

## English Language Training for The Students of Satit Phatnawitya School in Yala, Thailand

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### Abstrak

Proyek ini berfokus pada implementasi program pelatihan bahasa Inggris untuk siswa di Sekolah Dasar Satit Phatnawitya, kelas 4 di Thailand. Kegiatan ini bertujuan untuk meningkatkan kemampuan bahasa Inggris para pelajar dengan memberikan pelajaran yang terstruktur dan menarik yang sesuai dengan tingkat pendidikan dan kebutuhan bahasa mereka. Program ini mengintegrasikan berbagai metodologi pengajaran, termasuk kegiatan interaktif, sumber daya multimedia, dan praktik percakapan, untuk menciptakan lingkungan belajar yang dinamis. Penekanan khusus diberikan pada pengembangan keterampilan bahasa inti seperti mendengarkan, berbicara, membaca, dan menulis sambil menumbuhkan rasa percaya diri dalam menggunakan bahasa Inggris dalam situasi kehidupan nyata. Keterlibatan instruktur yang terlatih, bersama dengan penilaian dan umpan balik yang berkelanjutan, memastikan bahwa siswa secara progresif meningkatkan kemampuan bahasa mereka. Dengan menumbuhkan fondasi yang kuat dalam bahasa Inggris, inisiatif ini mendukung perkembangan kognitif siswa secara keseluruhan dan meningkatkan kemampuan mereka untuk berkomunikasi secara efektif dalam berbagai konteks.

**Kata kunci:** *Bahasa English, Sekolah Dasar, Pelatihan*

### Abstract

This project focuses on the implementation of English language training programs for 4th students at Satit Phatnawitya Primary School in Thailand. The initiative aims to enhance the English proficiency of young learners by providing structured and engaging lessons that cater to their educational level and linguistic needs. The program integrates various teaching methodologies, including interactive activities, multimedia resources, and conversational practice, to create a dynamic learning environment. Particular emphasis is placed on developing core language skills such as listening, speaking, reading, and writing while fostering confidence in using English in real-life situations. The involvement of trained instructors, along with ongoing assessments and feedback, ensures that students progressively improve their language abilities. By cultivating a strong foundation in English, the initiative supports students' overall cognitive development and enhances their ability to communicate effectively in diverse contexts.

**Keywords :** *English Skills, Elementary School, Language, Training*

### INTRODUCTION

English is one of the foreign languages incorporated into the educational curriculum, in addition to the Indigenous and National languages (Council of Europe 2006). Consequently, the pedagogy and acquisition of the English language have attained considerable importance. Historically, English instruction was absent at the primary education level; however, it is presently regarded as essential for a multitude of purposes, including cultural exchange, scientific advancement, and technological development. Currently, a subset of Thai students has commenced their English language acquisition at the kindergarten stage, whereas others initiate this process at the primary education level. Given that these students represent young learners, their cognitive development stages constitute one of the most significant determinants influencing

their educational outcomes (Termprayoon 2020). Furthermore, the pedagogical approaches employed by educators during these formative years encompass not only the foundational elements of the language but also the experiential learning opportunities that may subsequently affect their intrinsic motivation towards language acquisition (G.Pushpalatha 2022). It can be posited that the instruction of English within primary educational institutions may present numerous challenges. Should the students acquire the requisite knowledge essential for their linguistic development, it could yield beneficial outcomes for their future academic endeavours. Conversely, should they acquire erroneous knowledge, it may result in detrimental effects on the learning trajectories of these young learners. Moreover, in the absence of appropriate instructional guidance from a young age, the phenomenon of fossilization may transpire, potentially influencing the manner in which young learners acquire the English language in subsequent years (Moskovsky and Ratcheva 2014).

Our International Community Service did the project in Satit Phanawitya School, especially for the 4th grade of primary school in Yala. Yala (Thai ยะลา) is a province (changwat) in the southernmost part of Thailand. Adjacent regions (from northwest clockwise) are Songkhla, Pattani, and Narathiwat. Yala borders Malaysia to the south and is located in Peninsular Malaysia. It has an area of 4,521.1 km<sup>2</sup> and a population of 415,537 (Yala Province, n.d.).

Yala is divided into seven administrative regions (Amphoe): Amphoe Mueang Yala/Jala or Jolor, Betung, Benang Setar, Than To, Yaha, Raman, Kabang, and one small area (King Amphoe), which is subdivided into 56 townships (tambon) and 341 villages (Nubian).



**Figure 1. The Map of Yala Province**

Source: (Anon n.d.)

Originally, Yala, along with Narathiwat, was part of the Malay sultanate of Pattani, which was under the influence of the Siamese kingdoms of Sukhothai and Ayutthaya. After Ayutthaya fell in 1767, Pattani became independent but returned to Siam during King Rama I's reign. In 1909, Siam conquered Pattani due to their treaty with the British Empire. Narathiwat and Yala are governed separately. In Yala there is a Pattani separatist movement which became active again in 2004 after a long period of silence.



