges for YLs. Another factor that may affect YLs who study at an early age is that they are still trying to master their motor skills of trying to make the alphabet shapes and joint letters, so it may take a long time to produce a written sentence. Also, YLs have a limited attention span, therefore, they may be able to write a small amount at a time. In addition, YLs are still learning how written text functions which would limit their capacity of transferring most general ideas about the text and print (Spanou & Zafiri, 2019). Therefore, language teachers must pay close attention to the types of written forms to teach first.

As far as planning for teaching writing skills, in general, the learners' writing proficiency usually lags behind the level of their speaking and listening skills because most writing occurs to support other aspects of language learning, such as writing down vocabulary, or new grammar patterns to remember. However, attention to detail is essential when introducing YLs to written text, the focus should be on the finer level of what matters and does not matters e.g., the letters' shape, length of each stroke, relative to other letters, and roundness or straightness of the shapes (Harmer, 2007). The teacher also needs to provide feedback on an individual learner's production and make learning a multi-sensory experience for the YLs by linking meaning with visualization (printed text), reception (spoken language), and production (written words) (Suarmi & Fatimah, 2019). In addition, the teachers can use a variety of methods and senses to strengthen these mental connections to the texts by using activities that deliver opportunities for learners to visualize, handle, touch and feel (Satriani et al., 2012). Furthermore, the teachers can encourage the learners to select and copy texts of their interest and ensure that the copying is meaningful and motivating the YLs (Kusumawardhani & Nurhayati, 2019). This also applies to the older YLs who have accomplished letter shapes and spelling to gradually write more to become fluent writers. For example, the articles from the internet about the learners' favorite pop stars or football players, the rhymes learned in class or a selection of reading books. Another way to encourage the learners in writing is by asking them to write a journal of the desired topic or a topic from the news, but without any concern for correct spelling or grammar. However, the teachers should respond to the writing by reading the entries with some thought in response to the learner's writing (Sadeghpour et al., 2019).

As for the older YLs, the complexity of written text can be introduced to the new aspects of the language e.g., writing for an audience (Pinter, 2017). This skill of writing is involved in expressing oneself to other people with a purpose and a topic, but this type of writing in a FL goes further beyond just writing to practice grammar or vocabulary. The possible activities may include letters or emails, simple stories, articles involving class events, reviews of books, and so on (Suarmi & Fatimah, 2019). However, this type of writing requires several editing drafts because editing drafts help learners develop self-direction in writing by checking their work from an

external source. Moreover, the editing procedures can then be internalized and become a tool for the individual learner (Sadeghpour et al., 2019). Furthermore, the learner may read the initial draft aloud to a group for comments and to check their understanding of the overall idea of the written texts. A later draft may be checked in pairs for more detail on verb endings or the use of the articles (the / a / an) (Cameron, 2001a).

The teacher needs to explicitly show the learners how to link the content from different parts of the narrative, and also encourage them to participate in the talk of their plan when teaching YLs the written texts of a particular type of organization (Sénéchal et al., 1998). The 'Language Experience' approach enables older YLs to begin writing at the sentence level. The main feature of this approach comes from the learner's own experience as the topic of the texts. The YLs construct the sentences of their utter with the aid of word cards. This method claims to gradually build up a collection of words from the learner's existing knowledge and moves toward making sentences. This approach can also work for the YLs by having them draw pictures then the teacher can write the sentences that are related to it, and it can be integrated as a whole class activity or individually. For example, the teacher can ask for sentences from the learners and build up a text for the whole class. According to Cameron (2001a), the process of joint writing gives the teacher opportunities to discuss words, punctuation, spelling, or text organization, which helps the learners' metalinguistic knowledge. Also, it helps propel the learners to recognize specific features of the written form in a FL such as the relationships of the letter sounds. The other classroom literacy routines that can be integrated are completing weather and date charts, devising routes for classroom duties, checking attendance, and recording reading progress. The writing methods mentioned above have been practiced by several researchers and it has shown extensive evidence of success in enhancing the learners' written skills.

This section provides an overview on different approaches to teach English language skills which includes listening, speaking, reading, and writing for YLs. The following section presents an overview of how teachers can develop English language knowledge: vocabulary and grammar for YLs.

2.9 Developing Language Knowledge for Young Learners

2.9.1 Developing Vocabulary Knowledge

Vocabulary is a list of words that the speakers use to communicate in both oral and written forms (Hatch & Brown, 1995). Numerous scholars stated the importance of vocabulary in language communication e.g., McCarthy (1990) states that no matter how successful the learners learn grammar rules or mastered the L2's sounds, communication in L2 cannot occur in a meaningful way without words to express a wide range of meanings. Therefore, it is important to acquire as many words as possible to understand and advance language skills because the knowledge of the language vocabulary plays an important role in all four language skills (Cameron, 2001a).

Learning vocabulary is not only about learning the words, but also about learning the word's meaning, form, and usage in communication contexts. Cameron (2001a) describes the learning of vocabulary as a continuous process of learning and expanding the knowledge of its meaning and function in contexts. Locke (1997)stated that word acquisition takes longer than the spoken form of the words, and the learners sometimes use the words in their utterances without fully understanding the meaning. Therefore, the focus of vocabulary teaching should be based on building up a knowledge of the words efficiently and effectively by emphasizing the dynamic and continuous nature of vocabulary learning.

As for planning for developing English vocabulary to YLs, according to Finocchiaro (1989), the vocabulary in language can be divided into two types: content words and function words. Content words can be learned as a theme or around a life situation, whereas function words can be learned through the repetition of use in different situations. Hatch and Brown (1995) suggested four essential strategies for learning the vocabulary: having sources for coming across new vocabulary; receiving a clear image (visual or auditory) for the forms of the new vocabulary; learning the meaning of the vocabulary; making a strong memory connection between the forms and functions of the vocabulary.

According to several scholars, to teach vocabulary successfully, the vocabulary needs to be recycled in more than one activity by using the new

knowledge and new connections of the identical vocabulary (Lelawati et al., 2019; Lugo-Neris et al., 2010). Furthermore, Nation (2005) pointed out that learners need to meet new words at least five or six times in a textbook unit before they have any chance of learning and understanding. The teachers can explain the meaning of the new words by demonstration or pictures (using an object; using a cut-out figure; using gestures; performing an action; photographs; drawings or diagrams on the board; pictures from books), or by a verbal explanation (analytical definition; putting the new vocabulary in a defining context, and translating into another language) (Nation, 2005; Taylor, 1990). However, the verbal explanation of a new word's meaning requires learners' pre-existing knowledge of the language to understand (Cameron, 2001a). This explanation technique may work better with older YLs because YLs are still at the early stage of developing language knowledge skills. Nonetheless, both explanation techniques require mental work from the YLs in constructing meaning, unlike the translation method. The translation technique may negatively affect how well the YLs learn new words because they are not required to think about the meaning of the new FL words if it is immediately translated. Therefore, teachers should use different techniques to facilitate learning instead of using language translation as a regular method of explaining new vocabulary.

The other important aspect of learning new vocabulary is attention to the language forms (pronunciation and written) which is a key part of vocabulary knowledge. Cameron (2001a) suggested that language teachers should teach the spoken form first, then introduce the written forms later when learners are literate in the FL. It is important to teach a new word in isolation instead of teaching explicitly because it helps the YLs notice the initial and final sounds, the stress pattern of the word, and the syllables that construct the word.

The process of learning vocabulary has begun when learners encounter and understand a new vocabulary. Then the vocabulary has entered into learners' short-term memory, next, language teachers need to build up and sustain the word for long-term usage (Cameron, 2001a). At the stage of learning new vocabulary, memorizing activities are suggested and used periodically to recycle vocabulary, so that it remains fresh and ready to be used as needed (Yang & Dai, 2011). Memorizing activities can also be used as an idea network of meanings. Many types of organizational networks

of memorizing activities contain diagrams or pictures, and the use of media that can help the YLs memorize the vocabulary (Chen & Chung, 2008). It can be organized by different types of organization networks such as thematic (things that are related to each other or happen together, relationship (body- arms, fingers, leg, toes), general to specific hierarchies (food-vegetable-carrot), and antonyms (hot-cold). The thematic organization of the vocabulary refers to the group of words that are related to each other or happen together. These types of word organization can be used with both YLs and older YLs. However, Lelawati et al. (2019) suggested that teachers use pictures when teaching vocabulary to YLs and use a diagrammed grid for older learners.

Most FL learning and teaching occur through textbooks, and most of the books are normally predictable. Most words in the classroom textbooks are insufficiently recycled, causing the YLs to forget the words after completing the unit. Therefore, teachers need to create activities using words repeatedly to help learners memorize the words. However, the teachers need to take into consideration the current trend of the learners' exposure to much more advanced text through media (internet, television, computer games), thus vocabulary in the textbooks may not be sufficiently connected to their livelihood.

Cameron (2001a) suggested three different ways in which YLs can access the vocabulary beyond the language classroom textbook. First, the vocabulary can be working outward from the topic of each unit by using thematic organization to build the activities in extending the words. The vocabulary extension method is useful if a textbook unit contains many topics with inadequate repetition of words. Therefore, the teachers can adjust the words and activities which are suitable for the YLs' current knowledge and ability. Second, vocabulary learning can be started from the learners' interest instead of from the textbook. This can be done by the teachers asking learners about their existing knowledge of the words around the topic. This activity helps the YLs meet the new word in isolation and within the larger context meaning of the topic. Lastly, YLs can learn new vocabulary through stories because the stories offer rich opportunities for learning the vocabulary implicitly. Importantly, the vocabulary in the stories is usually heard in linguistic and conversation contexts. However, it is important to use the stories of YLs' interests and their capability level. Learning

words in another language is not just about learning a list of words but knowing the significant effect of content words and function words.

2.9.1 Developing Grammar Knowledge

Grammatical features in language use are not something that learners can acquire automatically through communicating. Some educators or researchers may argue that teaching FL grammar is not appropriate for YLs because they are still in the stage of developing their L1. However, it would be useful to introduce some rules to YLs at an early stage to prepare them for formal language learning. Learners in different age groups are learning grammar rules differently. The older learners learn grammar rules explicitly, while the YLs learn grammar rules implicitly. YLs normally learn a language in chunks or pre-fabricated phrases without paying attention to grammar rules (Ur, 2012).

Regarding to the planning stage of developing English grammar, learning grammar rules and patterns of another language can be difficult for both YLs and older learners, and introducing grammar rules too early may be more harmful than useful (Cameron, 2001a). Some learners may feel enthusiastic about the accomplishment of being able to expand their conversation with the new language use or they may feel demotivated due to the difficulty. Therefore, the teachers need to consider the aspects of appropriateness such as learners' age and the types of activities when teaching English grammar to YLs. Cameron (2001a) and DeKeyser (2018) suggested that teachers should introduce grammar rules implicitly through the language classroom routine activities to YLs below the age of 7 years old. Moreover, grammar teaching to YLs should be meaningful and interesting, and it requires an active contribution from the learners (Cameron, 2001a). Introducing grammar rules through classroom routines is an ideal context in which language use can be expanded. For example, language classroom management is a good example of introducing language use to the YLs. The teacher can use simple and meaningful phrases in the discourse context to help the YLs in building internal grammar. Moreover, the teachers can use the classroom discourse contexts to introduce grammar in a meaningful way that can be supported by actions or objects such as using a puppet to present the language forms. Furthermore, the teachers can create a

dialogue for a storyline by using repetition of language use and also use contrast patterns to introduce a new language to YLs. In addition, interacting with YLs is also considered a good start for building language used in a meaningful way. This can be done through the teacher speaking to the individual learner using simple phrases and implicit corrective feedback (if needed) to help expand the conversation. Conversation with an individual learner can be a very powerful language development tool because the teachers know each learner's needs and interests, so teachers can use this information in leading the conversation. This conversation can either start with the L1 or FL, as the teacher can respond in the FL, offering a fuller or more corrective way of utterance to an individual learner. The corrective feedback can be used to expand the conversation and also to offer an incidental focus on form. However, the conversation with YLs, both individually, or as a class can offer an indirect focus on form (Cameron, 2001a).

The next section presents a review of previous research studies focusing on different teaching methods used to improve English language skills for YLs between the ages of 6 to 12 years.

2.10 Previous Research Studies of Teaching English to YLs

According to some of the previous studies, Chithra (2018) used short stories to enable YLs between the ages of 4 to 10 years to negotiate meanings and connect the texts with the world at a private school in Gurgaon and a government-run school in north Delhi. The results revealed that the YLs were able to connect their thoughts, feelings, and memories, and understand themselves better when incorporating stories into their lessons. Porras González (2010) studied utilizing stories for teaching English as a foreign language to YLs in first to third grades at a Colombian public elementary school in Bucaramanga, Colombia. The results of the study revealed that stories increased the YLs' motivation when they were told or read, participation in the different activities, comprehension of the stories, and acquisition of the new vocabulary. However, in Huang's (2021) study on teaching EFL through stories to Chinese primary students in classrooms in China, the results showed that the teachers failed to explain the stories' content and they instead applied traditional teaching

approaches due to their lack of knowledge of how to select appropriate stories and how to apply stories for English language teaching. There are some, however limited, research studies on using stories for teaching English to YLs in the Thai context. Khamsuk and Whanchit (2021) conducted research on improving YLs' English vocabulary through storytelling during the Covid-19 pandemic in the South of Thailand. The data collection and analyses were conducted on the five stories' pre and post-test scores, observation of YLs' learning performance, and parents' reflections. The stories were written in Thai with the insertion of fifteen English words in each story. The results showed the development of the YLs' English vocabulary and also showed the parents' satisfaction with their children's learning behavior.

Sokhamkaew and Sitthitikul (2016) conducted research using content-based instruction, which was constructed from the themes, to investigate 30 Thai primary school YLs' English reading comprehension at Sriracha, Chonburi, Thailand. However, the focus of this research study was on the content of the themes, not the theme itself. The researcher conducted the activities based on the themes of YLs' interests. Pre and post-tests, a self-assessment questionnaire, and a semi-structured interview were used for the data collection and, SPSS and Microsoft Excel were used to analyze the data. The results revealed that content-based instruction improved Thai EFL primary YLs' reading comprehension, enhanced their participation in the classrooms, and encouraged their English learning. Kiziltan and Ersanli (2007) also studied the effectiveness of the three content-based instructions (sheltered, adjunct, and theme-based models) to YLs in Turkish public schools. The experiments were divided into two control groups and one pilot group. The first control group was taught in a second language by a content specialist and an ESL specialist using the sheltered model. The second control group was taught by ESL teachers using an adjunct model. The pilot group was taught by ESL teachers using the theme-based model. The study found that the YLs who learned English through themes were significantly more improved in terms of language skills than those who learned through the sheltered and adjunct models. The YLs were allowed to choose themes that corresponded with their interests; therefore, the English lessons were fun and motivating. They developed their collaborative skills from pair and group work, and they were able to use language in a more meaningful way through relevant themebased content materials selection. Alptekin et al. (2007) also studied the effectiveness of teaching English through themes to Turkish YLs between the ages of 10 and 11 years old. The two groups of students were randomly assigned to one of the two syllabus types and received instruction for two years. The syllabuses were designed based on two different language instructional frameworks of Widdowson (1990) and Cummins (1981). The control group was exposed to the grammatical syllabus of which the content was chosen according to the textbook, and the teaching methodology was guided by the Turkish Ministry of National Education. Whereas the experimental group learned the English language through a theme-based syllabus, of which the content was designed in parallel to the topical content of subject areas in the curriculum. The results revealed that the experimental group outperformed the control group both in listening and reading/writing skills.

Another popular English language teaching method that was widely used by several researchers from different countries around the globe is the task and activitybased teaching method. Ara (2009), Demircioğlu (2010), and Millington (2011) suggested that YLs learn the English language unconsciously and naturally through different activities such as songs, rhymes, and games. Demircioğlu (2010) studied YLs' English language vocabulary acquisition via drama in Ankara, Turkey. The research study aims to examine whether drama has an impact on YLs' vocabulary acquisition. There were two equally divided groups of 9 to 10 years old third-grade YLs who participated in the research study. One group was randomly assigned to the experimental group, and the other was assigned to the control group. Thirty-two vocabulary items from the course book were implemented via drama for five lessons, and each lesson lasted 120 minutes. The YLs in the experimental group were taught English through different games and activities. The new vocabulary was introduced to YLs through different materials such as stories, pictures, puppets, masks, and real objects. As ways to practice new vocabulary, YLs work as a team to improvise different situations that included new vocabulary making advertisements, creating puppets, and displaying posters. The findings revealed that teaching through drama has a significantly different effect on YLs' English language vocabulary than traditional vocabulary teaching methods.

Yolageldili and Arikan (2011) also conducted a research study on the effectiveness of using games in teaching grammar to YLs through the viewpoints of fifteen teachers who taught at primary schools in Turkey. The English language teachers' opinions were collected through a questionnaire. The results demonstrated that Turkish EFL teachers had a positive conception of teaching grammar to YLs through games. However, this study suggested that though teachers accept the effectiveness of teaching grammar through games, they did not often implement it in their classrooms.

In Thailand. Kanoksilapatham and Suranakkharin (2019) conducted a research study on the effectiveness of task-based language teaching (TBLT) and YLs' attitudes toward instruction. The researcher used a tour guide simulation as a focused activity to develop young Thai YLs' English-speaking skills and their attitudes toward the instruction. The researchers implemented a three-phrase framework (i.e., pre-task, during-task, and post-task) to fourth-grade YLs in a total of eleven weeks. At the pretask stage, a set of English lessons based on the context of local tourist attractions was implemented. During the task, a simulated tour guide was implemented to assess YLs' ability to use the language input in practical and authentic English spoken language. At the post-task stage, the corrective feedback on individual YL's performance was provided, and their attitudes towards the instruction were examined. The findings showed that YLs were able to complete the tour guide task in English, which indicated that the task as a device can strengthen their speaking skills. In addition, they also had a positive attitude toward the instruction. Octaberlina and Anggarini (2020) also conducted a research study on the effectiveness of using picture cards to develop YLs' English vocabulary. The subjects of this study were nine third-grade YLs from Nida Suksa School in Thailand. The teacher used picture cards to drill the English vocabulary by following these steps: translating word meanings, repeating them, and memorizing them. After the completion of the lessons, the structured interview was implemented to access YLs' views toward learning English vocabulary through picture cards. Based on the interview findings picture cards increase YLs' English vocabulary knowledge and also increase their motivation of trying to understand the word meanings.

Another important aspect involved in teaching English to YLs is the language assessment methods. Torres (2019) studied the connection between EFL and ESL assessment and language teaching. The study aimed to provide a general background of language assessment and also a contrastive analysis regarding formative and summative assessments. The topics involved the learning process from both teachers' and students' perspectives. The findings revealed that students benefit more from formative assessment because of the timely feedback which helps them to improve their way to success in language learning. The study also revealed that language teachers usually avoid the formative assessment and opt for the more traditional summative assessment. Yamauchi (2016) conducted a research study which investigated whether informal formative assessment is a suitable alternative to formal assessment for YLs of 6-8 years old at the elementary second grade in Japan. This study also discussed whether an ongoing assessment tool is appropriate for YLs. There were 11 boys and 12 girls who participated in the 5 informal English assessments which were organized to increase in difficulty. The YLs were assessed after each lesson and each assessment lasted 5 to 10 minutes. The results demonstrated that the informal formative language assessment was deemed to be useful, and it was easy to be administered by teachers. It appears to keep YLs' interest, which can be challenging at this age. Importantly, it also suggested that future informal formative ongoing assessments should be implemented for older YLs.

Several researcher studies regarding the language choices while conducting English language lessons to YLs were found in other countries, but not in Thailand. Inbar-Lourie (2010) conducted a research study regarding the language choices of teachers teaching English as a FL to YLs in Hebrew and Arabic medium schools. This research study attempted to explore the language patterns of six teachers teaching EFL to YLs. The researcher collected the data through the classroom observations, self-report questionnaire, and the semi-structured interviews. The frequency of L1 use for different purposes was tallied and quantified in terms of percentages. The results revealed that teachers used L1 for different purposes: instructional (facilitating comprehension; explaining grammar, and new words and concepts), managerial: classroom management (instructions and discipline), providing feedback, and for affective purposes (encouraging and comforting). Qian et. al. (2009) also studied the

codeswitching between Chinese and English at a primary school in Beijing China. There were two teachers participating in the Primary English Curriculum Innovation project, which adopts a holistic approach to innovation and implementation of the curriculum. The researchers collected and analyzed the data of 20 videoed lessons, covering lessons from grade 1 to grade 4. The findings revealed that teachers codeswitched for different purposes: for promoting classroom interactions and ensuring efficient classroom management, helping cultivate and reinforce good habits of learning and fostering a close student-teacher relationship, and giving instructions. Mohebbi and Alavi (2014) conducted a research study regarding the function of L1 in the L2 classroom contexts. The study aimed to investigate teachers' beliefs and perceptions toward L1 use in EFL learning context. There were seventy-two English language teachers who volunteered to fill in the questionnaire regarding their beliefs of L1 (Persian) in L2 (English) language learning classrooms. The data obtained from the questionnaire revealed that teachers use L1 for different functions such as to provide feedback, teach new vocabulary, explain grammar rules, build rapport, manage the class, provide help for individual learners, and to save time in lengthy explanations.