**Figure 2. The Map of the Administrative area of Yala Province**

Source: (Anon n.d.)

The city is surrounded by circular and meticulously laid out parks centred along Phang Mueang, the central highway. There is a large park to its west with a lake and swamp. The city has a pillar temple, the Yala Central Mosque, and a field hospital. The Yala Central Mosque is a large mosque with a square roof and green dome on the main road leading north of the city. The building has been in its location for more than a century and was damaged during the Japanese invasion of Thailand but was rebuilt after World War II. Yala Hospital and Siroros Hospital, on Route 4106, serve the surrounding districts. Tham Phab Khien Fa Panang Cave is located east of Yala on the way to Budi and contains 500-year-old rock paintings.

### **Problems Statement**

English teaching challenges are characterized as the obstacles associated with the instruction of the English language. In the context of Thailand, numerous educators at the primary school level lack specialization in English, yet they are mandated to instruct both English and other academic disciplines (Dhanasobhon 2007). The primary problem addressed in this report is the limited proficiency in English among students at Satit Phatnawitya Primary School in Thailand, which hinders their ability to communicate effectively in a globalized environment. Despite the growing importance of English as a second language, many students at the school struggle with fundamental skills such as speaking, listening, reading, and writing (Moskovsky and Ratcheva 2014). The current curriculum lacks immersive and interactive English language instruction, contributing to this challenge, as traditional teaching methods fail to engage students or promote active language use. This international community service seeks to examine how a structured and targeted English language training program can bridge these gaps, improve students' overall language competence, and better prepare them for future educational and professional opportunities. Additionally, the ICS report explores the impact of these training programs on students' confidence in using English in both academic and everyday contexts.

### **Objective**

The objective of this report is to evaluate the effectiveness of an English language training program designed for the students of Satit Phatnawitya Primary School in Thailand. The ICS report aims to assess how this program enhances students' English proficiency, focusing on core language skills such as speaking, listening, reading, and writing. It also seeks to identify the methods and strategies that are most effective in fostering language development among young learners while considering the role of interactive and engaging teaching techniques. Furthermore, the report intends to analyze the program's impact on students' confidence and ability to use English in both academic and real-life situations, ultimately preparing them for future educational and career opportunities in an increasingly globalized world.

### **Benefits**

The English language training program for the students of Satit Phatnawitya Primary School in Thailand offers several significant benefits. Firstly, it improves students' overall proficiency in English, enhancing their ability to communicate effectively in both academic and social settings. By focusing on essential skills like listening, speaking, reading, and writing, the program lays a strong linguistic foundation for further education and international opportunities (Abdikamalkyzy 2022). Secondly, it promotes cognitive development, as bilingualism has been linked to improved problem-solving, creativity, and critical-thinking skills (Fenuku 2024). Additionally, the interactive and engaging teaching methods boost student motivation and participation, fostering a more dynamic and enjoyable learning experience (Hoxhaj 2024). The program also enhances cultural awareness, enabling students to engage with global perspectives and preparing them for a multicultural world. Finally, by building confidence in using English, the program helps students become more adaptable and competitive in future educational and career endeavours.

### **METHOD**

A qualitative case study design was chosen to provide an in-depth understanding of the program as a bounded system (Joubish 2011). This approach allows for the exploration of the interaction between cultural dynamics and educational practices within the specific context of the training program. We had a group from Primary 4.1. Primary School. In Thailand they got English

subject from the 1st class in Primary School. We had to conclude the material and share it with the teacher to make the material in line with the syllabus.

To gather comprehensive and meaningful data, this international community service utilized the following qualitative tools:

### Observation

The purpose of the observation is to document real-time interactions and classroom dynamics. Implementing observation for the teams involves multiple training sessions focusing on teaching methods, student engagement, and classroom communication patterns. An observation sheet was used to record findings systematically, capturing both verbal and nonverbal behaviours (Figure 4). The outcome is detailed field notes that provide insights into teaching effectiveness and student participation.

### Semi-Structured Interviews

The purpose of this semi-structured interview is to explore the individual experiences and perspectives of students, teachers, and administrators. The implementation of open-ended questions was designed to encourage participants to share their thoughts on the program. Example questions included:

- "How has the training influenced your English skills?"
- "What aspects of the program were most effective?"
- "What challenges did you encounter during the training?"

The Interviews were recorded with consent and then transcribed for analysis. The outcome is some rich narratives highlight personal experiences and provide suggestions for improvement.

## RESULT AND DISCUSSION

### Result

This activity succeeded in making a group of the children at Satit Phatnawitya School, as evidenced by the students in the primary 4.4 class, which is the class taught by the author, able to understand and master the following material:

a. Week 1: Self Introduction

Primary 4.1 students can introduce themselves in English in writing and reading by copying the writing on the board, as well as speaking and listening by copying the self-introduction sentences first delivered by the writer.

b. Week 2: Vocabularies; Animals, Fruits & Vegetables, Body Parts

We provide an activity paper with a table to translate from Thai to English.

c. Week 3: Self Introduction 2 & Family Tree

The materials and learning methods used for self-introduction 2 are the same as week 1. The family tree material is taught by writing the names of family members according to the family tree example.

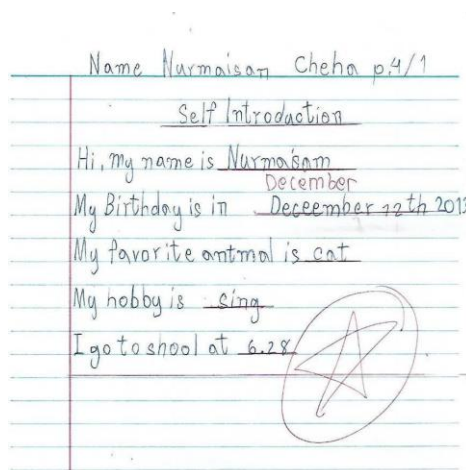


Figure 3. Primary 4.4 (Materi Week 1 'Self Introduction')

**English Class (ชั้นเรียนภาษาอังกฤษ)**

Name (ชื่อ): *Fadina Madsa* Primary 4.1

Animals			Fruit & Vegetable			Body Parts		
No.	Thai Language (ภาษาไทย)	English Language (ภาษาอังกฤษ)	No.	Thai Language (ภาษาไทย)	English Language (ภาษาอังกฤษ)	No.	Thai Language (ภาษาไทย)	English Language (ภาษาอังกฤษ)
1	แมว	cat						
2	วัว	cow						
3	เสือ	tiger						
4	สิงโต	lion						
5	ยีราฟ	giraffe						
6	นก	bird						
7	ช้าง	elephant						
8	นก	bird						
9	ปลา	fish						
10	ปลา	fish						
1	ส้ม	orange						
2	แอปเปิ้ล	apple						
3	กล้วย	banana						
4	มะม่วง	mango						
5	ฝรั่ง	guava						
6	ข้าวโพด	corn						
7	แตงกวา	cucumber						
8	บรอกโคลี	broccoli						
9	มันฝรั่ง	potato						
10	มะเขือเทศ	tomato						
1	ศีรษะ	head						
2	มือ	hand						
3	หู	ear						
4	เท้า	foot						
5	ตา	eye						
6	จมูก	nose						
7	ปาก	mouth						
8	ฟัน	teeth						
9	ลำคอ	throat						
10	นิ้ว	finger						

**Figure 4. Primary 4 (Vocabularies; Animals, Fruits & Vegetables, Body Parts')**

Figures 3 and 4 above are samples of the work paper and progress card from one of the students. We check their progress not only in writing but also in pronunciation. They still had difficulty pronouncing English words. We ask them to make a movement based on the animals or practice showing the shape of the fruits and vegetables with the gesture after they pronounce it.

## Discussion

Observation data revealed that students engaged more actively when lessons incorporated Thai cultural references. Teachers noted that adapting content to the local context significantly enhanced comprehension and interest. Interviews highlighted pronunciation difficulties due to differences between Thai and English phonetics. Students also expressed a lack of confidence in using English, which hindered their participation.



**Figure 5 Teaching Situation in Class**

## CONCLUSION

The conclusion of the international community service project highlights the following points:

1. Culturally Relevant Methods: The training program was more effective when lessons integrated Thai cultural references, as this enhanced student engagement and comprehension.
2. Challenges in Language Learning: Pronunciation difficulties and lack of confidence were key obstacles faced by students, influenced by differences in linguistic structures and their comfort with using English in real-life scenarios.



3. Overall Program Effectiveness: While the program materials were generally well-prepared, they required further alignment with students' specific language proficiency levels for optimal impact.

Recommendations were made to adapt teaching strategies further, enhance culturally relevant content, and provide additional support to overcome pronunciation challenges and build student confidence.

To further enhance the effectiveness of the English language training program for students at Satit Phatnawitya Primary School, several suggestions can be made. First, it is recommended to incorporate more immersive language activities, such as role-playing, group discussions, and language games, to encourage the active use of English in practical scenarios. Additionally, integrating technology, such as language learning apps and multimedia tools, can make lessons more engaging and accessible, catering to different learning styles. Another suggestion is to provide continuous professional development for teachers, ensuring they are equipped with the latest teaching techniques and resources to foster a supportive language-learning environment. Offering regular assessments and feedback to students will help track progress and identify areas for improvement. Finally, creating opportunities for students to interact with native English speakers, either through exchange programs or virtual interactions, would significantly boost their confidence and fluency in real-world communication.

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