To conclude, there have been limited research studies on implementing the story-theme-activity-based teaching methods, language assessments, and language choices to YLs in the Thai context. However, the researcher was able to find some of the previous research studies from other contexts that were relevant to this research study.

2.11 Chapter Summary

This chapter reviews and discusses eight conceptual frameworks which related to the English teaching to YLs. The conceptual frameworks include the child development, YLs' second or foreign language development, teaching English as a second or a foreign language, methods of teaching English to YLs, assessment methods, language choices, developing English language skills, and developing English knowledge to YLs. The overview of this chapter including all sub-topics under each conceptual framework is presented in the Figure 2.1 on the next page.

Teaching English to YLs involves the readiness of both teachers and learners. As for the readiness of the YLs, their cognitive and social and emotional must be ready in order to achieve whether it is L1 or L2. As for the teachers' perspective, they must be knowledgeable and skillful in both language and teaching methodologies in order to help YLs achieve their learning goals. Several researchers and scholars have suggested teaching English through stories, themes, tasks, and activities to YLs. However, according to Cameron (2001a) and Shin (2000), these teaching methodologies require teachers who are knowledgeable and skillful in order to conduct lessons effectively. Ulla and Winitkun (2018) postulated that qualified, welleducated, and well-trained teachers lead to effective teaching. In Thailand, there are two types of English teachers; one who hold a degree in B.Ed. and the other who holds a degree B.A. majoring in English. The former ones received some training in English language teaching but the latter did not receive any teaching training. White (1998) believed that quality teaching can be attained and sustained by attending to the process of training and developing teachers in professional skills and judgment, rather than by acquiring craft skills alone. In addition, Cameron (2001a) also believed that teaching English is not a straightforward process that can be undertaken by anyone with basic training in ELT. Cameron's arguments emphasize the necessity of specific training for teachers who teach English to YLs. Therefore, this research study hopes to shed some light as to whether two groups of teachers who hold degrees in English major but from different fields of education are implementing stories and themes into teaching English to YLs differently. Also, whether the teachers' educational backgrounds affect the way they are teaching English to YLs.

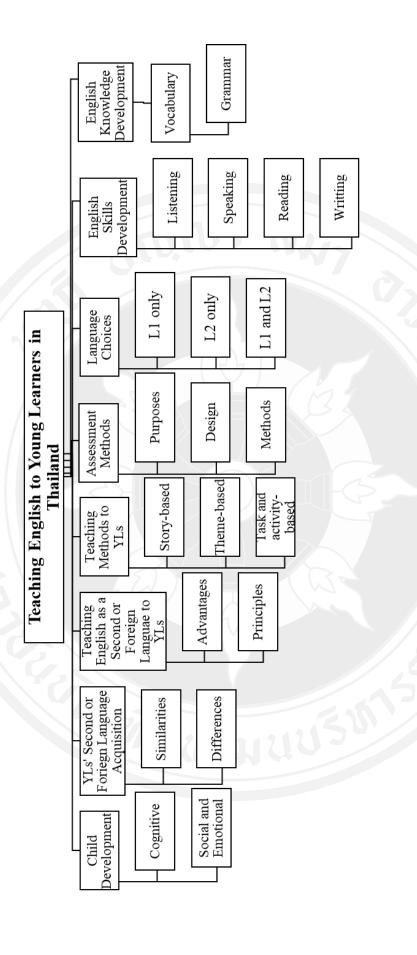


Figure 2.1 Teaching English to YLs: A Case Study of English Language Teachers at Schools in Ubon Ratchathani Province

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter provides information about the methodology on which this research study is based. This study not only aims to understand the English teaching methodology, assessment methods, and language choices that the teachers have practiced in YLs' classrooms but also compares the similarities and differences of the teachers' implementation and the viewpoints of Thai EFL teachers who graduated from two different faculties. Furthermore, the researcher used the research questions below as a guide to find answers to this research study.

RQ 01: How do Thai EFL teachers implement teaching methods, assessment methods, language choices, and English language skills and knowledge when teaching English to YLs at the primary schools (grade 1 to grade 6) in Ubon Ratchathani Province?

RQ 02: What are the similarities or differences relating to implementations and viewpoints towards English teaching methods, assessment methods, and language choices, and English language skills and knowledge of teachers who hold a degree of B.Ed and B.A. in English major at Ubon Ratchathani Rajabhat University in Ubon Ratchathani Province?

The above primary guiding research questions indicate that a qualitative case study approach is an appropriate means of obtaining data for this research study. The rationale of the implementation, as well as the methods and instruments, are explained in this chapter. Moreover, this chapter is organized into six main sections: research approaches, research instruments, research participants, procedures, ethical consideration, validity, and reliability.

3.2 Research Approach

3.2.1 Qualitative Approach

The main purposes of this research study were to investigate how Thai English language teachers implemented English language teaching methods, assessment methods, and language choices to YLs, and also to understand English language skills and knowledge that were emphasized by those teachers. The methodology was designed to focus on an individual teacher's implementation and viewpoint toward teaching methods, assessment methods, language choices, language skills, and language knowledge. Therefore, it is appropriate to adopt a qualitative approach to retrieve detailed information in a study of the natural setting. Also, a qualitative approach can draw on multiple methods that respect the humanity of the participant's emergence and evolution rather than laboratories or experimental research (Denzin & Lincoln, 2000; Rossman & Rallis, 2012). Besides, a qualitative approach allows the researcher to interact with the participant during the process of data collection in order the gather information in detail.

3.2.2 Case Study

This research study also adopted a qualitative case study approach which was based on the interpretation of multiple sources of evidence to reveal a circumstance of interest in a particular phenomenon (Yin, 2009). A case study approach in the research study is flexible in terms of methodologies, data collection instruments, and interpretation strategies (Marshall & Rossman, 2016). Also, it provides relevant sources of data such as demographics, social practices, social relationships, personal attitudes, and opinions (Sommer & Sommer, 2002). Moreover, Merriam (1998) described the strength of the qualitative case study approach as particularistic, descriptive, and heuristic. One of the case study's strengths is the potential for the researcher to gain an in-depth understanding of the case. Furthermore, Padilla-Diaz (2015) pointed out that one of the characteristics of the case study lies in the quality and interpretations of the object in the study. Therefore, it is appropriate for this research study to apply Merriam's (1998) view of the qualitative case study approach because it has the particularistic aims to study circumstances of interest in a particular

phenomenon. In which the case of teachers who hold degree in two different field of education teaching English language to YLs at primary schools in Ubon Ratchathani Province.

A single-case study is normally implemented in the research study to understand the uniqueness or typical phenomenon (Sommer & Sommer, 2002). However, one of the focuses of this research study is also to compare the teaching methods, assessment methods, language choices, and language skills and knowledge emphasized by English language teachers who have different educational background. Thus, this research study adopted multiple cases to understand the phenomenon and to capture various circumstances of interest. Also, a qualitative case study approach was applied to uncover teaching practices and beliefs that are culturally maintained (Rossman & Marshall, 2015) among Thai English teachers. Moreover, as Stake (2000) pointed out that since a qualitative case study approach focuses on the specific phenomenon, partialities, and systematization, generalization of the results may not be thoroughly made. Therefore, to endure validity, the researcher adopted two relevant methods including classroom observation and semi-structured interviews to ensure the research methodologies' credibility. The data were collected from the classroom observations, observation checklist, and participants' semi-structured interviews to examine the implementation and viewpoints toward teaching methods, assessment methods, language choice, and English language skills and knowledge. Brewer and Hunter (1989) suggested that using more than one method allows the researcher to triangulate the results to understand the particular phenomenon more accurately.

3.3 Research Instruments

The research instruments in this research study include the observation checklist and field notes, and semi-structured interviews which were developed based on the theoretical framework of Cameron (2001a). The framework provides different English language teaching methods, assessment methods, language choices, skills development, and knowledge development that are considered to be appropriate for YLs. The theoretical framework was adapted to develop the observation themes and interview questions (Appendix B) to find answers for each research question. The

mapping of research questions, theories, observation themes, and interview questions was explained in the table below.



- Personal Opinions

Table 3.1 Research Theoretical Framework

	Theoretical Frameworks	Observation Themes	Interview Questions	Data Types
01 and 02	YLs English Teaching	Teaching through	Part 2: 2.1	- Teaching practices and
	Methods	stories		experiences
				- Personal Opinions
		Theme-based teaching	Part 2: 2.2	- Teaching practices and
				experiences
				- Personal Opinions
		Teaching through	Part 2: 2.3	- Teaching practices and
		activities/tasks		experiences
				- Personal Opinions
	YLs English Learning	Assessment methods	Part 2: 2.5	- Teaching practices and
	Assessment			experiences
				- Personal Opinions
	Language Choices	Use of L1/L2	Part 2: 2.4	- Teaching practices and
				experiences

RQ	Theoretical Frameworks	Observation Themes	Interview Questions	Data Types
	Skill Development	Listening and Speaking Part 3: 3.1	Part 3: 3.1	- Teaching practices and
		skills		experiences
				-Personal Opinions
		Reading and Writing	Part 3: 3.3	- Teaching practices and
		skills		experiences
				-Personal Opinions
	Knowledge Development	Vocabulary knowledge	Part 4: 4.1	- Teaching practices and
				experiences
				-Personal Opinions
		Grammar knowledge	Part 4: 4.2	- Teaching practices and
				experiences -Personal Opinions

Source: Adapted from Cameron (2001a)

3.3.1 Observation Checklist and Field Notes

According to Johnson and Christensen (2019), the definition of observation is the watching of people's behavioral patterns in particular situations to learn more about the phenomenon of interest. The significant advantage of observation in education research is an opportunity to gather live data from naturally occurring situation. In this research study, the researcher uses Cameron's theoretical framework of English teaching to YLs as a guideline to construct an observation checklist (Appendix A). The classroom observation was conducted accompanied by a structured observation checklist, which corresponds with individual research questions. The observation checklist was comprised of five main categories and each category contains several sub-categories as follows: (See appendix A)

- 1) Teaching methods
- 2) Assessment methods
- 3) Language choices
- 4) Language skills development
- 5) Language knowledge development

Another element that is considered important when using observation as a research instrument is field notes. Emerson et. al. (2011, as cited in Rossman & Marshall, 2016) defined field notes as 'jottings', which the researcher can use as onthe-spot notes. The field notes also allow the researcher to note comments about the participant's behavior that might emerge during the event because the data is considered a fruitful source of analytic insight and clues that tighten data collection. Also, it might provide important points for subordinating subsequent interviews, and it is a self-critique and caution tool for the researcher. However, the notes used in this research study were written based on the classroom ten-observed recorded audio and video data. The observation field note was divided into two columns, the column on the left was used for descriptive notes while the second column on the right was reserved for the researcher's comments (See appendix B). For this research study, a classroom observation is an important source of preliminary data because it can be used as an additional source to develop the semi-structured interview (i.e., the revision, expansion, or edition of interview questions).

3.3.2 Semi-structured Interview

In the research study, an interview method in qualitative research is the direct involvement between the interviewer and the interviewee which includes a relative plan of inquiry but not a direct set of questions (Baxter & Babbie, 2003). However, there is no consensus definition of the semi-structured interview as defined by any researchers. Conversely, Baxter and Babbie (2003) define a semi-structured interview as a list of open-ended questions but occasionally close-ended questions that require answers from the participants. In this research study, a semi-structured interview was used as the primary source of data collection.

The semi-structured interview questions were designed based on Cameron's (2001a)'s theoretical framework which consists of different English teaching methods, assessment methods, language choices, language skills, and language knowledge. The data from the observation checklist and the observation notes were also taken to elaborate on the interview answers. The semi-structured interview data provided participants' educational background, teaching experiences, and beliefs. The questions consist of open-ended items to elicit experiences and viewpoints regarding teaching English to YLs. The interview questions were divided into six categories and each category contains sub-categories: (See appendix C)

- 1) Teacher's educational background
- 2) Teaching methods
- 3) Assessment methods
- 4) Language choices
- 5) Language skills development
- 6) Language knowledge development

Even though most of the participants can speak English, the interview was conducted in the Thai language to prevent any type of misinterpretation of the interview questions. The interview was originally written in English, then translated into the Thai language (See Appendix D). The semi-structured interview responses field notes were divided into two columns, the column on the left was used for descriptive notes while the second column on the right reserved for the participant's responses (See appendix E). In this research study, the semi-structured interview data

was used as the main source to elicit the participants' teaching implementation and viewpoints.

3.4 Research Participants

The participants in this research study were English teachers who are of Thai nationality, and they teach English as a foreign language at primary schools located in Ubon Ratchathani Province. The primary education in Thailand is divided into two levels, the first level is from first grade to third grade, and the second level is from fourth grade to sixth grade. A purposive selection method was employed to select the participants for this research study. To form the participant groups, the researcher purposively requested English language teachers from different primary schools in the countryside of Ubon Ratchathani province to voluntary participating in this research study. In order to participate, teachers must meet these requirements: received a Bachelor of Education (B.Ed.) or a Bachelor's Degree of Art (B.A.) in English Major, certified teacher, graduated from Ubon Ratchathani Rajabhat University, and have been teaching English for at least 2-3 years. There were total of four female teachers participated in this research study. Two teachers received a Bachelor of Education (B.Ed.) in English major, and the other two teachers received a Bachelor's Degree of Art (B.A.) in English Major.

Table 3.2 Participants' General Information

Group	Educational	No. of	EFL Teaching
	Background	Participants	Description
A	B.Ed., Major in English	1 (ED1)	1 st grade-3 rd grade
		1 (ED2)	4 th grade-6 th grade
В	B.A., Major in English	1 (BA1)	1 st grade-3 rd grade
		1 (BA2)	4 th grade-6 th grade

The first group of participants who hold a B.Ed. degree were assigned to ED1 and ED2. ED1 refers to the teacher who teaches EFL subject only to YLs at level 1 (1st grade-3rd grade). ED2 refers to a teacher who teaches EFL subject only to YLs at

level 2 (4th grade-6th grade). The second group of participants who hold a B. A. degree were assigned to BA1 and BA2. BA1 refers to the teacher who teaches EFL and other subjects to YLs at level 1, and BA2 refers to the teacher who teaches EFL subject only to YLs at level 2. The average size of the classroom is about 30-50 of YLs per class.

3.5 Research Procedures

3.5.1 Data Collection and Procedures

The original plan for the data collection was to collect the data from the beginning of July 2020 until October 2020. However, due to the spread of the Coronavirus (Covid-19), primary schools around the country closed for a couple of months, which caused the academic school year to shift. At the beginning of November 2020, many schools around the country had been operating with normal teaching hours again. Therefore, the researcher had to collect the data during the month of February-March 2021, the second semester of the 2020 academic school year.

This section describes the data collection procedures, which were divided into three phases: sample familiarization and research boundary designation, observation, and interview.

3.5.1.1 Phase 1: Sample Familiarization and Research Boundary Designation

After the process of selecting the participants was completed, the researcher contacted the school director or principal to ask for permission to use the school facilities and for the teachers to participate in the research study. Also, the school's director was informed of the benefits that the school and the English teacher may receive after the completion of the study. After that, the researcher met with the teachers to inform them about the study, its goals, its procedures, and informed them of their rights as a research participant before they signed the consent form (See appendix F). Next, the researcher informally interviewed the participants individually in order to be familiar with each other. The interview questions included general topics such as hobbies, routine, number of teaching hours per week, and the preferred

time to be observed and interviewed. Thus, this phase was considered to be very useful for the researcher before conducting the actual research study.

3.5.1.2 Phase 2: Observation

This phase began from first week of February until the end of March, 2021 and lasted about 8 weeks. Each participant was observed in total of 10 lessons as presented in the table below.

Table 3.3 Months and Numbers of Data Collection

Months		Febr	uary			Ma	rch		Totals
	Week								
	1	2	3	4	1	2	3	4	
ED1			1	4	3	3			10
ED2				3	2	2	2	1	10
BA1	4	5	1	0					10
BA2		1	1		1	2	4	1	10

The participants' English language teaching methods, assessment methods, language choices, language skills development, and language knowledge development emphasized were observed and recorded through a Facebook Live application. The Facebook Live application has many benefits for both participants and the researcher. For instance, it takes the pressure off the participants because they can go live on Facebook while they are teaching at their convenience. As for the researcher's benefits, it allows the researcher to observe the participants without being present at the observed-site to prevent any distraction or discomfort that may affect the participants and YLs. The application is able to record automatically once the participant started to go on Live. Also, the recorded data can be stored in the application itself without worry of being lost. Importantly, the researcher can view the recording as many times as needed at the researcher's convenience. Therefore, the Facebook Live application is considered a very useful tool to collect the data while the participants are conducting the lessons.

The researcher followed these steps to collect the date from the classroom observation. First, a Facebook group was created for each participant with only the researcher and the participant added as members to maintain privacy and confidentiality. Each participant was in control and responsible for going on the Facebook Live application to record 10 lessons.

The researcher used the observation checklist to check the occurrences of the participants implementation of English language teaching methods, assessment methods, language choices, and language skills and knowledge development being employed. According to Bogdan and Biklen (1998), the observation field notes should contain the descriptive and reflective data. Therefore, in this research study, observation field notes were used to keep detailed descriptions and reflections of the observed data. The researcher kept descriptive data of what the participants did according to the pre-designed themes, then reflected on the descriptive data in detail. The reflections contain the researcher's ideas, assumptions, and possible problems occurring during the viewing of each recorded video. The notes were summarized to 10 lessons which were equivalent to the number of each participant.

3.5.1.3. Phrase 3: Interview

The semi-structured interview was considered to be the main resource of data for this research study. The semi-structured interview questions were cautiously developed by considering the scope of research questions and objectives of this research study. The interview allowed the researcher to access the participant's perspectives and justifications of their teaching methods, assessment methods, language choices, and how they developed English language skills and knowledge to YLs.

The semi-structured interviews were conducted a week after the researcher had completed viewing and taking notes of all participants' recorded videos from the Facebook application. After that, the researcher arranged the time and place for a face-to-face, two-to-two-and-a-half-hour interview with each participant, one at a time, based on their availability and preference, so they could feel more comfortable during the interview. However, the interview was conducted in the Thai language because some of the participants were not fluent enough in English speaking skill and also to help them feel more confident in communicating their ideas. During

the interview, the researcher used the pre-designed questions and sub-questions to interview each participant in order to answer each research question. However, the participants were encouraged to share their experiences and opinions freely during the interview. An audio recorder was used to record each interview session and the data was transferred to an external hard drive and personal laptop computer as a backup for further analysis.

3.5.2 Data Analysis Procedures

In this research study, the observation checklist was analyzed in the form of the frequency of the occurrences. However, this research study was not the quantitative-based research; however, the data from the observation checklist were used to trigger the description and reflection of the observed data. Then, the descriptive and reflective notes were used for the clarification of participants' responses in the interview.

The semi-structured interview data was analyzed to answer research questions. Interview data was comprised of verbal data that had to be transcribed into a transcript format for further analysis. In this research study, the interview data was grouped into six sections: 1) educational and personal teaching experience, 2) teaching methods, 3) assessment methods, 4) language choices, 5) language skills development, and 6) language knowledge development. The other type of data was the description and reflection of data obtained from the classroom observation.

The interview data were in the form of audio recordings; therefore, the researcher was required to analyze the audio recordings several times to be familiar with the tone of voice and type of talk of each participant. Next, the researcher transcribed the semi-structured interview data into a written format. To validate data, each transcribed data was sent to participants for verification. The participants were required to send the data back to the researcher after the verification process was completed. After that, the data were analyzed using the thematic analysis method. According to Evans and Lewis (2018), the thematic analysis method involves identifying patterns and themes based on the research-built grounded theory. Wolcott (2009) also suggested three general main steps of qualitative data analysis such as organize the data, develop theme, and interpretate the data.

In this research study, the researcher applied coding schemes to the categories according to the theoretical frameworks adapted from Cameron (2001a) by using the coding system guidelines Saldana (2012). Next, the researcher grouped the data according to the main themes which were the participants' implementation and viewpoints. As coding progressed, the researcher assigned the codes to the events, seeking patterns, commonalities, and differences in the data. Then, the researcher pulled the information, which was related to the theme or theoretical framework, to answer each research question. Since the interviews were conducted in the Thai language, the researcher translated the data into English language to report in the results chapter. Marshall and Rossman (2016) stated that the researcher needs to be aware of the complications when translating from one language to another because it involves connotation and meaning. Esposito (2001) also added that when the data being translated from one language to another can easily be misinterpreted because most languages have their way of punctuation, paragraphing, and phrases. The researcher was quite aware of this issue in the translation process. However, this issue was not the main concern for this research study because the researcher is fluent in both Thai and English language. In order to verify the accuracy and credibility purposes, the research requested the English lecturer who has been teaching English translation for over 10 years to verify the translated data. After that, the themes of the participants' implementation and viewpoints from the semi-structured interview data and the implementation data from classroom observation were used to report in the research results chapter.

3.6 Ethical Consideration

According to Leedy and Ormrod (2010), researchers must represent their academics with honesty and integrity in their research study. Also, Breakwell, et al. (2006) stated that the researcher must be concerned about suitable procedures of data collection, the appropriate approach to participants, legal implications, logistics of the study, and delivering the project with the highest integrity. Therefore, this research uses humans as participants, the researcher seeks out the ethical approval before collected any type of data. After the data collection, Creswell (2009) pointed out that

issues such as the worthiness of the project, competence boundaries, data interpretation, and use or misuse of the results should also be taken into consideration when conducting a research study using a human as a participant.

In terms of the ethical consideration procedures, the approval of the school director was required before any type of data collection procedures were conducted. It is essential to discuss concerns with the participants regarding their comfort before and after conducting a research study. In this research, specific ethical issues were taken into consideration such as the participant's consent, right to confidentiality, privacy, and equity of rights. The nature of this research study was disclosed to the participants, which includes the primary purpose of the study, the duration of the observation, and the interview process. All the interview processes were conducted in a confidential and safe/private meeting place as per participants' preference. In addition, this research study was imposing low risk because the researcher ensured that participants are protected from harm, deception, and misconduct while participating in the research study. Moreover, the use of personal data was handled and maintained with confidentiality, as well as the provision of anonymity for individual identities. Participants were informed that their contributions are voluntarily based; therefore, the participants were informed of the right to withdraw from the research study at any time without penalty of distress.

3.7 Validity, Reliability, and Trustworthiness

To reassure the quality of this research study, attention was given to the validity and reliability of the findings. Lincoln and Guba (1985), Marshall and Rossman (2016), and Merriam (1998) pointed out that many techniques and methods: triangulation, long-term observation, and peer review must be incorporated to ensure the validity, reliability, and trustworthiness of the research study. Thus, in this research study, different methods were implemented to increase validity by using multiple data sources to support the findings. The classroom observation accompanied by the observation checklist and field notes are used to develop a holistic understanding of the phenomena under study and to comprehend broader aspects of the context and phenomenon (DeWalt & DeWalt, 2002). Also, the researcher was

supplementing the data collection of interviews in conjunction with observation field notes to enhance the validity of the study.

Moreover, prolonged engagement in observation was considered to increase the credibility of the research study. Therefore, the researcher was engaged in the long-term study by observing ten lessons of each participant teaching English to YLs. As for a reliability and trustworthiness, each semi-structured interview data transcription was sent to participants for verification. In addition, the interview data in the English translation version was sent out for accuracy verification by the English lecturer who taught English translation for many years.



CHAPTER 4

FINDINGS

This chapter presents the research findings from the semi-structured interview data and the observation field notes.

RQ 01: How do Thai EFL teachers implement teaching methods, assessment methods, language choices, and English language skills and knowledge when teaching English to YLs at the primary schools (grade 1 to grade 6) in Ubon Ratchathani Province?

RQ 02: What are the similarities or differences relating to implementations and viewpoints towards English teaching methods, assessment methods, and language choices, and English language skills and knowledge of teachers who hold a degree of B.Ed and B.A. in English major at Ubon Ratchathani Rajabhat University in Ubon Ratchathani Province?

To answer these research questions, the findings from the semi-structured interviews and the observation field notes data were analyzed according to the sequences of the thematical themes in the interview questions.

4.1 Participants' Educational Backgrounds, Training and Teaching Experiences

Regarding the participants' educational background and personal teaching and training experiences, all participants have been teaching English for 3 years. ED1, ED2, and BA2 teach English subject only but BA1 teaches other subjects in addition to English (See Table 3.2 on p.71 in chapter 3). Concerning the participants' teaching training, all participants received some teaching training but mostly unrelated to teaching English to YLs.

As far as problems and solutions, the participants described several problems and solutions when teaching English to YLs. ED1 reported that YLs had various

English language proficiency in one classroom, making it difficult to conduct a lesson. To solve this problem, ED1 used various learning materials which were suitable for YLs with different language proficiency. ED2 and BA2 also stated that most YLs lack motivation and concentration while learning English; therefore, they incorporated more activities to keep YLs motivated during lessons. BA1 stated that most YLs are unable to read the English language, so she used a phonic reading method to help them.

Concerning the English language and teaching technique self-improvement, participants used several different methods to improve their English language proficiency i.e., watching movies, listening to music, reading articles in English, and talking to foreign friends. In regards to improving teaching techniques, ED1 and ED2 watched a program called TV Kru, and attended TESOL English teaching training for primary education. In this study, it is important to elicit how BA1 and BA2 improved their English teaching because they did not receive a degree in the education field. Both participants reported that they did not seek any improvement in their teaching methodology due to a lack of time and budget.

Regarding the school support and YLs exposure to the English language outside the classroom, participants reported that the school still lack of materials to facilitate teaching and learning English effectively. They stated that it would be better if schools can provide new technology for them to use while teaching English to YLs. ED1 and ED2 believe that the school should provide self-learning software for YLs to have access to in addition to the lessons. ED1 also said "It would be nice if the school can provide a microphone for me because I have to use a lot of my voice to keep their attention." ED2 also said "I think the school should put more reading materials in English language in the school library for YLs to read on their free times. Whereas BA1 and BA2 need a big screen TV for their classroom in order for YLs to see the visual effects of the learning content. BA2 also said "My school did not provide enough instructional media for me to use when teaching English to YLs. Which I think it is important material to use when teaching YLs at this age." As for YLs English language exposure, participants believed that YLs did not get enough exposure to the English language outside the classroom, even with the availability of advanced technology. ED1, ED2, and BA2 stated that most YLs live in the rural areas

with their grandparents who do not speak or understand the English language. They also reported that some YLs do not have access the English language through media, causing the classroom to become the only place to be exposed to the English language. The next section presents the participants' classroom observation and interview data on English language teaching to YLs in Ubon Ratchathani Province.

4.2 YLs English Language Teaching Methods

The data collected through the observation field notes show the participants' actual implementation, and the interview shows the participants' implementation and viewpoints toward each English teaching method. In this research study, the researcher used the data from both sources to compare the similarities and differences between the participants.

4.2.1 Teaching through Story

4.2.1.1 Planning and Implementing Story for Teaching

The interview data revealed that only ED1 has the experience while ED2, BA1, BA2 were inexperienced of using stories in teaching English to YLs, but she used it only one time to date. ED1 planned and selected the story according to the YLs' interests and age appropriateness to focus on English listening and writing skills for YLs in third grade. However, the participant did not use this teaching method again due to the time consumption in planning and conducting a lesson which corresponds with the interview data. ED2, BA1, and BA2 started to have an idea about the story-based teaching method after the researcher introduced the concept to them. At that point, they were able to provide the concept of using stories in English teaching to YLs.

- 4.2.1.2 Comparison between ED1 and BA1 Regarding the Implementations and Opinions toward Teaching English through Story to YLs
 - 1) Implementations of Story-based

The interview data revealed that only one thematic similarity and two thematic differences between ED1 and BA1 in terms of story-based teaching implementation. ED1 used stories to develop English listening and writing skills, and

BA1 also will use stories to focus on the listening skill if she has a chance to use it. Regarding the differences between ED1 and BA1, ED1 has experience in teaching English through stories whereas BA1 did not have any experience. The interview data also revealed that both participants planned and selected the story differently, ED1 planned and selected the story according to the YLs' interests and age appropriateness. While BA1 will plan and select the story according to the YLs' education levels.

2) Opinions toward Teaching English through Stories

The interview data revealed different opinions among participants toward the effectiveness of using stories in teaching English to YLs. ED1 believed that this teaching method can enhance YLs' imagination and memorization skills. Whereas BA1 believed that story-based teaching can enhance YLs' motivation, enhance listening skills, and also teachers can create many activities under one story. The participants also have different opinions regarding the advantage and disadvantages of teaching English through stories. ED1 believed that low English language proficiency YLs may not enjoy this teaching method because they are unable to comprehend the story. Whereas BA1 was skeptical that using stories in teaching could be a disadvantage for YLs because most of them grew up with stories.

4.2.1.3 Comparison between ED2 and BA2 Regarding the Implementations and Opinions toward Teaching English through Story to YLs

1) Implementations of Story-based Teaching

Both participants were inexperienced in teaching English through stories and have never used it for their classroom. Therefore, ED2 and BA2's responses were only based on their opinions.

2) Opinions toward teaching English through stories

Regarding the planning and selecting methods, ED2 will plan and select a story based on YLs' interests and familiarity. While BA2 was unable to provide any answers regarding this question. Interestingly, BA2 replied to the interview question as follows:

I don't have experience in teaching English through story and I have never used it in my classroom. As a matter of fact, I have never heard of such a

teaching method before. Therefore, I have no idea of how to use it in my teaching practice at all (BA2).

As for language skills development and the effectiveness of the story-based teaching, ED2 will use stories to develop YLs' reading and writing skills, while BA2 was unable to provide any answers to which language skills could be developed through stories. Regarding the advantages and disadvantages, both participants believed that story-based teaching method benefits both teachers and YLs. ED2 believed that teachers can create many activities under one story, and YLs can also enjoy stories while learning. BA2 also believed that learning through stories can help YLs' concentration better than learning through textbooks because most of them probably enjoy listening to stories. Both participants did not believe that using stories into teaching English can be disadvantageous for YLs.

Based on the interview findings and the observation field notes, it was obvious that participants were inexperienced in teaching English through stories. However, they were aware of benefits that stories can bring into the classrooms for both teachers and YLs. The table below demonstrates the summary of significant findings between two groups of participants' implementation and viewpoints toward teaching English through stories.

Table 4.1 Summary of Significant Findings: Teaching through Story

Planning and -experienced -did not use -inexperienced -did not use -d			Pair I*	*1				Pair II*	
Interview Observation Interview Observation Interview Observation Interview Observation Interview Interview Observation Interview Observation Interview Inexperienced - did not use - inex	Categories	A	ED1	BA	1	EI)2	BA	7
experienced - did not use - inexperienced - did not use stories stories selected stories according to YLs' interests and age appropriateness - focused on listening and writing skills - stories can n'a - will focus on n'a - will plan and according to skills memorization to price and YLs' interests memorization to price and YLs' interests and familiarity and many activities level - stories can many activities and familiarity skills level - stories can months.		Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
selected stories according to YLs' interests and age appropriateness and age appropriateness and age appropriateness - focused on listening and writing skills - stories can n/a - will focus on n/a - will plan and writing skills - stories can n/a - will focus on n/a - will plan and writing skills - stories can n/a - will plan and and and and and and and and familiarity skills - stories an be textbooks memorization topic and YLs' listening through string skills - stories and and and and and familiarity - stories can help skills - stories can many activities level - stories can many activities level - stories can many activities level - stories can movivate YLs notivate YLs	Planning and	- experienced	- did not use	- inexperienced	- did not use	- inexperienced	- did not use	- inexperienced	- did not use stories
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ries can n/a - will focus on n/a select stories select stories according to select stories according to select stories according to according to the teaching the teaching the teaching to educational topic and YLs' interests and familiarity activities topic and YLs' interests and familiarity and familiarity activities the teaching according to and familiarity activities and the teaching according to an and familiarity activities and the teaching according to an and familiarity activities act		listening and							
ries can n/a - will focus on n/a - will plan and listening skills select stories select stories - will plan and select stories according to select stories and familiarity according to - stories can help the teaching the teaching to pie and YLs' interests according to - stories can be the teaching the teaching according to - stories can be according to - stories ca		writing skills							
nce YLs' listening skills select stories - will plan and according to select NLs' interests according to and familiarity the teaching - stories can be topic and YLs' used to create educational many activities level - stories can monivate YLs		- stories can	n/a		n/a	- will plan and	n/a	- YLs would enjoy	n/a
select YLs' interests torization according to and familiarity the teaching - stories can be topic and YLs' used to create educational many activities level - stories can motivate YLs		enhance YLs'		listening skills		select stories		learning through	
select YLs' interests according to and familiarity the teaching - stories can be topic and YLs' used to create educational many activities level - stories can motivate YLs		imagination		- will plan and		according to		stories more than	
according to and familiarity the teaching - stories can be topic and YLs' used to create educational many activities level - stories can motivate YLs		and		select		YLs' interests		textbooks	
the teaching - stories can be topic and YLs' used to create educational many activities level - stories can motivate YLs		memorization		according to		and familiarity		- stories can help	
nd YLs' used to create onal many activities s can te YLs		skills		the teaching		- stories can be		YLs' concentration	
onal s can te YLs				topic and YLs'		used to create		on the lesson	
level - stories can motivate YLs				educational		many activities			
- stories can motivate YLs				level					
motivate YLs				- stories can					
				motivate YLs					

Pair II*	BA2	Interview Observation					
	ED2	Observation	(A)				
		Interview					
	BA1	Interview Observation Interview					
air I*		Interview	to learn	English	- stories can be	used to create	many activities
Pa	ED1	Observation					
	Ξ	Interview					
	Categories						

Note: Pair I is a comparison between the English teachers teaching lower-primary level, ED1 graduated with B.Ed., while BA1 graduated with B.A.

*Pair II is a comparison between the English teachers teaching higher-primary level, ED2 graduated with B.Ed.,

while ED2 graduated with B.A.

4.2.2 Teaching English through Theme

4.2.2.1 Planning and Implementing

The interview data revealed that all participants were experienced and practiced teaching English through themes regularly in their classrooms. As for planning and selecting method, participants planned and selected themes according to the topic in the textbook. Nonetheless, ED1 and ED2 also planned and selected the themes according to YLs' English language proficiency. ED2 further noted that she sometimes planned themes according to the YLs' interests. ED2 asserted that:

Teaching through theme allows both teachers and students to select the theme of their interests. Sometimes I asked students what they would like to learn before I plan the lessons. I found that students participated more in the activities if they were allowed to participate in the theme selection (ED2).

Concerning language skills being focused, each participant used themes to develop English language skills differently. ED1 used themes to develop English discourse skill, while ED2 developed all four skills. Whereas BA1 developed English vocabulary and grammar knowledge through themes, and BA2 developed reading and writing skills.

The observation field noted showed that all participants taught English through theme. ED1, ED2, and BA 2 conducted lessons based on a real and meaningful topic from the textbook with various activities that required YLs to move around the classroom. At the beginning of the lesson, they translated the meaning of each theme and model each task to ensure YLs' understanding. Moreover, they also encouraged YLs to participate in the activity by providing suggestions to complete the task. At the end of each task, ED1 and ED2 praised and provided feedback in English, while BA2 provided in Thai language. BA also used themes from the textbook to conduct lessons by using worksheets as a way to practice. She sometimes provided suggestions and feedback in the Thai language while the YLs are working on the worksheet in order to help them completed the worksheets.

4.2.2.2 Comparison between ED1 and BA1 Regarding the Implementations and Opinions toward Teaching English through Themes to YLs

1) Implementations of themes

The findings revealed three thematic similarities in teaching English through theme among the participants i.e., teaching experiences, planning methods, and theme selection methods. ED1 and BA1 were experienced in using themes and practiced regularly. They also planned and selected the themes according to the textbooks.

The interview data also showed the differences between ED1 and BA1. ED1 used themes to develop YLs' discourse skills, while BA1 used theme to develop English vocabulary. During the observations, the researcher found that ED1 used themes from the textbook to create activities, whereas BA1 used worksheets to supplement teaching and learning.

2) Opinions toward teaching English through theme

The interview data did not show any similar opinions between ED1 and BA1. However, the interview data revealed the participants' different opinions toward the effectiveness of teaching English through themes. ED1 believed that teachers who teach other subjects (i.e., math, science, art, etc.) can share the same theme when teaching YLs, while BA1 believed that teachers can create many activities under one theme. However, BA1 believed that this teaching method cannot be used to teach grammar skills, in which was conflicted with the data found in the observation field notes. The findings showed that BA1 mainly used themes to teach English vocabulary and grammar.

4.2.2.3 Comparison between ED2 and BA2 Regarding the Implementations and Opinions toward Teaching English through Themes to YLs

1) Implementations of themes

The interview data revealed the similarities and differences between ED2 and BA2. Both participants were experienced in teaching English through themes and used them regularly in their classrooms. They also planned their lessons according to the theme topic in the textbooks. Nonetheless, ED2 not only selected themes from the textbook but she also selected themes according to YLs' language proficiency, while BA2 only selected themes from the YLs' textbook. Besides using different methods in theme selection, the participants also used themes to develop YLs' language skills differently. ED2 used themes to develop all four skills, while BA2 used themes to develop only reading and writing skills.

2) Opinions toward teaching English through themes

The interview data showed the participants had different opinions toward the effectiveness of teaching English through theme. ED2 believed that teaching through themes allows YLs to select themes which align with their interests, and it also helps them focus on only one theme at a time. Whereas BA2 believed that teaching through theme helps link from one lesson to other lessons under one main theme. Concerning disadvantages of this teaching method, ED2 pointed out that YLs cannot select themes of their interest if the teacher had already selected, while BA2 did not find any disadvantage of theme-based teaching method.

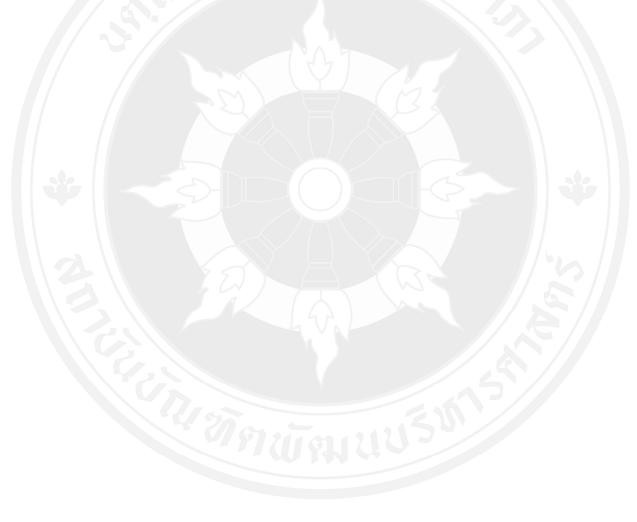


Table 4.2 Summary of Significant Findings: Teaching through Theme

Categories		Pai	Pair I*				Pair II*	
	E	ED1	B	BA1	E	ED2	BA2	42
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Planning and	- experienced	- used real and	- experienced	- used real and	- experienced	- used real and	- experienced	- used real and
Implementation	- planned and	meaningful	- planned and	meaningful	- planned and	meaningful	- planned themes	meaningful
	selected	themes	selected	themes	selected	themes	according to	themes
	according to	- used various	according to	- no activities	according to	- used various	textbook	- used various
	textbook and	activities	textbook	- mainly used	textbook and	activities	- develop reading	activities
	YLs' language	- modeled first	- develop	worksheets to	the YLs'	- modeled first	and writing skills	- modeled first
	proficiency	- translated	vocabulary	supplement	language	- translated		- translated
	- develop	themes to	and grammar	the learning	proficiency	themes to		themes to ensure
	discourse skill	ensure		- provide	- develop four	ensure		students'
		students'		feedback and	skills	students'		understanding
		understanding		suggestions in		understanding		- provide
		- provide		Thai		- provide		feedback and
		feedback and				feedback and		suggestions in
		suggestions in				suggestions in		Thai
		English				Thai and		
						English		

Dpinions - incorporate n/a - Create many other subjects n/a - TLs are able theme of their interests - incorporate other interview of theme of their interests BA1 BB2 BB2 Opinions - incorporate of the create many other subjects n/a - TLs are able n/a - incorporate other n/a n/a under one theme of theme of theme at a time - keep YLs - keep YLs - keep YLs - keep YLs grammar grammar focused on time one theme at a time time	Categories		Pair I*	r I*				Pair II*	
Interview Observation Interview Observation Interview Observation Interview - incorporate n/a - create many n/a - YLs are able n/a - incorporate other n/ other subjects activities theme of their interests - teach frow one theme at a time		H	<u>1</u> 01	B	A1	E	02	B	12
- incorporate n/a - create many n/a - YLs are able n/a - incorporate other other subjects activities under one theme of their interests - teach grammar focused on time time		Interview	Observation		Observation	Interview	Observation	Interview	Observation
activities to select the under one theme of their theme are a time one theme at a time	Opinions	- incorporate	n/a	- create many	n/a		n/a	- incorporate other	n/a
under one theme - teach grammar		other subjects		activities		to select the		subjects	
theme - teach grammar				under one		theme of their			
- teach grammar				theme		interests			
grammar				- teach		- keep YLs			
				grammar		focused on			
						one theme at a			
						time			
		194						1 7	

4.2.3 Teaching English through Tasks and Activities

4.2.3.1 Planning and Implementing

The interview data revealed that participants were experienced in teaching English through tasks and activities, and all but BA1 reported that they have been practicing this teaching method regularly in their classrooms. Whereas BA1 said Even though, teaching and learning through tasks and activities can benefit students in many different ways, but this teaching method has a downfall to it as well. It is difficult to manage forty students to complete the activity because I only have fifty minutes per one lesson (BA1).

Regarding the tasks and activities planning and selecting methods, all participants planned the tasks and activities according to the topics in the textbook. The participants provided different methods of tasks and activities selection. ED1 selected the activities according to the YLs' ability, while ED2 and BA2 selected according to the student's age and language proficiency. However, BA1 reported that she selected the activities from the textbook only. As for the language skills being focused, all participants except BA1 were using tasks and activities to teach all four skills of English, whereas BA1 used tasks and activities to teach speaking skills.

During the observation, the researcher found that ED1, ED2, and BA2 used various tasks and activities that required YLs to move around the classroom to develop YLs' English language skills and knowledge. They broke each activity into steps for YLs to follow, and they also provided support in a form of translation when instructing activities. Whereas BA1 used exercises in the textbook and worksheets.

4.2.3.2 Comparison between ED1 and BA1 Regarding the Implementations and Opinions toward Teaching English through Tasks and Activities to YLs

1) Implementations of tasks and activities

The interview data revealed thematic similarities and differences between ED1 and BA1. Both participants were experienced in teaching English through tasks and activities to YLs. They also planned the tasks and activities according to topics from the textbooks. Regarding their differences, ED1 taught English through tasks and activities regularly to YLs, whereas BA1 did not often use

tasks and activities that required YLs to move around the classroom. As far as tasks and activities selection and language skills focused, ED1 selected based on the topic in the textbook and YLs' language proficiency, while BA1 selected according to the topics in the textbook. ED1 used tasks and activities to focus on all four skills, whereas BA1 used to focus only speaking skill. The findings from the interview data somewhat matched the data found in the observation field notes.

2) Opinions toward teaching English through tasks and activities

The interview data revealed participants' similar and different opinions toward the effectiveness of teaching English through tasks and activities. ED1 and BA1 believed that this teaching method helps increase YLs' motivation, concentration, and interaction. As for their differences, ED1 believed that teaching through tasks and activities helps create a better learning atmosphere for YLs by learning through doing, while BA1 believed that this method allows YLs to be involved in the lessons. Concerning the disadvantage of teaching English through tasks and activities, ED1 did not believe that this teaching method has any disadvantages, whereas BA1 believed that it is time-consuming and difficult to complete the activities in one lesson due to the capacities of YLs.

4.2.3.3 Comparison between ED2 and BA2 Regarding the Implementations and Opinions toward Teaching English through Tasks and activities to YLs

1) Implementations of tasks and activities

The interview data revealed some similarities and differences between ED2 and BA2. Both participants were experienced and were using tasks and activities regularly in their classroom. They also planned the activities according to the topics in the textbook in regards to teaching all four skills of English to YLs. However, the interview data also revealed that ED2 planned the tasks and activities according to the YLs' English language proficiency and age appropriateness, while BA2 planned according to the topics in the textbook and the time allotted per each lesson. Concerning the tasks and activities selection, ED2 selected according to the learning topics and objectives, while BA2 selected according to the YLs' age appropriateness and language proficiency.

2) Opinions toward teaching English through tasks and activities

The interview data revealed participants' similar and different opinions toward the effectiveness of teaching English through tasks and activities. ED2 and BA2 believed that teaching and learning English through tasks and activities is better than the traditional method because it allows YLs to learn by doing. Moreover, ED2 believed that tasks and activities are suitable for active YLs, and BA2 also made a remark that this teaching method allows YLs to work as a team. Besides showing similar opinions, the interview data also revealed different opinions between ED2 and BA2. ED2 believed that teaching English through tasks and activities may pose stress to unactive YLs, whereas BA2 believed that this teaching method is time-consuming because each task and activity takes more than one hour to complete.

Table 4.3 Summary of Significant Findings: Teaching through Tasks and Activities

Planning and cording to planned and experienced according to planned and the textbook activities according to proficiency from of activities according to according to proficiency according to according t	Categories		Pai	Pair I*			ď	Pair Ⅱ*	
Interview Observation Interview Observation Interview Observation Interview - experienced - used various - experienced - used various - experienced - used various - experienced - planned activities - did not often required YLs planned - planned according to activities to textbook and time according to activity into - planned and around the learning - broke an allowed and according to - provide - selected according states selected according states - selected accordi		E	D1	B	I	191	02	BA2	
- experienced - used various - experienced - activities not required YLs planned according according to activities - did not often required YLs planned according to activities according to - broke an practice to move according to activities to textbook activity into - planned and around the learning - broke an allowed - selected steps selected classroom objectives activity into - selected according to - provide according to - planned according to - provide according to - planned according to - provide according according to - planned according according to - planned according according to - provide according to - planned according according according to - planned		Interview		Interview	Observation	Interview	Observation	Interview	Observation
- planned activities - did not often required YLs planned - planned according to according to according to activities - broke an allowed - planned according to a according	Planning and	- experienced	- used various	- experienced	- activities not	- experienced	- used various	- experienced	- used various
to - broke an practice to move according to activities to textbook and time steps selected classroom objectives activity into - planned and around the learning - broke an allowed according to - provide according to - selected according according to - provide proficiency and age according to - focused on four translation four skills appropriateness age translation skills appropriateness - focused on four skills appropriateness - focused on four skills - focused on - - fo	Implementation		activities	- did not often	required YLs	planned	physical	- planned according	activities
steps selected classroom objectives activity into - planned and around the learning - broke an allowed steps selected classroom objectives activity into - selected according to - provide according to - selected steps to YLs' language according to - focused on the textbook according to - focused on four skills age translation four skills age translation age according to - focused on four skills age according to - focused on four skills age age translation skills appropriateness - focused on four skills age age according to - focused on four skills age age according age activity into a skills appropriateness - focused on four skills age age according age activity into a skills appropriateness age according age activity into a skills appropriateness age according age activity into a skills appropriateness age activity into a skills appropriateness age activity into a skills appropriateness age according to a skills appropriateness age activity into a skills according to a skills appropriateness age activity into a skills according to a skill according to		according to	- broke an	practice	to move	according to	activities	to textbook and time	- broke an
steps selected classroom objectives activity into - selected according to - provide according to - selected steps to YLs' language according to according to - provide proficiency and age according to according to - focused on Fulls age translation four skills appropriateness age appropriateness age appropriateness age appropriateness age appropriateness appropriateness - focused on four skills - focused on for skills - focused on focuse		the textbook	activity into	- planned and	around the	learning	- broke an	allowed	activity into
to - provide according to - selected steps to YLs' language uage support in a the textbook according to - provide proficiency and age yform of - focused on YLs' language support in a appropriateness proficiency and form of - focused on four age translation skills appropriateness - focused on four skills appropriateness - focused on four skills - focused on for focused on four skills - focused on for focused on focus - fo		- selected	steps	selected	classroom	objectives	activity into	- selected according	steps
uage support in a the textbook according to - provide proficiency and age YLs' language support in a appropriateness translation four skills age translation skills age translation skills - focused on four age translation skills - focused on four skills four skills four skills		according to	- provide	according to		- selected	steps	to YLs' language	- provide
form of - focused on YLs' language support in a appropriateness proficiency and form of - focused on four age translation skills appropriateness - focused on four skills four skills		YLs' language	support in a	the textbook		according to	- provide	proficiency and age	support in a
translation four skills age translation skills appropriateness - focused on four four skills four skills		proficiency	form of	- focused on		YLs' language	support in a	appropriateness	form of
age translation appropriateness - focused on four skills		and course	translation	four skills		proficiency and	form of	- focused on four	translation
		description				age	translation	skills	
		- focused on				appropriateness			
four skills		four skills				- focused on			
						four skills			

Categories		Pair I*	rI*			1	Pair II*	
	I	ED1	B	BA1	A	ED2	BA2	7
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Opinions	- create more	n/a	- increase	n/a	- promote	n/a	- promote learning	n/a
	relaxed		interaction in		learning by		by doing	
	feeling in		the lesson		doing		- promote working	
	learning		- time-		- benefits		as a team	
	English		consuming		active learners			
	- promote							
	learning by							
	doing							

4.3 Assessment Methods

4.3.1 Planning and Implementing

The interview data showed that ED1, ED2, and BA2 were experienced, while BA1 was inexperienced in planning and creating language assessments for YLs. ED1 and BA2 were responsible for creating language assessments of their YLs. ED1 said

I am a coordinator for the English language subject, so I am responsible for creating the assessments for my own class. I used both formative and summative assessments to assess students' language proficiency. I used the formative assessment to assess YLs after the completion of each lesson, but I used the summative assessment for the midterm and final exam (ED1).

ED2 reported that she adapted and adjusted the assessment according to the YLs' language proficiency if needed. BA1 asserted that "The school provided the examination according to the student's level of education, so I do not have to worry about creating my own assessment."

For planning and selecting the assessment types and skills being assess, participants planned and selected the assessment according to the learning objectives. Concerning assessment types, ED1 and BA2 used both formative and summative types of assessment, while ED2 mainly used the formative type of assessment to assess YLs' communicative language learning. Nonetheless, BA1 used the summative assessment type which was provided by the school. As for language skills being assessed, the participants reported that they assessed YLs in all four skills.

When the researcher inquired about the problems and solutions in assessing English to YLs, ED1 reported that most YLs are unable to read and write. To solve this problem, she provided hints for YLs to complete the examination. ED2 used multiple sets of assessments with different criteria to assess YLs' English language skills and knowledge because of YLs different English language proficiency. BA1 reported that some YLs did not remember the lesson being learned. To solve this problem, she assessed YLs individually. BA2 reported that most YLs failed the examination on the first try, so she allowed them to retest again until passing in order to continue to the next level of education.

During the observation, the researcher found that all participants but BA1 assessed YLs' English language skills as stated in the interview. ED1 sometimes used formative assessment (drawing and classroom activities) to assess English listening and speaking skills and used summative type of assessment (paper-based quizzes) to assess writing and vocabulary skills for the YLs. However, BA1 did not use formative to assess individual learners as claimed during the interview, but she used the summative assessment in the form of paper-based quizzes to assess YLs' English writing, vocabulary, and grammar skills. ED2 used a formative type of assessment (dictation) to assess English listening and vocabulary skills, and she used a summative type (paper-based examination) to assess YLs' grammar knowledge. Whereas BA2 did not use formative type of assessment, but she used a summative type of assessment in the form of paper-based quizzes to assess English writing and grammar knowledge.

4.3.2 Comparison between ED1 and BA1 Regarding the Implementations and Opinions toward Assessment Methods for YLs

1) Implementations of Language Assessment

The interview data revealed some similarities and differences between ED1 and BA1. Both participants assessed YLs in all four skills of the English language. However, ED1 used both formative and summative types of assessment, while BA1 used only summative type. The interview data also showed that ED1 was experienced, whereas BA1 was inexperienced in creating an assessment for YLs. Concerning the planning and selecting assessment methods, ED1 planned according to the learning objectives, while BA1 used the language assessments provided by the school. Another different aspect between ED1 and BA1 is problems and solutions when assessing the English language for YLs. ED1 was faced a problem with YLs unable to read and write in English, so she used the read-aloud method to guide the YLs to complete the reading examination. On the other hand, BA1 was faced a problem with YLs unable to remember what was being learned; therefore, she used different assessment criteria for individual learners to help them pass the examinations.

2) Opinions toward Assessing English to YLs

Regarding the participants' opinions toward the advantage and disadvantage of assessing English language learning for YLs, ED1 and BA1 believed that the assessment can benefit both teachers and YLs because it allows both parties to assess their teaching and learning progress. Nonetheless, ED1 also believed that the assessment can place stressed and demotivated low English language proficiency YLs, while BA1 disbelieved that language assessment can be disadvantages for YLs. However, BA1 believed that the language assessments help teachers adjust future lessons to meet the YLs' needs.

4.3.3 Comparison Between ED2 and BA2 Regarding the Implementations and Opinions toward Assessment Methods to YLs

1) Implementations of Language Assessment

The interview data showed some similarities and differences between ED2 and BA2. Both participants were experienced in creating their own assessments for YLs. Also, they planned assessments according to the English language four skills and learning objectives. As for their differences, ED2 selected the assessment according to the YLs' language proficiency, and mostly used the formative type of assessments, whereas BA2 selected according to the learning objectives, and used both formative and summative types of assessment. As for the problems and solutions, ED2 faced with some learning disability YLs in her classroom; therefore, she used different set of assessments for those YLs. While BA2 was faced with YLs who failed the examination, so she allowed them to retest again until they are passing.

2) Opinions toward Assessing English to YLs

The interview data showed participants' similarities and differences opinions toward the effectiveness of language assessments for YLs between ED2 and BA2. Both participants believed that language assessment allows teachers and learners to assess their current language proficiency. Nonetheless, ED2 also believed

that the assessment can place stress for YLs, while BA2 disbelieved that the assessment can be disadvantages.



Table 4.4 Summary of Significant Findings: Language Assessment

Categories		Pai	Pair I*				Pair II*	
	A	ED1	BA1	41	ED2)2		BA2
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Planning and	- planned	- nsed	- planned and	- nsed	- planned	- used dictation	- assessed	- used summative in a
Implementation	according to	worksheets and	select	summative in a	according to	for formative	according to	form of paper-based
	learning	drawing	according to	form of paper-	learning	assessments	learning	worksheets
	objectives	exercises for	YLs education	based	objectives	through	objectives	
	- selected	formative	level	worksheets	- assessed four	classroom	- assessed four	
	according to	assessment	- assessed all		skills	exercise	skills	
	YLs' language	assessments	four skills			activities and		
	proficiency	- used paper-	pesn -			summative		
	- assessed all	based quizzes	summative			assessments		
	four skills	for summative	assessment			- used paper-		
	- nseq	assessment				based quizzes		
	summative and							
	formative							
	assessments							

Interview Observation Interview Observation Interview Observation Interview Observation Interview -assessments n/a -assessments n/a -assessments n/a -assessments n/a and YLs to to assess YLs² and Pursion proficiency proficiency proficiency proficiency proficiency and demotivation future lessons can place stress among low- future lessons proficiency proficiency	Categories		Pair I*	*				Pair II*	
Interview Observation Interview Observation Interview Observation Interview BA1 - assessments n/a - assessments n/a - assessments n/a allow teachers allow teachers allow teachers allow teachers allow teachers and YLs to to assess YLs' to assess YLs' to assess YLs' and learning proficiency proficiency proficiency progress -assessments can place stress and future lessons on YLs among low- proficiency on YLs	0							1	
Interview Observation Interview Observation Interview Observation Interview - assessments n/a - assessments n/a - assessments n/a allow teachers allow teachers allow teachers allow teachers allow teachers and YLs to to assess YLs' to assess YLs' to assess YLs' and learning proficiency proficiency proficiency progress - assessments - assessments proficiency and future lessons can place stress to adjust the among low- proficiency among low- proficiency YLs		a	D1	B	A1	E)	02		BA2
- assessments		Interview	Observation		Observation	Interview	Observation	Interview	Observation
ching allow teachers to assess YLs' to assess YLs' ching English language proficiency -an assessment - assessments ents helps teachers can place stress stress to adjust the on YLs ion w- yy	Opinions	- assessments	n/a	- assessments	n/a	- assessments	n/a	- assessments	n/a
ching English language language proficiency -an assessment - assessments ents helps teachers can place stress to adjust the on YLs future lessons future lessons		allow teachers		allow teachers		allow teachers		allow teachers	
ching English language proficiency -an assessment -assessments -asses		and YLs to		to assess YLs'		to assess YLs'		to assess YLs'	
ing proficiency -an assessment -assessments ents helps teachers can place stress to adjust the on YLs future lessons ition w-		assess teaching		English		language		language	
ents helps teachers stress to adjust the future lessons ion w-		and learning		proficiency		proficiency		proficiency	
helps teachers to adjust the future lessons		progress		-an assessment		- assessments			
to adjust the future lessons		- assessments		helps teachers		can place stress			
notivation mg low- ficiency		can place stress		to adjust the		on YLs			
demotivation among low- proficiency YLs		and		future lessons					
among low- proficiency YLs		demotivation							
proficiency YLs		among low-							
YLS		proficiency							
		YLs							

4.4 Language Choices

4.4.1 Implementing

The interview data revealed the participants' purposes of the L1 usage and the language preferences while conducting the English language lessons. The majority of participants used L1 for giving instructions, translating words' meanings, and explaining grammar rules. Moreover, BA1 also used L1 to discipline YLs when they misbehaved. Concerning language preferences, participants preferred to use both English and Thai languages. ED1 said

I preferred to speak 70 percent in English and 30 percent in Thai because I want my students to be exposed to English as much as possible. Also, speaking in Thai allows me to move to the next steps of a lesson faster (ED1).

4.4.2 Opinions

As for the participants' opinions toward the advantages and disadvantages of using L1 in English language teaching lessons, ED1 and BA1 believed that using L1 in the classroom helps YLs to better understanding the lesson. Nonetheless, they also believed that using L1 can be a disadvantage for YLs because they may rely on teachers' translation without trying to understand in English. BA1 said "I think that my students will not try to understand English if I always use the Thai language in the classrooms. However, low English language proficiency students may not understand the lessons if teachers use English only while conducting the lessons." BA2 also said

I preferred to use English while I was conducting the lessons but I had to speak Thai most of the time because most students were unable to speak or understand English. Therefore, I used 80 percent of the Thai language when I was conducting English lessons (BA2).

During the observation, participants used L1 for different purposes as stated during the interview. ED1 and ED2 used both English and Thai languages while conducting English lessons. The tried to communicate in the English language by having small talk with individual learners. However, they used L1 to explain instructions and translate words' meanings. Whereas BA1 and BA2 used English

language for greeting YLs at the beginning of each lesson, but they did not use English for communication purpose. They mainly communicated with YLs through the Thai language.

4.4.3 Comparison between ED1 and BA1 Regarding the Implementations and Opinions toward Language Choices to YLs

1) Implementing L1 in the L2 classroom

The interview and the observation data revealed the participants' similarities and differences purposes of L1 usage while conducting lessons. Both participants mainly used L1 to translate word meanings for YLs. However, the observation field notes revealed that ED1 also used L1 to give instructions, while BA1 also used L1 to discipline YLs as stated during the interview.

2) Opinions toward using L1 in the L2 classroom

As for the participants' opinions toward the advantages and disadvantages of using L1 in the English language classroom, ED1 and BA1 believed that using L1 helps YLs better understanding the lessons. However, they also believed that using too much of L1 may cause YLs to rely on teachers' translation without the effort of trying to understand the lessons.

4.4.4 Comparison between ED2 and BA2 Regarding the Implementations and Opinions toward Language Choices to YLs

1) Implementing L1 in the L2 classroom

The interview and the observation data revealed participants' similarities and differences purposes of using L1 while conducting lessons. Both participants mainly used L1 for word translation and explaining the grammar rules. In the actual classroom practices, ED2 used both English and Thai languages while conducting English language lessons. She also tried to communicate in English with YLs during lessons as well. Whereas BA2 mainly used English to greet YLs at the beginning of each lesson and to teach the content of the lesson, but she used Thai language to communicate with YLs.

2) Opinions toward using L1 in the L2 classroom

The interview data revealed participants' similarities and differences toward the advantage and disadvantage of using L1 while conducting lessons between BA2 and ED2. Both participants believed that using L1 helps YLs with all different language proficiency understand lessons being taught. Regarding their differences, ED2 believed that YLs will not respond in L2, while BA2 believed that YLs will rely on teachers for word translation if teachers continuously using L1 in an English classroom.



Table 4.5 Summary of Significant Findings: Language Choices

Categories	a a	Pair I*				Pair II*	
	ED1	B	BA1	E	ED2	BA2	2
	Interview Observation	Interview	Observation	Interview	Observation	Interview	Observation
Purposes of	- used L1 to - same as the	- used L1 to	- same as the	- used L1 to	- same as the	- use L1 to translate	- same as the
using L1	translate interview	translate	interview	translate	interview	words' meanings, to	interview
	words'	words'		words,		explain grammar	
	meanings,	meanings, to		meanings, to		rules, and to	
	to explain	explain		explain		give instructions	
	grammar rules,	grammar rules,		grammar rules,			
	and to give	and to		and to			
	instructions	discipline		give			
				instructions			
Preferences	- English and - used more	- English and	- used mainly	English and	- used both	English and Thai	- used mainly Thai
	Thai languages English than	Thai languages	Thai	Thai languages	English and	languages	
	Thai				Thai		
			-				

4.5 Develop English Listening and Speaking Skills to YL

4.5.1 Planning and Implementing

The interview findings revealed that all participants were experienced in developing English listening and speaking skills for YLs. They selected topics according to the textbook to develop English listening and speaking skills. Nonetheless, ED1 and ED2 also adjusted lessons in the planning stage to meet YLs' language proficiency and the curriculum.

Regarding the teaching methods, each participant responded differently. ED1 and ED2 used games and activities to develop YLs' English listening and speaking skills. ED1 said

I like to use tasks and activities to develop listening and speaking skills because YLs are considered active learners. Therefore, I think learning English with a lot of activities is appropriate for children at this learning stage (ED1).

While BA1 and BA2 used role-play to develop YLs' English listening and speaking skills. BA1 also added that she normally does not teach these skills because it is time-consuming to get all YLs to speak.

Concerning problems and solutions when developing English listening and speaking skills to YLs, ED1, ED2, and BA2 reported that most YLs lack the confidence required and are shy to speak in English. BA1 also added that most YLs were not paying attention to the lessons because they were unable to speak in English. As for solutions, the participants provided similar solutions to their problems. ED1 normally encourages YLs to speak by repeating the same speaking patterns several times. ED2, BA1, and BA2 help YLs to overcome their shyness and build up their confidence by speaking in English to them individually. Moreover, ED2 also used the explicit corrective feedback by correcting YLs' speeches explicitly to avoid making the same mistake.

During the observations, the researcher found that ED1 and ED2 taught listening and speaking skills through activities. They provided talk situations and then supported YLs in the form of modeling the sentence structure first. After that,

they checked the YLs' understanding by asking them to translate it into Thai. On the other hand, BA1 and BA2 did not teach any listening and speaking skills to YLs during the ten-observed.

4.5.2 Comparison between ED1 and BA1 Regarding the Planning and Implementations of English Listening and Speaking Skills Development for YLs

The interview data showed participants' thematic similarities and differences in developing English listening and speaking skills to YLs. ED1 and BA1 were experienced in developing English listening and speaking skills for YLs, and they also selected topics to plan lessons according to the textbooks. However, ED1 also planned the lessons according to the YLs' language proficiency and curriculum. Concerning teaching methods, ED1 used tasks and activities, while BA1 used role-playing to develop YLs' English listening and speaking skills. As far as problems and solutions, ED1 was faced with YLs being too shy to speak aloud in English, while BA1 was faced with YLs unable to communicate in English and not paying attention to lessons. As for solutions, ED1 used the encouragement and repetition methods, while BA1 spoke to individual learners to gain knowledge of their learning ability for further lesson adjustment. During the classroom ten-observed, ED1 taught English listening and speaking skills to YLs as stated in the interview, whereas BA1 did not.

4.5.3 Comparison between ED2 and BA2 Regarding the Planning and Implementations of English Listening and Speaking Skills Development for YLs

The interview data showed participants' thematic similarities and differences in developing English listening and speaking skills to YLs. ED2 and BA2 were experienced in developing English listening and speaking to YLs, and they also selected topics to plan lessons according to the textbooks. Moreover, ED2 and BA2 reported similar problems when developing English listening and speaking skills to YLs. Both participants were faced with YLs being shy and afraid of making mistakes when speaking in English. As for solutions, they spoke to YLs individually to build their confidence to speak in English. The interview data revealed that ED2 used

different methods such as games, tasks, and activities, while BA2 used role-play to develop English listening and speaking skills for YLs. However, during the observations, the researcher found that ED2 developed English listening and speaking skills for YLs through different games, tasks, and activities as stated in the interview, whereas BA2 did not use role-play as stated in the interview.



Table 4.6 Summary of Significant Findings: Developing English Listening and Speaking Skills

Categories		Pai	Pair I*			P	Pair II*	
	ED1	01	B	BA1	<u>a</u>	ED2	BA2	77
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Planning and	- selected	- used tasks	- selected	did not teach	- selected	- used tasks	- selected topics	- did not teach liste
Implementation topics	topics	and activities	topics	listening and	topics	and activities	according to	and speaking skills
	according to	- modeled	according to	speaking skills	according to	-modeled	textbooks	
	textbooks	sentence	textbooks		textbooks	sentence	- planned	
	- planned	structure first	- planned		- planned	structure first	according to	
	according to	- checked	according to		according to	- checked	textbooks	
	YLs' language	understanding	textbooks		YLs' language	understanding	- used role-plays	
	proficiency and	in a form of	-used stories		proficiency and	in a form of		
	curriculum	translation			curriculum	translation		
	- used tasks				- used tasks			
	and activities				and activities			

FD1 Interview Observation Interview Problems and - YLs being - YLs being - Spoke to the shy to speak shy to speak in individual to aloud English gain more - encouraged - spoke to knowledge of YLs to speak individual YLs the YLs' - repeated the problematic proficiency words or sentences	Categories		Pai	Pair I*			P	Pair II*	
Interview Observation - YLs being shy to speak shy to speak in aloud English - encouraged - spoke to YLs to speak individual YLs - repeated the problematic words or sentences		E	D1	B	BA1	3	ED2	B /	BA2
- YLs being - YLs being shy to speak in aloud English - encouraged - spoke to YLs to speak individual YLs - repeated the problematic words or sentences		Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
shy to speak shy to speak in aloud English - encouraged - spoke to YLs to speak individual YLs - repeated the problematic words or sentences		YLs being	- YLs being	- spoke to the	- YLs being	- YLs being	- YLs being	- YLs are shy and	- YLs being shy
English raged - spoke to speak individual YLs antic or es		hy to speak	shy to speak in	individual to	shy to speak in	shy and afraid	shy to speak in	afraid of making a	to
- spoke to individual YLs	62	loud	English	gain more	English	of making a	English	mistake	speak in English
individual YLs	'	encouraged	- spoke to	knowledge of	-did not speak	mistake	-speak to	- speak to	- did not speak
		Ls to speak	individual YLs	the YLs'	to individual	-spoke to	individual YLs	individual YLs	to individual
	1	repeated the		language	YLs	individual YLs			YLs
words or sentences	1	roblematic		proficiency					
sentences	>	vords or							
THUUS WAS	δ	entences							
								7	

4.6 Develop English Reading and Writing to YL

4.6.1 Planning and Implementing

The interview findings showed that all participants were experienced in developing English reading and writing skills for YLs. ED1 regularly incorporated but not emphasized English reading and writing skills to YLs because learners at this learning stage still unable to read and write in their first language; therefore, teaching these skills in a foreign language may not be appropriate. However, ED2 said "I normally focus on English reading and writing skills when I prepared the YLs for their ONET examination."

As for topics selection to plan lessons, participants provided answers differently. ED1 selected topics and planned lessons according to the English consonant and vowel groups, while ED2 selected and planned lessons according to the difficulty of the sounds to develop English reading and writing skills for YLs. However, BA1 selected topics and planned lessons according to the textbook and YLs' language proficiency, while BA2 selected topics and planned lessons according to textbooks and word families accompanied with pictures.

Regarding the teaching methods, each participant used different method to develop English reading and writing skills for YLs. ED1 started YLs with phonic reading and games, while ED2 used the skimming and scanning method to develop reading and writing skills for YLs. Moreover, ED2 began with simple sentences first when developing English writing skills for older YLs. BA1 also used phonic to develop reading skill, and she taught simple sentences first when developing English writing skills for YLs. However, BA2 taught English reading and writing through the textbook because it was required by the school curriculum.

Concerning problems and solutions when developing English reading and writing skills for YLs, participants reported that most YLs' English language

proficiency is quite low. ED 1 stated that most YLs forgot the sounds and shapes of the English alphabet. ED 2 also stated that most YLs do not like to write long sentences in English. As for a solution, ED1 asked YLs' classmates who are fluent in English language to assist them, and she also paid more attention to YLs who

have poor English language proficiency during lessons. ED2 planned the teaching lessons from easy to difficult topics (e.g., my family, body, pets) in order to build YLs' English language proficiency, while BA1 and BA2 paid special attention to those individual learners who had low English language proficiency.

4.6.2 Comparison between ED1 and BA1 Regarding the Planning and Implementations of English Reading and Writing Skills Development for YLs

The interview data showed participants' thematic similarities and differences in developing English reading and writing skills to YLs. Both ED1 and BA1 were experienced and used phonics reading techniques to develop English reading and writing skills to YLs. Furthermore, both participants were faced with the same problem and used the same solution as a way to solve their problem. In which most YLs have low English language proficiency, and they solved the problem by paid more attention to individual learners. However, ED1 selected the topics and planned lessons according to the group of consonant and vowel sounds, while BA1 selected the topics according to the textbook and planned lessons according to YLs' language proficiency.

During the observation, ED1 and BA1 developed English reading and writing skills for YLs differently. ED1 taught 1st and 2nd graders to read and write at the word level and taught 3rd graders to form short simple sentences by explicitly explaining the sentence's structure. She also developed reading skills through sounding/breaking word into syllables accompanied with pictures. However, BA1 did not use the phonic reading technique as claimed during the interview. She developed English reading for 1st to 3rd graders through the same teaching technique which was words or sentence repetition. Moreover, BA1 also developed English writing skill by explicitly explained the sentence's structure for YLs of all learning levels.

4.6.3 Comparison between ED2 and BA2 Regarding the Planning and Implementations of English Reading and Writing Development for YLs

The interview data showed participants' thematic similarities and differences in developing English reading and writing skills to YLs. ED2 and BA2 were experienced, and were faced with a similar problem of YLs who were unable to read and write in English. Nonetheless, ED2 and BA2 used different selection methods, planning methods, teaching methods, and problem-solving methods when teaching English reading and writing skills to YLs. ED2 selected topics to plan lessons based on the difficulty of the content, while BA2 selected topics from textbook and planned lessons according to word families. Concerning the teaching methods, ED2 used skimming and scanning techniques, while BA2 used the content and exercises in the textbook to develop English reading and writing skills to YLs. Regarding the methods for solving the problem of YLs being unable to read and write in English language, ED2 introduced easy content and gradually moved towards more difficult content, while BA2 paid more attention to individual YLs who had low English language proficiency as a way to build their confidence and English knowledge.

During the observation, ED2 and BA2 used somewhat similar teaching methods to develop English reading and writing skills for YLs. ED2 used the skimming and scanning techniques to develop the English reading skill to YLs by having them read texts from the textbook to answer questions. She developed English writing skills by explicitly explaining the sentence's structure and providing sample sentences before asking YLs to form sentences. Whereas BA2 developed the English reading skill by having YLs read texts from the textbook to answer questions. BA2 also had YLs write English words and sentences through dictation.

Table 4.7 Summary of Significant Findings: Developing English Reading and Writing Skills

Categories		Pair	ır I*				Pair II*	
D	1	ED1		BA1	E	ED2		BA2
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Planning and	- selected	- phonics	- selected	- did not use	- selected	- YLs read	- selected topics and	- read texts from
Implementation	topics and	reading and	topics and	phonics	topics and	texts from	planned lessons	textbooks aloud by
	planned	writing for 1st-	planned	reading	planned	textbooks	according	repeating after the
	lessons	2nd Grade	lessons	technique	lessons	- developed	to the textbook	teacher
	according to	- writing	according to	- developed	according to	writing from	- developed reading	- explicitly
	consonant and	sentence level	the textbooks	reading skills	the level of	simple	texts from textbooks	explained the
	vowel sounds	for 3 rd grade	and YLs'	through words	difficulty	sentences first		sentence structures
	groups		language	and sentence	- developed	- explicitly		- dictation at the senter
	- developed		proficiency	repetition	reading	explained		level
	reading and		- developed	- developed	through	sentences		
	writing skills		reading	writing by	skimming and	structure		
	through		through	copying the	scanning	- provide		
	phonics		phonics	sentence from	method	sentence		
			- introduced	the blackboard	- developed	samples		
			simple		writing from			
			sentences first		simple			
					sentences first			

Problems and vice in the count of	Categories		Pai	Pair I*				Pair II*	
Interview Observation Interview Observation Interview Observation Interview -YLs forgot - did not see - YLs are - most YLs - YLs with low - some YLs - YLs are unable to read were not shapes of the sounds and bet and write paying proficiency do paying - paid more attention - asked YLs' attention to lessons and the read or write read or write lessons - asked YLs' attention to lessons and the cash - starts from - the teacher - paid more attention to lessons and the cash kept repeating - paid more - some YLs do the easy kept repeating - some YLs did a lot of - starts from - the teacher - the teacher - the teacher - the		E	.D1	B.	A1	Ē	D2	BA	77
the sounds and any problems unable to read were not the sounds and any problems unable to read were not shapes of the sounds and any problems and write paying proficiency do paying read and write and write paying proficiency do paying read and write and write paying proficiency do paying read and write and write paying proficiency do paying read and write and write paying read or write read or write read or write in problematic write in the teacher attention to problematic write in the teacher and did a lot of solution solution and problematic and problematic believed the teacher and did a lot of solution and problematic believed the teacher and		Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
the sounds and any problems unable to read and write shapes of the shapes of the and write alphabet and write a paying and write alphabet by a paying and write attention to a paying and write attention to assistant attention to problematic by attention to a paying attention to a paying attention to a paying attention to a paying a problematic by a paying a problematic care attention to a problematic care attention a care attentio	Problems and	- YLs forgot	- did not see	- YLs are	- most YLs	- YLs with low	- some YLs	- YLs are unable to	- some YLs were not
and write paying proficiency do paying - paid more attention - paid more attention to the not want to lessons and the read or write lessons individual YLs teacher - some YLs do the easy kept repeating not want to lessons first herself to get write in English - the teacher did a lot of solution solution	Solutions	the sounds and	any problems	unable to read	were not	language	were not	read and write	paying attention to
attention to the not want to attention to the lessons and the read or write lessons individual YLs teacher - starts from - the teacher come YLs do the easy kept repeating not want to lessons first herself to get write in Finglish - the teacher did a lot of yelling for a solution		shapes of the		and write	paying	proficiency do	paying	- paid more attention	lessons
attention to lessons and the read or write lessons individual YLs teacher - starts from - the teacher - some YLs do the easy kept repeating not want to lessons first herself to get write in English - the teacher did a lot of solution		alphabet		- paid more	attention to the	not want to	attention to	to individual YLs	- the teacher kept repea
individual YLs teacher - starts from - the teacher - some YLs do the easy kept repeating not want to lessons first herself to get write in English - the teacher did a lot of yelling for a solution		- asked YLs'		attention to	lessons and the	read or write	lessons		YLs attention
- some YLs do the easy kept repeating not want to lessons first herself to get write in English - the teacher did a lot of yelling for a solution		classmates for		individual YLs	teacher	- starts from	- the teacher		
mot want to lessons first herself to get write in English - the teacher did a lot of yelling for a solution		assistant			- some YLs do	the easy	kept repeating		
write in English - the teacher did a lot of yelling for a solution		- paid more			not want to	lessons first	herself to get		
English - the teacher did a lot of yelling for a solution		attention to			write in		YLs attention		
- the teacher did a lot of yelling for a solution		problematic			English				
did a lot of yelling for a solution		YLs			- the teacher				
					did a lot of				
					yelling for a				
					solution				

4.7 Develop English Vocabulary to YL

4.7.1 Planning and Implementing

The interview findings revealed that all participants were experienced in developing English vocabulary to YLs, and they regularly incorporated it in their lessons. As far as vocabulary selection and lesson planning methods, participants selected vocabulary and planned lessons according to the topic from each unit in the textbook. Regarding teaching methods, ED1, ED2, and BA1 used flashcards to develop English vocabulary for YLs. In addition to using flashcards, ED1 and ED2 also used games and activities. Whereas BA2 used the word memorization method to develop YLs' English vocabulary. She had YLs memorize five to ten vocabulary words that were linked to each topic in the lesson.

Concerning the problems and solutions when developing English vocabulary for YLs, participants reported that YLs unable to remember the English vocabulary words and their meanings. As for solutions, ED1, ED2, and BA2 used the vocabulary recycle method to help YLs remember. ED1 also recycled the vocabulary through games, activities, and music, while ED2 and BA2 recycled the vocabulary in several lessons. However, BA1 had YLs repeatedly practice reading the vocabulary regularly to help them remember the words.

During classroom observations, all participants developed English vocabulary for YLs somewhat different. ED1 developed English vocabulary through different methods as stated in the interview. ED1 and ED2 introduced new vocabulary through audio and images to YLs. They also translated the word meanings into Thai language to ensure YLs' understanding. Moreover, ED1 and ED2 recycled the vocabulary through activities and worksheets. Whereas BA1 and BA2 introduced new vocabulary at the beginning of each unit from the textbook by reading the words aloud and translating them into the Thai language for YLs. Both participants recycled the vocabulary through worksheets but BA2 also used activities to recycle the vocabulary.

4.7.2 Comparison between ED1 and BA1 Regarding the Implementations towards Developing English Vocabulary to YLs

The interview data showed participants' thematic similarities and differences in developing English vocabulary to YLs. ED1 and BA1 were experienced in developing English vocabulary for YLs. They selected the vocabulary and planned lessons according to the textbook. As for teaching methods, ED1 and BA1 developed YLs' English vocabulary through flashcards. The interview findings also revealed that both participants were faced with the same problem of YLs were unable to remember the vocabulary being learned. However, ED1 and BA1 used different method to solve this problem. ED1 used games, activities, and music, while BA1 had YLs practice reading English vocabulary regularly to help YLs remember the English vocabulary.

During classroom observations, ED1 used flashcards to introduce new vocabulary and recycled the vocabulary through flashcards games, activities, and music as stated in the interview, whereas BA1 did not use methods as claimed during the interview. Instead, she read the vocabulary aloud and translated into Thai by having YLs repeat after. Then, she had YLs work on worksheets as a way to recycle the vocabulary being learned.

4.7.3 Comparison between ED2 and BA2 Regarding the Implementations towards Developing English Vocabulary to YLs

The interview data showed participants' thematic similarities and differences in developing English vocabulary to YLs. ED2 and BA2 were experienced in developing English vocabulary for YLs. They selected the vocabulary and planned lessons according to the textbook. Both participants were faced with the same problem of YLs unable to remember the vocabulary being learned. They recycled the same vocabulary in several lessons to help YLs remembering the vocabulary. However, ED2 developed English vocabulary through flashcards, while BA2 used the word memorization method when teaching English vocabulary to YLs.

During classroom observations, both participants recycled the vocabulary through activities. They introduced the English vocabulary from each unit at the beginning of the lesson, then followed with the activities that contain the vocabulary being learned. ED2 used flashcards to develop new vocabulary to YLs as claimed

during the interview. She also recycled the vocabulary through games, activities, and worksheets by having YLs work as a team or individually, whereas BA2 introduced the vocabulary from the textbook at the beginning of the lesson, then recycled the vocabulary through activities and worksheets by having YLs work as a team or individually. However, BA2 did not use the vocabulary memorization claimed during the interview.



Table 4.8 Summary of Significant Findings: Developing English Vocabulary

Categories		Pair	r I*				Pair II*	
	Ŧ	ED1	B	BA1	E	ED2	B	BA2
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Planning and	- selected	- introduced	- selected	- introduced	- selected	- introduced	- selected topics and	- introduced the
Implementation	topics and	the vocabulary	topics and	the vocabulary	topics and	the vocabulary	planned according	vocabulary
	planned	at the	planned	at the	planned	at the	to the textbooks	at the beginning
	lessons	beginning	according to	beginning	lessons	beginning	- developed	- translate word's
	according to	- used audio	the textbooks	- translated	according to	- used audio	vocabulary through	meanings
	the textbooks	and images	- developed	word's	the textbooks	and images	the memorization	- recycled the
	- developed	- translated	vocabulary	meanings	- developed	- translated	method	vocabulary
	vocabulary	word's	through	- recycled the	vocabulary	word's		through activities
	through	meanings	flashcards	vocabulary	through	meanings		and worksheets
	flashcards,	- recycled the		through	flashcards,	- recycled the		
	games,	vocabulary		worksheets	games, and	vocabulary		
	activities	through games			activities	flashcards,		
		activities and				games,		
		music				activities, and		
						worksheets		

4.8 Develop English Grammar to YL

4.8.1 Planning and Implementing

The interview findings revealed that all participants were experienced in developing English grammar for YLs, but they incorporated it differently. Regarding the grammatical content selection and lesson planning methods, participants selected according to the textbook. However, ED1 and BA2 planned lessons according to the level of difficulty, while ED2 planned lessons according to the curriculum objectives. BA1 planned the lessons according to YLs' workbooks. As for teaching methods, ED1 explicitly explained the English grammar's structure accompanied by pictures. She further elaborated

I started with the 'verb to be' first by following these steps: first, I explained the grammar's structure and rules. Next, I used the pictures to help them see the differences in how the 'verb to be' works (ED1).

ED2 also used a similar teaching method to develop English grammar for older YLs, but she modified the grammatical content to meet YLs' language learning abilities. Whereas BA1 and BA2 explicitly explained the grammar rules, then they having learners practice through worksheets. Moreover, BA1 had YLs copy the English grammar rules in the notebook to help them remember and for further study.

Concerning the problems and solutions when developing English grammar rules for YLs, ED1 reported that YLs were confused when moving from one English grammar structure to another, so she provided more explanations and practice on the problematic rule. ED2, BA1, and BA2 were faced with of YLs refused to learn or remember the English grammar rules because it was too difficult. As for the solution, ED2 had YLs copy the grammar rules in their notebook for future review as needed. However, BA1 used the memorization method by having YLs repeat the English grammar structures several times. Whereas BA2 was emphasizing and providing more practice on the problematic English grammar rules.

During classroom observations, ED1 and ED2 developed English grammar rules implicitly through pictures, and activities, and they also provided plenty of practice through worksheets. However, BA1 and BA2 developed English grammar

rules by explicitly explaining the rules to YLs, then provided worksheets for YLs to practice.

4.8.2 Comparison between ED1 and BA1 Regarding the Implementations towards Developing English Grammar to YLs

The interview data showed participants' thematic similarities and differences in developing English grammar to YLs. ED1 and BA1 were experienced in developing English grammar for YLs. They also planned lessons according to the grammatical contents in the textbook. ED1 and BA1 were faced with a similar problem which was YLs confused and unable to remember the English grammar rules. However, participants used different methods to solve the problem, ED1 was explicitly explained and provided more practice on the problematic rules, BA1 had YLs copy the problematic rules in their notebook as a way to remember. They also used different methods in the grammatical content selection and teaching methods as well. ED1 selected the grammatical contents from easy to difficult, while BA1 selected according to the textbook. As for teaching methods, ED1 was explicitly explained the English grammar rules accompanied by pictures as a way to differentiate between specific rules, while BA1 had YLs copy grammar rules in their notebook and practice the rule through worksheets.,

During classroom observations, ED1 developed English grammar rules implicitly through pictures, activities, and worksheets, which somewhat corresponds to the interview findings. Whereas BA1 taught English grammar explicitly by explaining the rules and providing worksheets for YLs to practice, and she also had them copying the grammar rules in the notebook as stated during the interview.

4.8.3 Comparison between ED2 and BA2 Regarding Their Implementations towards Developing English Grammar to YLs

The interview data showed participants' thematic similarities and differences in developing English grammar to YLs. ED2 and BA2 were experienced in developing English grammar for YLs. They also used the same grammatical contents selection and teaching methods. The participants selected the grammatical contents from the YLs' textbook, and they were explicitly explained the grammar rules before

having YLs practice through worksheets. ED2 and BA2 were faced of YLs unable to remember the English grammar rules; however, they used different methods to solve this problem. ED2 was repeatedly explained, provided more practice, and had YLs copying the English grammar rules for future review as needed, while BA2 emphasized and provided more practice to help YLs remember. Another different aspect between ED2 and BA2 is lessons planning methods. ED2 planned lessons to develop English grammar rules according to the curriculum objectives, while BA2 planned according to the level of difficulty.

During classroom observations, ED2 and BA2 developed English grammar rules explicitly by explaining the sentence's structure in both English and Thai languages. Moreover, ED2 also used pictures to help YLs differentiate specific rules, while BA2 used worksheets for YLs to practice the English grammar rules. In addition, they had YLs copy the grammar rules in their notebook for further study as needed which corresponds to the interview findings.

Table 4.9 Summary of Significant Findings: Developing English Grammar

Categories		Pair I*	*1			Pair II*	ı II*	
	TI	F	T3	3	T2		T4	
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Planning and	- selected	- taught grammar	- selected	- explicitly	- selected	- explicitly	- selected	- explicitly
implementing	grammatical	rules implicitly to	grammatical	explained	grammatical	explained	grammatical	explained
	contents according	3rd grade through	contents	sentence	contents	sentence	contents	sentence
	to the textbooks	pictures	according to the	structures	according to	structures	according to	structures
	- planned according	- provided	textbooks	- provided	textbooks	- provided	textbooks	- provided
	to the level of	practices through	- planned the	practices	- planned the	practices	- planned the	practices
	difficulty	worksheets	lessons according	through	lessons according	through	lessons according	through
	- developed through		to the YLs	worksheets	to the curriculum	worksheets	to the level of	worksheets
	explicitly		workbooks	-YLs copied	objectives		difficulty	
	explaining, picture		- developed	grammar rules	- developed		- developed	
	cards, and		through explicitly	from the	through explicitly		through explicitly	
	worksheets		explaining and	textbook	explaining and		explaining and	
			worksheets		worksheets		worksheets	

Categories		Pair	*1			Pai	Pair II*	
	II	1		T3	T2		T4	4
	Interview	Observation	Interview	Observation	Interview	Observation	Interview	Observation
Problems and	-YLs unable to	- did not see	-YLs unable to	-YLs did not pay	-YLs did not pay -YLs do not want	- did not see	-YLs unable to	- did not see
Solutions	remember grammar	problems	remember	attention to the	to learn and	problems	remember	problems
	structures	- provided more	grammar	lessons	remember	- explicitly	grammar	-explicitly
	- provided more	explanations on	structures	- explicitly	grammar rules	explained the	structures	explained the
	explanations on the	the problematic	- had the YLs	explained the	- had YLs copy	grammar rules	- emphasized the	grammar rules
	problematic rules	rules	memorize the	grammar rules	the grammar		problematic rule	
			problematic rules		rules for further		and provided	
			several times		review		more practices	
	H				\ '			

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND CONCLUSION

This chapter is divided into three main sections. The first section discusses the findings of the participants' implementations and opinions of teaching English to YLs to the theoretical frameworks. In the second section, the researcher examines the research study's implication for stakeholders in the English teaching to YLs' field and the context similar to where this research study was carried out. In the last section, the researcher provides a conclusion of this research, as well as its contributions to the current knowledge of ELT, limitations of the research, and some recommendations for future research in a similar field.

5.1 Discussion

The discussion of the findings is divided into two main topics consisting of participants' implementation and personal opinions toward ELT to YLs. Also, five sub-topics included in the two main topics which include 1) teaching methods, 2) assessment methods, 3) language choices, 4) language skills, and 5) language knowledge. In each topic, the findings of participants from both groups (i.e., teachers who hold a degree B.Ed., Major in English and teachers who hold a degree B.A., Major in English) are also discussed in relation to some relevant theories of ELT to YLs as reviewed from related literature and previous research studies.

5.1.1 Participants' Implementation and Personal Opinions toward Teaching Methods to YLs

Several researchers and authors of previous related research and literature have suggested different teaching methods for YLs which include 1) story-based, 2) theme-based, and 3) task and activity-based teaching. The findings of participants' implementation and personal opinions toward each teaching method are varied by

nature. Therefore, it is essentially important to discuss results of this research study to ger a better understanding of participants' implementations and opinions toward each teaching method.

5.1.1.1 Teaching English through Stories to YLs

Although teaching English through stories is commonly suggested by many scholars e.g., Cameron (2001a), Mart (2012b), Shin (2006), and Wright (1995) and practiced in primary education in many countries, it is not commonly practiced in Thailand. This fact is supported by my reflection on the observation data which demonstrated that all participants did not strategically implement stories into their English lessons. Moreover, based on the interview findings, participants knew very little about the issues pertaining to story-based teaching: how to select and plan the appropriate stories, which language skills can be developed through stories, and the effectiveness of this teaching method to YLs, which correspond to the responses of BA2. Huang (2021) studied teaching English through stories to Chinese primary students in China, the results revealed that teachers lack of skills and knowledge to select and apply appropriate stories into teaching English to YLs; therefore, causing them to continue using the traditional teaching methods. This implies that not only Thai teachers lack the knowledge and skills, but English teachers from other Asian countries also have problems preparing stories for ELT lessons.

Savić and Shin (2013) and Saydakhmetova (2020) suggested that teachers should have extra skills and knowledge to choose, simplify or create their own stories to meet YLs' interests and language proficiency before planning activities. Similarly, Cameron (2001a) and Bland (2015) suggested that teachers have narrative knowledge and skills to properly identify the discourse organization of stories to create activities for developing discourse competence for YLs. These can comprise the basic teacher training development programs for EFL teachers of YLs. Also, story-based teaching should be included in the teacher training programs along with other methods for teaching English to YLs. Based on the evidence of participants' educational background, it seems that Thai English teachers are trained to teach the English language in general during their time studying at the university, while the theories and methods for teaching English to learners in specific age groups may be overlooked.

Unquestionably, story is a form of informal literacy that was introduced to YLs before they received the formal literacy, and also can normally be seen in children's daily life. Storytelling is considered one of the common family activities for YLs in Western countries. However, it is not quite common in the social context of the Thai family, especially in Thai rural areas. Wright (1995) claimed that stories can benefit children's language development. Cameron (2001b), Mart (2012b), and Wright (1995) also added that integrating stories in teaching can raise learners' awareness of the rich and authentic use of English. In addition to learner's awareness, stories can be used to develop listening and speaking skills which were somewhat consistent with BA1's opinions toward positive effects of stories. Nonetheless, ED1 postulated that low English proficiency YLs may not enjoy learning through this teaching method. In the researcher's view, various language proficiency YLs can benefit from learning through stories if the stories were properly selected to match their learning abilities and interests, in which ED1 agreed with when she was selecting the story for YLs.

5.1.1.2 Teaching English through Themes to YLs

During the 1960s, theme-based teaching was used widely in many primary schools around the world including Thailand. Theme-based teaching is also found in the Thai Basic Core Curriculum as a guide for English teachers to follow when teaching to YLs in the primary level of education. However, teaching English through theme may not be as easy as it sounds, especially for YLs. According to Larsen-Freeman (2012), the most important stages of theme-based teaching are the theme selection and planning stages. Cameron (2001a) and Shin (2000) suggested that teachers may select the theme to plan lessons or activities from the textbook because most themes construct the chapter with related grammatical and meaningful language content. This suggestion corresponds to the selection methods practiced by teachers in this research study. The majority of the participants selected the theme and planned their lessons according to the themes found in YLs' textbook. The researcher and other scholars could not agree more with this type of practice because using themes from the textbook seems to be an acceptable idea because most of the categories involve matters YLs can relate to. Importantly, it is convenient and helps assure the alignment of the teaching content stated in the Thai Basic Core Curriculum.

However, Cameron (2001) and Larsen-Freeman (2012) pointed out that YLs' interests should be considered when incorporating themes in teaching and learning. They noted that YLs should be allowed to take part in the process of selecting and planning themes relating to their interests in order to increase learning motivation. Also, it correlates to the YLs' qualities as stated in the national EFL curriculum which focuses on learner-centered rather than teacher-centered. In addition, this method of theme selection has been found to be successful. In Kiziltan & Ersanli's (2007) research study, YLs were allowed to choose the themes of their interests. As a result, YLs significantly improved in terms of language skills, and the lessons were fun and motivating. This is congruent with ED1 and ED2's theme selection practices, in which they sometimes allow YLs to be involved in the theme selection before they started planning the activities.

According to Cameron (2001a), the significant concept of theme-based teaching is that numerous learning activities are connected according to the content under the umbrella of one theme, and it can be integrated with other subjects in the curriculum which is congruent with the participants' view of the benefits of teaching English through themes. Which means that most of the Thai English teachers are skillful and knowledgeable of teaching English through theme to YLs.

5.1.1.3 Teaching English through Tasks and Activities to YLs

Tasks and activities refer to pedagogical activities or they can refer to real-life situation activities (Willis & Willis, 2007). According to Cameron (2001a). Morales Jiménez (2016), Willis and Willis (2007), and Zakime (2018), there are several important features that language teachers need to take into consideration when incorporating tasks and activities for YLs. For instance, tasks and activities must be related to the activities in the real world, connect to the content of the lesson, focus mainly on participation (e.g., arranging, quantifying, and playing), contain a clear purpose, and provide opportunities to exchange information that focuses on meaning rather than a specific form or structure. These important features are mostly found practiced by those participants who were using tasks and activities during the ten-observed lessons. The content for tasks and activities were mainly related to the content from the YLs' textbook. According to Tang (1992), graphics can be used to substantiate abstract ideas and support the understanding of the concept for YLs

without requiring the use of language. Also, the words and phrases from the previous lesson should be included as language support throughout the activity. In addition, the teacher's explanation and modeling of the task are ways to support YLs (Short & Echevarria, 2004). These suggestions are congruent with the practices of participants who conducted activities during the English lessons. They provided support in the form of explanation and translation from English to Thai which allows YLs with low English language proficiency to understand and be able to participate in the activity. It is possible to assume that the participants have the skills and knowledge to properly incorporate tasks and activities into teaching English to YLs.

Another type of support worth discussing is the support from the YLs' classmates. According to Huang et al. (2010), YLs working in pairs or as a group by listening to others is another way of providing support to complete the task which was practiced by ED1, ED2, and BA2. The process of having YLs work as a group or in teams is believed to benefit all YLs, including YLs with low English language proficiency. In addition, this kind of support allows YLs to learn how to work as a team and build good relationships or social and emotional skills among their classmates. However, teachers must group YLs with diverse language proficiencies in order to receive this type of support.

The last important element worth mentioning is the time for the teacher to prepare and also for the YLs to complete the tasks and activities. Therefore, this could be one of the reasons that language teachers avoid including tasks and activities in their lessons, which coresponds to BA1's opinion from the semi-structured interview data, and the observation field notes. In most Thai primary schools, the average class size is forty to fifty students per class with only fifty minutes per teaching period, which may not be sufficient to conduct an activity. This is one of the issues that was pointed out by several researchers e.g., Methitham (2009), Prasongporn (2016), Saengboon (2002) and Weerawong (2004) who stated that the amount of students per classroom is one of the problems in teaching English through tasks and activities effectively in primary schools in Thailand.

5.1.2 Participants' Implementation and Personal Opinions toward the Formative and Summative Assessment Methods to YLs

Language assessment is considered one of the important elements of language teaching and learning, especially in FL education, because it can be used to evaluate the learner's language progression and achievements. According to Cameron (2001a), the formative and summative types of assessment can be used to assess YLs' language skills and knowledge, and teachers can select and plan the assessment according to the learning objectives, which were in line with the practices by participants in this research study. However, using a prescriptive and limited type of language assessment, as in the case of BA1, may not deliver efficient results, because there is no one-size that fits all language assessment method. In other words, a variety of assessment methods should be used to evaluate the language progression and achievements of YLs with different levels of English language proficiency which corresponds with the method practiced by ED2.

According to Bachman and Purpura (2008) and Cameron (2001a), teachers need to consider several different aspects when designing an assessment to generate more positive effects on the learners such as validity, reliability, and fairness which can mostly come in a form of paper-based assessments. According to Cameron (2001a), this form of the assessment is more reliable than other forms of assessment because a single aspect of a skill is assessed through a single item which corresponds to the type of the assessment used by BA1. However, to increase the validity of assessment results, various types of assessments should be used rather than just using a paper-based assessment which is congruent with the evidence found to be practiced by ED1 and ED2. They seem to know the type of assessment to be used. For instance, they used formative assessments when they assessed YLs' English knowledge (i.e., vocabulary and grammar) at the end of each lesson.

According to Bachman and Purpura (2008) and Wolf and Butler (2017), the assessment can benefit YLs in several different ways e.g., learning motivation, appropriate group placements, and feedback to support further learning which is in line with participants' opinions of the benefits toward language assessment for YLs. However, language assessment also has drawbacks as discussed by Cameron (2001a). The negative impacts from the inappropriate implementation of language assessment

can be found on both learners and teachers. For instance, the assessment can be stressful for YLs who have low English language proficiency which corresponds with ED1's opinion. Moreover, the demands of some difficult assessments can have a negative impact on an individual learner because their needs may be overlooked in the pursuit of completing the lesson before moving on to the next lesson and the next evaluation. Also, teachers can feel the negative impacts regarding their performance if an inappropriate assessment is being used to assess YLs. As a result, teachers may not receive accurate feedback on their teaching performance or the learners' English comprehension.

5.1.3 Participants' Implementation and Personal Opinions toward Language Usage to YLs

The teacher's language choices while conducting an ELT classroom are still a debated topic among educators and researchers. There are some researchers and educators who agree and disagree with the use of L1 in EFL classrooms. Those who agree acknowledged the positive benefits of the mother tongue in the EFL classroom. According to Graumann (1990), teachers can use L1 in the L2 classrooms for the purposes of an alignment, emphasis, and assessment. As a way to align with the YLs, teachers use the L1 to create the feeling that they are on the YL's side, and also to reassure understanding of YL's learning problems which is congruent with the interview findings of ED1. Auerbach (1993) identified the use of L1 as a way to emphasis e.g., language analysis, class management, explaining grammar rules or difficult words, giving instructions, explaining errors, and discipline which is in line with the purposes of the L1 use by the participants in this research study. Another purpose that probably is commonly found in the FL classroom context, especially in Thailand, is the use of L1 for evaluation. The interpretation of teachers who mainly use L2 for the content of the lesson only and not for other functions such as communication seems to be in line with the practices of BA1 and BA2. They tend to use L2 for learning the content in the lessons rather than communication purposes, unlike ED1 and ED2 who use both languages for learning and communication purposes.

According to Anh (2012), Cole (1998), and Yavuz (2012), most of the time, language teachers are obligated to use the target language while conducting their lessons. However, in practice, Auer (2013) and Levine (2011) confirmed that language teachers who can speak both languages (L1 and L2) tend to use a mixture of both languages in their classrooms. This practice of code-switching was frequently evident in the findings of the classroom observations of ED1 and ED2. They tended to use code-switching between Thai and English often to reassure the YLs' English comprehension.

Several researchers, such as Auerbach (1993), Cook (1999), Kayaoğlu (2012), Turnbull (2001), Wu (2008), and Yavuz (2012) suggested that teachers need to move forward to the more practical use of language choices such as, exposing learners to the target language as much as possible, and ensuring the use of L1 to support the learners' language learning which is congruent with the participants' language preferences. They believe that using L1 helps all language proficiency level YLs understand the lessons without leaving any child behind, which corresponds with the objective of the Thai Basic Core Curriculum for the primary education. This belief also corresponds to the statement of De La Campa and Nassaji (2009), which stated that using L1 in the classroom will encourage learners to respond during the discussion and promote understanding. However, as mentioned earlier, not all educators and researchers agree with the benefits that teachers and learners may receive from using L1 in the ETL classroom.

Sharma (2006 cited in Bartlett, 2017) pointed out that learners will become dependent on teachers for translation and forego any effort of trying to understand the meaning of the context and explanation if teachers constantly use L1 which corresponds with ED2's beliefs. ED2 pointed out that YLs will not respond in the target language if the teacher uses L1 most of the time in the classroom. Moreover, Cameron (2001a) postulated that learners normally respond to the teacher's spoken language because they believe that the teacher is the power holder in the conversation. Therefore, it can be concluded that using L1 in the L2 classrooms brings both positive and negative effects on YLs, especially in teaching English as a foreign language. The important aspect that teachers need to take into consideration is the amount of the L1 usage in their classrooms.

5.1.4 Participants' Implementation and Personal Opinions toward Teaching Language Skills to YLs

Many countries around the globe, including Thailand, have included English listening, speaking, reading, and writing in their curriculum because they are considered essential tools for communication and education. According to Borg (2003) and Buehl and Beck (2015), the teacher is the main key for success in developing language learning effectively, and therefore worth looking into and discussing how language teachers carried out their lessons to fulfill the curriculum's expectations and the YLs' needs.

5.1.4.1 Teaching English Listening and Speaking Skills to YLs

According to Roothooft (2017) English listening and speaking skills are not commonly prioritized in the FL classroom, even though they are considered communicative tools. This fact is supported by the reflection of the observation data which demonstrated that not all participants taught English listening and speaking skills to YLs or used it for genuine communication during the ten-observed lessons, even though these skills are emphasizing in the Thai Basic Education Core Curriculum.

Several researchers and educators such as Garcia, (2018), Verdugo and Belmonte (2007), and Stakanova and Tolstikhina (2014) suggested that language teachers use poems, songs, fairy-tales, short plays, cartoons, and various kinds of visual aids when teaching English listening and speaking skills which somewhat corresponds to the practices of ED1 and ED2. They took advantage of incorporating advanced technology (video of children's songs) to visually aid YLs which also corresponds to the suggestion of Cameron (2001a). She suggested that teachers can use modified dialogues and content which contain communicative phrases from the adults' language learning while preserving the basic objective to meet YLs' learning ability. Stakhanov and Tolstikhina (2014) also suggested that teachers use total physical involvement when teaching EFL to YLs because most YLs' concentration lasts if the activity is interesting to them which corresponds to the practice of ED1 and ED2. They developed English listening and speaking skills through different activities, and they also tried to communicate with YLs in English during the

activities. This is a way to expose YLs to genuine communication instead of focusing on the product of listening (Goh, 2008).

Teaching English listening and speaking skills can be difficult for both children and adults, especially for the FL context. Prasongporn (2016) and Wiriyachitra (2002) pointed out that most learners are still unable to communicate in English fluently because they are lacking confidence, afraid of making mistakes, and shy which is congruent with the report by the participants in this research study. They reported that most YLs are shy to speak in English, lack confidence, and have insufficient knowledge of English vocabulary, which proves that these problems are quite common for learners who learned English as a FL, which includes Thai learners as stated by the previous research studies.

Stakanova and Tolstikhina (2014) stated that YLs are naturally curious about new things without any fear of the unknown, and they manage to play with others without the feeling of any language barriers. Therefore, implicit feedback is recommended to prevent them from having any lack of confidence or fear of making mistakes. However, the evidence found in ED2's interview data conflicted with the suggestion of previous literatures. ED2 sometimes corrected the YLs' utterances explicitly during the small talk to avoid repetitive mistakes which may be an inappropriate way to help them overcome shyness, a lack of confidence, and the fear of making mistakes in speaking English.

5.1.4.2 Teaching English Reading and Writing Skills to YLs

Teaching YLs to read is a very difficult process because they are still in the stage of learning their native language, thus learning to read another language would be problematic for them. Most skilled readers can use the combination of visual, phonological, and semantic information that is taken from sentences, words, and letters to build up an understanding of the text. According to Nunan (2010), YLs still gradually acquire these skills with the help from adults or teachers. Garton and Copland (2018) suggested that teachers use the bottom-up approach or phonics teaching to build up the reading skills of YLs who are below 9 years old. This bottom-up approach focuses on the relationships between letters and the sounds they make, and how sounds are combined. Cameron (2001a) suggested teachers start teaching consonant sounds through the hard or soft sounds first and then follow with the vowel

sounds. Arnold and Malcolm (2016) and Wyse and Goswami, (2008) also suggested that teachers implicitly teach a direct link between the phonemes (sounds) and graphemes (letters) for YLs by drawing attention to the consonants that occur as onsets in single-syllable vocabulary, then identifying their names and sounds. Brunsmeier and Kolb (2017) and Price-Mohr and Price (2017) suggested that teachers use pictures to aid recognition of the words which was found to be practiced by ED1 and ED2. They used flashcards that include pictures and words as one way to develop English reading skills to YLs which is proven to benefit all language proficiency level YLs. Based on the evidence from the observation, YLs were able to recognize pictures which corresponded with the word's sound. It can be proven that the participants know how to appropriately implement proper teaching techniques to develop English reading skills to YLs. Moreover, McGuiness (1997) also agreed that phonics teaching is not only appropriate for YLs but also can be used with the beginners of English reading since they are moving from learning the oral language toward written letters and words.

Shin and Crandall (2018) claimed that learning to write another language at a young age may have negative effects on language acquisition. According to Pinter (2017), writing skills should be introduced to YLs at the age of 10 years old, or thereabouts because they are probably already established in their native language skills and are able to differentiate between languages. They suggested that teachers incorporate only the familiar vocabulary and grammar as an initiation to the English written form which corresponds to the practice of ED2 and BA2. They tend to focus mainly on vocabulary that would normally be found in daily life along with teaching some grammar structures (present simple tense) when teaching English to older YLs. A possible explanation for such practice might be that either teacher follows the order of the content from the textbook or they know just the proper order to teach English reading and writing to YLs.

5.1.5 Participants' Implementation and Personal Opinions toward Teaching Language Knowledge to YLs

According to McCarthy (1990), communication cannot occur in a meaningful way without language knowledge (i.e., vocabulary and grammar) to express a wide

range of meanings. Therefore, it is essentially important to teach and learn language vocabulary and grammar rules, and as many as possible, to communicate in both oral and written forms fluently and effectively.

5.1.5.1 Teaching English Vocabulary to YLs

Hatch and Brown (1995) suggested teachers introduce words visually or by audio when teaching vocabulary to YLs and then recycling them in several lessons or activities. One of those recycling activities is a memorizing activity which was suggested by Yang and Dai (2011). They suggested that memorizing activities can be used as an idea network of meanings which contain diagrams or pictures, and the use of media to help in memorizing the vocabulary which is in line with the practice of ED1 and ED2. They used flashcards and media (pictures and videos) to help YLs in recognizing and memorizing the vocabulary. Cameron (2001a) also noted that these types of activities can be used with both YLs and older YLs which corresponds to the practice of ED2. It is believed that pictures and video can help YLs grasp vocabulary faster and also visually connect the meaning with the word.

The method of recycling the learned vocabulary is worth discussing. Cameron (2001a) suggested that teachers recycle learned vocabulary in several activities which was found to be practiced by participants in this research study. They recycled the vocabulary learned through activities, games, dictation, and worksheets. BA1 was found to mainly recycle the vocabulary through exercises in the form of worksheets. A possible explanation for such practice may be due to the ease involved in the creation of the material, as much of the content can be easily found online. In addition, the use of structured worksheets produces more solid evidence to be used in the teachers' evaluations for academic purposes. On the other hand, creating activities involves physical movement and tends to be more time-consuming, not only in the planning and preparation stages but also in the presentation and production stages. Moreover, maintaining students' focus would also be a greater challenge.

5.1.5.2 Teaching English Grammar to YLs

For teaching English grammar rules to YLs, Cameron (2001a) and DeKeyser (2018) suggested that teachers introduce grammar rules that are meaningful and interesting in isolation of context through classroom routine and activities that require contribution from YLs which corresponds to the teaching method of ED1. She

taught grammar rules implicitly through meaningful activities by using simple and meaningful phrases in the discourse contexts to build YLs internal grammar which is in line with the suggestion of how children learn grammar rules by Ellis and Ellis (1994). Ellis and Ellis (1994) postulated that in the third stage of L1 and L2 language development, children apply structural and semantic simplification in using the language. Ipek (2009) noted that children at this stage usually omit or simplify the grammatical functions (e.g., articles, auxiliary verbs) and the content words (e.g., nouns, verbs). These occurrences may be due to children's lack of linguistic form knowledge, or inability to access linguistic forms during their utterances. In addition, ED1 also implicitly introduced grammar in a meaningful way through cartoons, songs, and games which corresponded to the research studies of Ara (2009), Arıkan and Taraf (2010), Forster (2006), Lilić and Bratoz (2019), and Suseno (2020). Lilić and Bratoz (2019) confirmed that the use of games is indeed an efficient teaching method for developing English language grammar rules for YLs because they normally learn a language in chunks or pre-fabricated phrases without paying attention to the grammar rules which stated by Ellis and Ellis (1994).

Another English grammar teaching method that was suggested by (Cameron, 2001a) is teaching through personal interaction between teachers and YLs. The teacher and student interactions provide a good start for building language used in a meaningful way. It can be done through teachers speaking to individual learners by using simple phrases or implicit corrective feedback to help expand the conversation which corresponds to the participants' interview findings. Conversation with an individual learner is believed to be a powerful language development tool because the teachers are able to acknowledge what each learner lacks in terms of grammar. The participants spoke to individual YLs not only to gain knowledge of YLs' language proficiency but also as a way to build a good relationship between the teacher and YLs.

DeKeyser (2018), Muñoz (2014), Puchta (2018), and Yolageldili and Arikan (2011) suggested that grammar rules should be taught more explicitly to older YLs which is in line with the grammar teaching method practiced by ED2, BA1, and BA2. In fact, they explicitly explained English grammar rules in the form of translation from Thai to the English language. However, BA1 taught English

grammar rules explicitly through translation to YLs below 8 years old which was contradictory to the YLs' suggested age by many researchers and educators. Cameron (2001a) suggested that grammar rules can be introduce to YLs above 8 years old because they are more likely to be aware of the learning process and notice the grammatical patterns.

In the researcher's opinion, developing English grammar of another language is difficult for learners of all ages. However, learning English grammar rules can be easier and more enjoyable if teachers use proper teaching methods, learning materials, and activities that are interesting while remaining within the scope of YLs' capabilities. For example, Nguyen (2021) used stories for presenting English grammar to Vietnamese YLs in his research study. The results revealed that the stories provided context for a better understanding of English grammar for YLs, and also kept them excited during the lessons. However, based on the evidence found in the previous research studies, there was still limited data on using stories for teaching English to YLs in Thailand. It is possible to conclude that not many Thai English language teachers have the experience and knowledge about this teaching method. It is a matter of fact, three of the participants in this research study have never implemented stories in teaching English to YLs.

5.2 Research Implications

Besides uncovering how Thai English language teachers implemented their lessons and viewpoints toward English teaching to YLs, respectively, this research study presents certain implications regarding teaching English to YLs at a specific age. These implications can be divided into two parts: implications for stakeholders who are involved in the ELT field and implications for the context of study where the research was carried out.

5.2.1 Implications for Stakeholders in the ELT for YLs

The research findings prove that Thai English teachers urgently need support to teach English to YLs effectively and successfully. Moreover, the results shed light on two key stakeholders including teacher educators and professional developers in

the education field. The details of the explications for the implications pertaining to teacher educators and professional developers are set out below.

Based on the participants' interviews and the classroom observation data, teacher training in different teaching methods for all four skills and knowledge is essentially needed to ensure smooth and successful English teaching to YLs. To be precise, these findings call for a revision of the current pre-service education program to emphasize the teaching methodology to YLs at a specific age and learning level because teachers are believed to be the key factor of success or failure in teaching and learning. Therefore, it is important that teachers are well equipped with the knowledge and skills of different teaching methods to help YLs fulfill their educational goals and communicate effectively.

In the past, the focus of learning English in Thailand was mainly fixated on passing the examinations and not on communication. However, English language teaching in this era cannot only emphasize linguistic competence but encompass more communicative competence for learners to socialize globally and effectively which is stated in the Thai Basic Education Core Curriculum. Moreover, to achieve the requirements of the Ministry of Education's four main standards (Communication, Culture, Connections, and Community) of English language teaching for the youth in the primary education level, teachers must have the knowledge and skills to properly teaching English. Therefore, a teacher trainer program is essentially needed for those teachers who have not graduated with an educational background in English teaching, as well as English teachers who do not have the educational background in teaching but hold a degree in English major. The professional development courses that emphasize teaching methodologies are believed to enhance this group of teachers because they already have the language knowledge. Apart from proper English teaching methodologies for YLs, both pre-service and in-service teacher education programs can increase a better understanding of appropriate teaching methodologies for YLs at a specific age group for the teacher trainees and teachers. To be more precise, the English teaching methodologies for YLs inclusion can provide teachers with guidelines that can be adjusted or customized to suit their teaching contexts. Moreover, the teaching knowledge and skills of teaching methods may help boost

teachers' confidence when teaching English and enable them to deal with all language proficiency level YLs. Finally, including English teaching methodologies in ELT teacher education programs and professional development courses may reduce the use of the common English teaching method in Thailand which is the traditional teaching method or teacher-centered.

Teachers' self-improvement in learning and teaching English is also needed for the teachers in this research study. Nowadays, teachers can easily gain access to the information online through the advanced technology, which means they can improve their English proficiency or teaching methodologies on their own without any assisting from the school's budget. Based on the evidence from the interview findings, it is implied that some of the participants still lack the effort to find a way to self-improve their teaching methodologies for YLs.

In the researcher's view, to ensure that English language teachers carry out the effective English lessons to YLs, in-service teacher education programs and the professional development courses should provide ample opportunities for teachers to practice teaching during the course. Also, the principles of teaching and learning English for learners at a specific age should also be incorporated because learners at specific age groups use different learning strategies to learn a language.

5.2.2 Implication for the Context of the Study

The Ministry of Education in Thailand proposed that language teachers around the country adopt CLT as a core teaching approach when teaching the English language, which is somewhat found in the context of this study. The findings revealed that teachers have insufficient knowledge and skills in teaching methodologies for YLs. However, based on the interview findings, the majority of teachers have a positive perspective toward the three different teaching methods (stories-themes-tasks and activities-based) that were proposed by several scholars. Nonetheless, positive perceptions do not always translate into a successful practice.

Based on the research findings, there are at least two types of necessary support, including teacher training and budget, which need to be taken into account for consideration. These two types of support, as indicated by the participants, are

considered the key to success in English teaching to YLs. During the interview, the participants made remarks regarding the lack of necessary teaching training on appropriate English teaching methodologies to carry out lessons for YLs. As mentioned earlier, YLs and adults learn language differently. Therefore, teachers cannot use the same teaching method for both age groups. The special teaching methods that are appropriate for YLs at a specific age group are essentially important. According to Piaget, YLs' age 7-11 years old are marked as the beginning of logical or operational thought, and are considered a major turning point in the children's cognitive development. Therefore, the proper input of learning is essentially important at this stage of learning. Another important aspect involved in the success of English teaching is teachers' awareness of the English teaching principles, which include scaffolding, contextualization, multisensory learning, and negotiation of meaning when teaching English to YLs. Apart from teacher training, the budget for continuing teaching development is also essential for the teachers in the context of the study.

Another factor that plays an important role in the success or failure of teaching English to YLs, whether in the context of this study or other English language teaching to YLs contexts, is the work overload. According to Prasongporn (2016), more than 50 percent of the primary teachers around the country are responsible for teaching all subjects, including English, which is found to be true in the context of the study. Nevertheless, this statement by no means indicates that teachers are unable to successfully teach English effectively because the effectiveness of teaching and learning English is laid upon the knowledge and skills of teachers' implementation of teaching methodologies.

In the next section, the researcher would like to state some limitations and propose some recommendations for extending the findings of this research study.

5.3 Limitations and Recommendations for Future Research

This study has limitations similar to other empirical research studies. The generalizability of these research findings is subject to certain limitations and recommendations. Firstly, given that this study was carried out with only English language teachers who teach in the primary schools in Ubon Ratchathani Province

areas, its findings cannot be apprehended for other teachers in other primary schools. The findings may not be generalized to all primary schools in Thailand; however, they can be generalized to similar contexts where English is taught to YLs. After spending several months carrying out this research study, the researcher noticed that several unanswered questions can be undertaken for further investigation. First, it was understood that this study was carried out only at primary schools in one province. This should be replicated in other primary schools in other provinces in Thailand to ascertain whether the results will be similar or different. Results of teachers from different primary schools in other provinces in Thailand may provide a more comprehensive understanding of how they integrate English language teaching to YLs.

Another limitation that arises from the study's main objective is that this study did not provide any concrete evidence of the YLs' perspectives toward the effectiveness of each teaching method. It was understood that the study's main objectives are to investigate and compare two groups of teachers' implementation and viewpoints toward teaching methods, assessments, language choices, English language skills, and knowledge. The findings of this research study only shed light on the teachers' perspectives, but not the YLs' perspectives. Therefore, further research studies are essentially needed to investigate YLs' perspectives toward the English language implementation, given that most of them were too young to be able to provide any comprehensible details on their viewpoints.

The last limitation is the time constituted in this study, as it was limited to only ten lessons for each teacher. The results of this study might have been different if this was a longitudinal research study (e.g., a semester or an academic year). A longitudinal research study may shed a brighter light on how Thai English teachers teach English language through different methods. Therefore, the researcher urges researchers who are interesting in conducting a research study in the YLs' field of education to extend the time to collect the data to receive more accurate findings. Despite its limitations, this research study certainly adds to our understanding of the current English language teaching to YLs in part of Thailand.

5.4 Contributions to Existing Knowledge and the Context of the Study

This study confirmed the following contributions to the existing knowledge of English language teaching to YLs and the context of this research study. First, instead of concentrating on individual aspects of teaching English to YLs in the same way as other previous studies, this research study focused on more broader aspects. This study explored the two groups of teachers' implementations and viewpoints toward teaching methods, assessment methods, language choices, language skills, and knowledge of English language teaching to YLs. Also, quantitative and qualitative data collection methods were implemented to ensure the comprehensiveness of the findings. The advantage of this research study is that it revealed how these two groups of teachers, who hold degrees in different fields of education, taught English to YLs. In addition, it also revealed the similarities and differences among those teachers.

The participants in this research study taught at the primary education level, unlike other previous studies which were carried out mostly at the secondary education level. To the best of the researcher's knowledge, this is the first empirical research study that investigated and compared the two groups of Thai English teachers who hold degree in two different educational backgrounds. Based on the findings, some of the participants in this research study have never used stories in teaching English to YLs, which was surprising for the researcher. In the researcher's opinion, these occurrences may be caused by an insufficient or lack of knowledge and skills to implement stories in teaching English to YLs. The findings shed light on some important issues which could be overlooked by teacher trainers or professional developers.

Finally, this research study can be regarded as a mirror for the current teaching practices by Thai teachers in Thailand. At the same time, it helps inform and raise awareness of the need for further teacher training in the field of teaching the English language to YLs at a specific age group.

5.5 Conclusion

Overall, this research study explored how two groups of Thai English language teachers in Ubon Ratchathani Province, Thailand implemented English lessons for YLs. Based on the research findings, it is obvious that participants recognized the significant benefits or usefulness of each teaching method in teaching English to YLs. Also, participants were experienced in theme-task and activity-based teaching methods, which may not be so surprising because they were required to follow the Thai Basic Core Curriculum when teaching English to Thai youths. Nonetheless, the majority of participants were quite inexperienced and had very little knowledge and skills about how to implement stories in teaching English to YLs. These findings, by and large, show that English language teacher training at the universities may be inadequate to prepare good teachers of the English language for YLs. Also, Thai English language teachers need proper and continual pedagogical teaching training on how to implement English lessons for YLs at specific age groups. In conclusion, teachers only possessing English competence without the knowledge and skills of teaching methodologies may not be enough to help YLs achieve their goal of English language competence.

As for the comparison between two groups of teachers' teaching methods, it is possible to conclude that participants' skills and knowledge about stories-theme-based English teaching methods are quite limited. Nevertheless, the participants who possessed an educational background in the B.Ed. majoring in English could provide more precise ideas on how to implement stories and themes in teaching than participants who graduated with the B.A. majoring in English. The former group seems to be better aware of the benefits and more flexible in the use of various teaching methods than the latter group; although, the knowledge and skills of both groups are limited. To conclude, Thai English language teachers who hold a degree in B.Ed. seem to have a better understanding of how to implement and use more varities of teaching methods than the teachers who hold a degree in B.A. However, based on the findings, both groups still need to continually learn about various teaching methodologies available because teaching training from their university may have been limited.

As far as language assessment and language choices, based on the evidence from the classroom observations and the interview data, it is possible to conclude that the participants prefer to use both formative and summative methods to assess YLs' English language proficiency; however, not all participants were allowed to create their own assessments due to the fact that the school already has its own pre-made examinations. Concerning the language choice, it can be concluded that the participants preferred to use both languages while conducting the lessons. The amount of use of the mother tongue by each participant varied according to the circumstances in the classroom. However, based on the findings, the participants who hold a degree in B.Ed. used English language not only to teach the content of the study but to communicate with YLs during lessons. On the other hand, the participants who hold a degree in B.A. used English mainly for describing the content of the lessons, but not for other functions.

Concerning the English language skills and knowledge being emphasized by the participants, based on the findings, it can be concluded that teaching English vocabulary is still the main focus of most English language teachers in general. It could possibly be due to the fact that most teachers still believe that the effectiveness of language communication lies upon the vocabulary knowledge, which is somewhat true. However, the learners cannot communicate effectively if they are lacking functional vocabulary knowledge. To summarize, based on the evidence found in this research study, the participants who hold a degree in the education field seem to balance between communication skills and language knowledge better than the participants who hold a degree in English.

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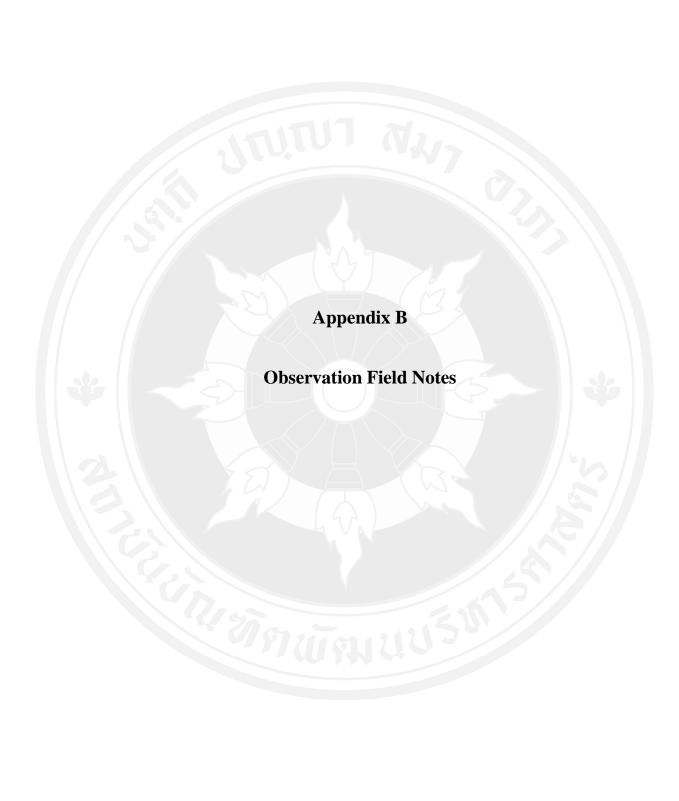


Observation Checklist

Teacher No	Lesson No.	_ Date:
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Teaching	Y/N	Themes	Y/N	Remarks
Approach				
Learning		-Use storytelling		
through stories		- Introduce vocabulary first		
		- Use story includes characters, a		
		plot, and graphics		
Theme-based		- Conduct activities based on a real		
teaching and		and meaningful theme		
learning		- Use a wide range of activities		
		- Modeling activity first		
		- Give suggestions/feedback using		
	0	target language		
Using tasks and		- Provide physical activities		
activities		- Break activity into steps		
	 	- Provide support when constructing		
	3	activity.		
Language		- Use L 1 only		e //
Choice		- Use L2 only		
		- Use L1 & L2	5	
Assessment	7/6	- Use formative assessment		
	20	- Use summative assessment		
Skill		- Check learners' understanding		
Development		- Provide support during spoken		
Listening and		activities		
speaking		- Incorporate written skill to support		
		the oral skills		
		- Provide types of different talks		

Teaching	Y/N	Themes	Y/N	Remarks
Approach				
		situations		
Reading and		- Use technique of sounding/breaking		
Writing		words into syllables or morphemes		
		- Label items/ colorful poster		
		environment		
		- Read aloud using pictures		
		- Teach English phonic		
		- Teach sentence level after		
		accomplished letter shapes and		
		spelling		
		- Explicitly explain structure		\ \'
Knowledge		- Use visual image, auditory for new		
Development		words		
Vocabulary		- Explain words meaning		
		- Recycle vocabulary		
Grammar		- Teach grammar implicitly.		
		- Teach grammar explicitly.		15/
	7	- Provide plenty of practice		

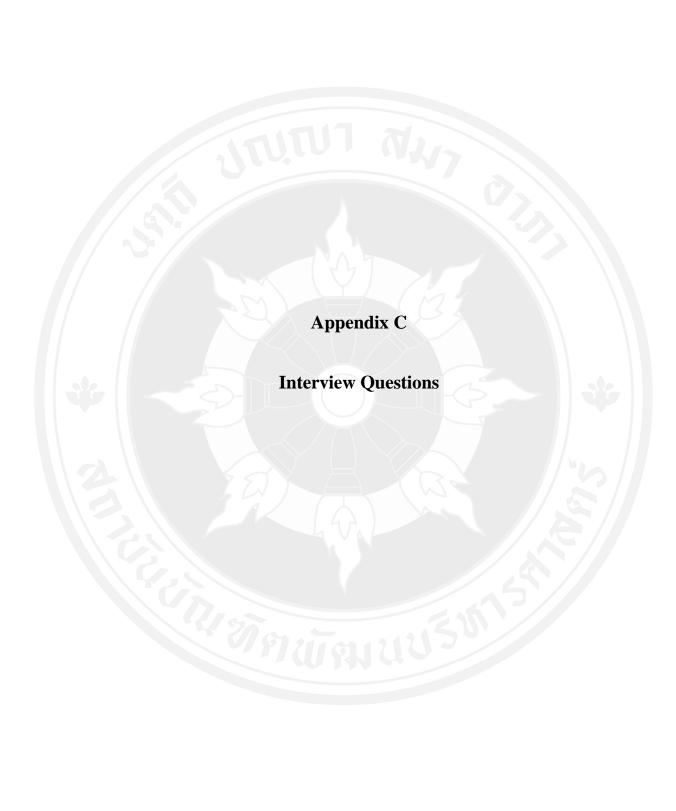


Observation Field Notes

Teacher:	Date:

Description	Reflection
Teaching Methods	
Teaching through stories	
- Use storytelling	
- Introduce vocabulary first	
- Use story includes characters, a plot, and graphics	
Teaching through theme	
- Conduct activities based on a real and meaningful	
theme	3 \$ \\
- Use a wide range of activities	
- Model activity first	
- Give suggestions/feedback using target language	
Teaching through activities and tasks	
- Provide physical activities	
- Students move along with the song (up, down. Big-	
small, open-shut)	
- Break activity into steps	
- Provide support when constructing activity	
Language Choice for YLs	(43//
- Use L 1 only	30
- Use L2 only	
- Use L1 & L2	
EFL Assessment Method	
- Use formative assessment	
- Use summative assessment	
Skill development for YLs	
Listening development	

Description	Reflection	
- Check leaners' understanding		
- Many of repeated activities		
- Engaging activities		
Speaking development		
- Provide support during spoken activities		
- Incorporate written skill to support the oral skills		
- Provide types of different talk situations		
Reading skills		
- Use technique of sounding/breaking words into		
syllables or morphemes		
- Label items/ colorful poster environment		
- Read aloud using picture	3 3	
- Teach English phonic		
Writing skills		
- Teach sentence level after accomplished letter		
shapes and spelling		
- Explicitly explain structure		
Knowledge development for YLs	34 // 29/1	
Teaching vocabulary		
- Use visual image, auditory for new words		
- Explain words meaning		
- Recycle vocabulary	1,5	
Teaching grammar	300	
- Teach grammar implicitly.		
- Teach grammar explicitly.		
- Provide plenty of practice		



Interview Questions

Part 1: Teacher background and teaching experiences

- 1. Introduce yourself: Name, age, how long have you been teaching, what course were your initially teaching?
- 2. Were you initially teaching English subject or teaching other subjects, too?
- 3. Where did you learn English? How long have you been teaching?
- 4. Have you ever received any type of training on teaching English to YL?
- 5. How did you start teaching YL?
- 6. What are the difficulties of teaching YL? Could you explain, please?
- 7. How did you overcome the difficulties?
- 8. What do you do to improve your English proficiency or teaching skills: reading, watching TV?
- 9. Do you have enough supported materials for teaching?
- 10. Do you feel that your students have an adequate amount of exposure to the English language?

Part 2: EFL teaching for YLs in Thai school

2.1 Teaching through stories

- 1. Do you know the story-based English teaching method to YLs? Have you ever incorporated in your classroom?
- 2. In your opinion, do you think story-based English teaching method is an effective method for YLs? Why or why not?
- 3. How would you plan the lessons using stories in your classroom?
- 4. How would you select the story for YLs?
- 5. What language skills would you use story for?
- 6. Do you think story-based teaching method is more advantages or disadvantages for YLs?

2.2 Teaching through themes

- 1. Do you know the theme-based English teaching method to YLs? Have you ever incorporated in your classroom?
- 2. In your opinion, do you think the theme-based English teaching method is an effective method for YLs? Why or why not?
- 3. How would you plan the lessons using themes in your classroom?
- 4. How would you select the themes for YLs?
- 5. What kind of language skills would you use themes for?
- 6. Do you think theme-based teaching method is more advantages or disadvantages for YLs?

2.3 Teaching through tasks and activities

- 1. Do you know the task and activity-based English teaching method to YLs? Have you ever incorporated in your classroom?
- 2. In your opinion, do you think the task and activity-based English teaching method is an effective method for YLs? Why or why not?
- 3. How would you plan the lessons using tasks and activities for your classroom?
- 4. How would you select the tasks and activities for YLs?
- 5. What kind of language skills would you use tasks and activities for?
- 6. Do you think that tasks and activities teaching method is more advantages or disadvantages for YLs?

2.4 Language Choice for YLs

- 1. What language do you prefer to use when conducting the class? Why?
- 2. When do you use L1 in your classroom? For what reason?
- 3. Do you think there are more advantages or disadvantages of using L1 in the L2 classrooms?

2.5 EFL Assessment for YLs

1. What experience do you have in language assessment for YLs?

- 2. How would you plan to assess YLs' skills?
- 3. How would you select the instrument to assess YLs?
- 4. How would you assess YLs language skills and language knowledge?
- 5. Do you have any difficulties in assessing YLs and how could you overcome them?
- 6. Do you think that the language assessment is more advantages or disadvantages for YL? Why?

Part 3: Skill development for YLs

3.1 Listening and speaking development

- 1. What experience do you have in developing English listening and speaking skills for YLs?
- 2. How would you plan lessons to teach listening and speaking skills to YLs?
- 3. How would you select the content for your classroom environment?
- 4. How would you develop English listening and speaking skills to YLs?
- 5. Do you have any difficulties in developing these skills to YLs and how could you overcome them?

3.2 Reading and writing skills

- 1. What experience do you have in developing English reading and writing skills for YLs?
- 2. How would you plan the lessons to teach reading and writing skills to YLs?
- 3. How would you select the content for your classroom environment?
- 4. How would you develop YLs reading and writing skills?
- 5. Do you have any difficulties in developing these skills to YLs and how could you overcome them?

Part 4: Knowledge development for YLs

4.1 Teaching vocabulary

- 1. What experience do you have in teaching English vocabulary to YLs?
- 2. How would you plan the lessons to teach English vocabulary to YLs?

- 3. How would you select the content for your classroom environment?
- 4. How would you develop YLs' vocabulary knowledge?
- 5. Do you have any difficulties in developing this skill and how could you overcome them?

4.2 Teaching grammar

- 1. What experience do you have in teaching English grammar to YLs?
- 2. How would you plan the lessons to teach English grammar to YLs?
- 3. How would you select the content for your classroom environment?
- 4. How would you develop YLs' grammar knowledge?
- 5. Do you have any difficulties in developing this skill and how could you overcome them?

Appendix D

Interview Questions Thai Version

Interview Questions Thai Version

Part 1: Teacher background and teaching experiences

- 1. แนะนำตัวเอง ชื่อ อายุ
- 2. คุณเรียนภาษาอังกฤษมาจากที่ไหน
- 3. วิชาภาษาอังกฤษเป็นวิชาเดียวที่คุณสอนหรือสอนวิชาอื่นด้วย
- 4. คุณสอนภาษาอังกฤษกี่ปีแล้ว
- 5. คุณได้รับการอบรมอะไรที่เกี่ยวกับการสอนภาษาอังกฤษให้กับนักเรียนในระดับ ประถมศึกษาไหม
- 6. คุณมีอุปสรรคอะไรในการสอนเด็กนักเรียน ช่วยกรุณาอธิบาย
- 7. คุณแก้ไขปัญหานั้นอย่างไร
- 8. คุณมีวิธีการพัฒนาศักยภาพในการใช้ภาษาอังกฤษ หรือการสอนภาษาอังกฤษของคุณ อย่างไร เช่น อ่าน ดูทีวี
- 9. คุณมีอุปกรณ์ช่วยสนับสนุนในการสอนเพียงพอไหม
- 10. คุณคิดว่าเด็กนักเรียนของคุณได้ใช้หรือเจอภาษาอังกฤษเพียงพอไหม

Part 2: EFL Teaching for YLs in Thai School

2.1 Teaching through Stories

- 1. คุณรู้จักวิธีการสอนแบบใช้นิทานสำหรับเด็กนักเรียนหรือไม่ คุณเคยใช้ในห้องเรียนไหม
- 2. คุณคิดว่าวิธีการสอนผ่านนิทานเป็นวิธีการที่มีประโยชน์กับเด็กนักเรียนไหม ทำไมคุณถึง คิดว่ามันมีประโยชน์ หรือไม่มีประโยชน์
- 3. คุณวางแผนวิธีการสอนโดยใช้นิทาน ในชั้นเรียนอย่างไร
- 4. คุณเลือกนิทานอย่างไร
- 5. คุณใช้นิทานเพื่อสอนทักษะภาษาด้านไหน
- 6. คุณคิดว่าการสอนโดยใช้นิทานมีผลดีหรือผลเสียต่อเด็กนักเรียน ช่วยกรุณาอธิบาย

2.2 Teaching through Theme

- 1. คุณรู้จักวิธีการสอนแบบใช้หัวข้อเรื่องสำหรับเด็กนักเรียนหรือไม่ คุณเคยใช้ในห้องเรียน ไหม
- 2. คุณคิดว่าวิธีการสอนแบบหัวข้อเรื่องเป็นวิธีการที่มีประโยชน์กับเด็กนักเรียนไหม ทำไม คุณถึงคิดว่ามันมีประโยชน์ หรือไม่มีประโยชน์

- 3. คุณวางแผนวิธีการสอนแบบหัวข้อเรื่อง ในชั้นเรียนอย่างไร
- 4. คุณเลือกหัวข้อเรื่องอย่างไร
- 5. คุณใช้หัวข้อเรื่องเพื่อสอนทักษะภาษาด้านไหน
- 6. คุณคิดว่าการสอนโดยใช้หัวข้อเรื่องมีผลดีหรือผลเสียต่อเด็กนักเรียน ช่วยกรุณาอธิบาย

2.3 Teaching through Activities and Tasks

- 1. คุณรู้จักวิธีการสอนแบบใช้กิจกรรมสำหรับเด็กนักเรียนหรือไม่ คุณเคยใช้ในห้องเรียน ไหม
- 2. คุณคิดว่าวิธีการสอนแบบใช้กิจกรรมเป็นวิธีการที่มีประโยชน์กับเด็กนักเรียนไหม ทำไม คุณถึงคิดว่ามันมีประโยชน์ หรือไม่มีประโยชน์
- 3. คุณวางแผนวิธีการสอนแบบใช้กิจกรรม ในชั้นเรียนอย่างไร
- 4. คุณเลือกกิจกรรมให้เด็กอย่างไร
- 5. คุณใช้กิจกรรมเพื่อสอนทักษะภาษาด้านไหน
- 6. คุณคิดว่าการสอนโดยใช้กิจกรรมมีผลดีหรือผลเสียต่อเด็กนักเรียน ช่วยกรุณาอธิบาย

2.5 EFL Assessment for YLs

- 1. คุณมีประสบการณ์ในด้านการประเมินเด็กนักเรียนหรือไม่
- 2. คุณได้มีการวางแผนประเมินแต่ละทักษะการเรียนรู้อย่างไร
- 3. คุณมีวิธีเลือกแบบประเมินสำหรับเด็กนักเรียนอย่างไร
- 4. คุณมีวิธีการประเมินแต่ละทักษะอย่างไร
- 5. คุณพบปัญหาในการประเมินเด็กนักเรียนหรือไม่ และคุณมีวิธีจัดการกับปัญหานั้น อย่างไร
- 6. คุณคิดว่าการประเมินมีผลดีหรือผลเสียต่อเด็กนักเรียน ช่วยกรุณาอธิบาย

2.4 Language Choice for YLs

- 1. คุณชอบใช้ไหน (ไทยหรืออังกฤษ)ในขณะที่คุณสอน ทำไม
- 2. เมื่อไหร่ที่คุณใช้ภาษาไทยในชั้นเรียน เพราะเหตุไหน
- 3. คุณคิดว่าการใช้ภาษาไทยกับเด็กนักเรียนเป็นผลดีหรือผลเสียมากกว่า ช่วยกรุณาอธิบาย

Part 3: Skills development for YLs

3.1 Teaching listening and speaking skills

- 1. คุณมีประสบการณ์ในการพัฒนาทักษะการฟังและพูดภาษาอังกฤษสำหรับเด็กนักเรียน หรือไม่
- 2. คุณมีวิธีการวางแผนการสอนการฟังและพูดอย่างไร
- 3. คุณมีวิธีเลือกเนื้อหาสำหรับเด็กนักเรียนอย่างไร
- 4. คุณใช้วิธีการพัฒนาทักษะการฟังและพุดอย่างไร
- 5. คุณพบปัญหาในการสอนทักษะนี้หรือไม่ และคุณมีวิธีแก้ปัญหาอย่างไร

3.3 Teaching Reading and Writing Skills

- 1. คุณมีประสบการณ์ในการพัฒนาทักษะการอ่านและเขียนภาษาอังกฤษสำหรับเด็ก นักเรียนหรือไม่
- 2. คุณมีวิธีการวางแผนการสอนการอ่านและเขียนอย่างไร
- 3. คุณมีวิธีเลือกเนื้อหาสำหรับเด็กนักเรียนอย่างไร
- 4. คุณใช้วิธีการพัฒนาทักษะการอ่านและเขียนอย่างไร
- 5. คุณพบปัญหาในการสอนทักษะนี้หรือไม่ และคุณมีวิธีแก้ปัญหาอย่างไร

Part 4: Knowledge Development for YLs

4.1 Teaching Vocabulary

- 1. คุณมีประสบการณ์ในการพัฒนาคำศัพท์ภาษาอังกฤษสำหรับเด็กนักเรียนหรือไม่
- 2. คุณมีวิธีการวางแผนการสอนคำศัพท์ภาษาอังกฤษอย่างไร
- 3. คุณมีวิธีเลือกเนื้อหาสำหรับเด็กนักเรียนอย่างไร
- 4. คุณใช้วิธีการพัฒนาคำศัพท์ภาษาอังกฤษอย่างไร
- 5. คุณพบปัญหาในการสอนองค์ความรู้นี้หรือไม่ และคุณมีวิธีแก้ปัญหาอย่างไร

4.2 Teaching Grammar

- 1. คุณมีประสบการณ์ในการพัฒนาไวกรณ์ภาษาอังกฤษสำหรับเด็กนักเรียนหรือไม่
- 2. คุณมีวิธีการวางแผนการสอนไวยกรณ์ภาษาอังกฤษอย่างไร
- 3. คุณมีวิธีเลือกเนื้อหาสำหรับเด็กนักเรียนอย่างไร
- 4. คุณใช้วิธีการพัฒนาไวกรณ์ภาษาอังกฤษอย่างไร
- 5. คุณพบปัญหาในการสอนองค์ความรู้นี้หรือไม่ และคุณมีวิธีแก้ปัญหาอย่างไร



Interview Responses

Teacher: Date:

Descriptive	Answers
Part 1: Teacher background and teaching experiences	
1. Name, age, length of teaching	1.
2. Teaching subjects	2.
3. Graduated from	3.
4. Training	4.
5. Difficulties of teaching YL and how to overcome	5.
6. How to improve English proficiency or teaching	
skills	6.
7. Supporting materials for teaching	
8. Students amount of exposure to the English language	7.
	8.
Part 2: Teaching Methods	
2.1 Teaching through stories	
1. Knowing and using the storytelling approach in	1.
teaching YLs	
2. Effectiveness of the storytelling method	2.
3. Planning methods	3.
4. Selecting methods	4.
5. Language skills focus	5.
6. Advantages or disadvantages	6.
2.2 Teaching through theme	
1. Knowing and teaching through theme	1.
2. Effectiveness of teaching through theme	2.
3. Planning methods	3.
4. Selecting methods	4.
5. Language skills focus	5.

Descriptive	Answers
6. Advantages or disadvantages	6.
2.3 Teaching through tasks and activities	
1. Knowing and teaching through tasks and activities	1.
2. Effectiveness of teaching through tasks and	
activities	2.
3. Planning methods	
4. Selecting methods	3.
5. Language skills focus	4.
6. Advantages or disadvantages	5.
	6.
Part 3: Language Choices	
1. Language preferences and reasons	1.
2. When using L1 and reasons	2.
3. Advantages or disadvantages of using L1	3.
Part 4: EFL Assessment Methods	
1. Experiences of language assessments	1.
2. Planning methods	2.
3. Selecting methods	3.
4. Assessing YLs language skills and language	4.
knowledge	\ /.\@//
5. Difficulties in assessing YLs and how to	5.
overcome them	45
6. Advantages or disadvantages of assessment	6.
Part 5: Language skills development	
5.1 Listening and speaking development	
1. Experiences in developing listening and speaking	1.
skills	
2. Planning methods	2.
3. Selecting methods	3.
4. Teaching methods	4.

Descriptive	Answers
5. Difficulties in teaching these skills and how to	5.
overcome them	
5.3 Reading and writing skills	
1. Experiences in developing reading and writing	1.
skills	
2. Planning methods	2.
3. Selecting methods	3.
4. Teaching methods	4.
5. Difficulties in teaching these skills and how to	5.
overcome them	
Part 6: Knowledge development	
6.1 Teaching vocabulary	
1. Experiences in developing vocabulary skills	1.
2. Planning methods	2.
3. Selecting methods	3.
4. Teaching methods	4.
5. Difficulties in teaching these skills and how to	5.
overcome them	
6.2 Teaching grammar	
1. Experiences in developing grammar skills	1.
2. Planning methods	2.
3. Selecting methods	3.
4. Teaching methods	4.
5. Difficulties in teaching these skills and how to	5.
overcome them	

Appendix F

Teacher Informed Consent Form for Participation in the Study of Teaching English to Young Learners in Thailand

Teacher Informed Consent Form for Participation in the Study of Teaching English to Young Learners in Thailand

My name is Kanya Panapob, a doctoral student from the Graduate School of Language and Communication, the National Institution of Development Administration (NIDA). Presently, I am carrying out a research study regarding teaching English to young learners (YLs) in Thailand. It is anticipated that the results of this research study will be beneficial to the development of English teaching to YLs in Thailand.

By agreeing to this consent form, the participant allows the researcher to observe their English language teaching classrooms in total of 10 lessons. In addition, the participant is cordially invited to participate in a follow-up interview which will last approximately one hour. The follow-up interview aims to gain further information concerning the participant's teaching practiced during the ten-observed and also their teaching experience to YLs.

There are no known risks during the ten-observed and interview. The data collected from the ten-observed and interview will be treated confidentially. All participants' names will be made pseudonymously and will not be disclosed. The data will be made available only to the researcher. Also, the participant may withdraw at any time and may choose not to answer any questions that they may feel uncomfortable in answering. There is no compensation for participating in this research study.

Your kind participation in this research study is greatly appreciated. The researcher would be happy to answer any queries you may have about this study. Please feel free to reach me at k1971joslin@gmail.com or 081-6608821

Declaration of Consent

I have thoroughly read and been informed of the study concerning teaching English to YLs in Thailand. By signing my name is this consent form, I agree to participate in this research study.

(Signed)	Participant
()
Date	

BIOGRAPHY

Name-Surname Kanya Panapob

Academic Background BA (1st class honors) (English major)

Faculty of Humanities and Social Sciences,

Ubon Ratchatani Rajabhat University (2007-2011) MA in Teaching English as a Foreign Language Faculty of Liberal Arts, Ubon Ratchatani University

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