

CHAPTER I

INTRODUCTION

1.1 Background of the Study

People say that attitudes toward a goal to achieve is the most important mindset that leads to success. Positive attitude tends to make things easy. Conversely, failure may occur when negative attitudes win. Similarly to learning, it is commonly stated that feelings of boredom among learners highly affect their learning in the classroom. In order to create an effective classroom, the teacher needs to continually search for activities that increase learners' motivation and engagement that directly lower such boredom levels and further encouragement in learning.

Fun or enjoyment is one crucial characteristic of play. Children naturally learn to develop their mental, physical, social, affective and language through playing. They learn by experiencing nature, interacting with people, and manipulating things. Play allows them to scaffold their understanding of learning mediation like play objects and the more knowledgeable other (MKO) to adjust existing knowledge as well as create new knowledge and experience (Vygotsky, 1933). Language is one area developed through child play. Many scholars support the assertion that learning oral language is naturally learned and acquired in written language. Also, play should be promoted because it is the foundation of written language development (Lightbown & Spada, 2013; and Medwell, Wray, Minns, Griffiths, & Coates, 2012). Consequently, oral language development through play leads to the development of four basic English language skills as a whole. Moreover, play is a key activity that can establish positive emotion. Thus, it is considered as not inhibiting all types

of learning for children. Krashen and Terrell (1983) demonstrated the positive relationship between the low affective filter and the increase in second language production.

The English language classroom in EFL contexts like in Thailand also encounters situations in which Thai learners, especially young learners, need creative instructions to help actualize their real learning potential. One of the major challenges Thai learners face is the written language emphasis in the compulsory education system such as the tests and exams in all levels; as a result, oral language skills have not been highlighted (Nuktong, 2010). Another main problem is that learners have limited opportunities to expose to English in daily life since they are surrounded by Thai language context. The learners will learn English in the classroom mostly. Classroom activities then can serve as the main practices that require learners to use English as a tool to create classroom discourse. In order to encourage young learners to gain learning outcomes from the language classroom, it is recommended to increase positive motivation. Krashen and Terrell (1983) mention that one of his five hypotheses known as the affective filter, which elucidates the low affective filter can increase the positive attitude toward learning and lead to the higher language proficiency. Thus, the language classroom should contain the characteristic of 'fun' and plausible learning environment (McMahon, 1992; Landreth, 2002).

It is undeniable that learning a language is time-consuming and that it does not occur only inside the language classroom. However, it is still problematic among Thai learners. It can be because, on the one hand, language skills generally require continuation of practice. On the other hand, only two to five hours per week of English language classes as a compulsory course in Thailand does not seem adequate if there is no further practice outside the classes. With this in mind, parents play an important role in engaging and sustaining language learning outside the classroom.

To conclude, children's play is a natural phenomenon that uncovers all the benefits to overall learning trajectories. All areas of child development have increased through their years of learning and growth. Children's language development can be promoted through several mediations such as natural play activities and materials. Greater emphasis should be given to oral language in order to build sound basic written language and communication skills as a whole. Moreover, mental and language support from stakeholders like teachers and parents outside the language classroom should be promoted. Although most studies of play are found in the first language context, this study will be contributed to the ways young EFL learners can learn oral language organically and to what extent play-based language learning activities can possibly make a joyful way to benefit them in language development in particular. The study also explores to have insightful details on relevant influence and opinions on the learning processes of young language learners based on the analyzed and synthesized play-based language learning framework. Therefore, the information gathered will become a grounded understanding to draw on implications of play and language in English classroom learning and teaching, and assessment for young EFL learners.

1.2 Objectives of the Study

The objectives of this research are as follows:

1. To investigate the effects of the play-based language learning (PLL) on the English language skills of young learners.
2. To explore the influence of the play-based language learning (PLL) on young learners' affective outcomes
3. To explore the opinions of the parents of young learners outside the play-based language learning (PLL) classroom

1.3 Research Questions

The research questions of this study include:

1. To what extent does the play-based language learning (PLL) affect the English language skills of young learners inside and outside the classroom?
2. What are the influences of play-based language learning (PLL) on young learners' affective outcomes?
3. What are the opinions of the parents of young learners outside the play-based language learning (PLL) classroom?

1.4 Scope of the Study

This study investigates the effects of the exploitation of play-based language learning on the English language development of young learners, which explores extendedly from the previous study. The findings in this study can be analyzed as an evidence to signify the validity and reliability of the designed play-based language learning framework. Besides, the findings can signify the practicality of this framework to a wider range of the sample groups as well as the effects on their learning and affective outcomes. On the previous study, the sample was one group of third-grade students from one demonstration school. In the present study, the samples consist of 16 young learners studying in the elementary levels from the first to sixth grades. Fifteen participants were studying at the schools in Bangkok and one participant was studying at a school in the Southern province, Thailand. Also, the second subject group was seven volunteer parents who provided opinions and insightful information outside of the classroom. The research instruments compose of 16 lessons plans (eight lesson plans for lower elementary and eight

lesson plans for upper elementary of the paralleled themes) for 30-hour sessions, pre- and post-tests, semi-structured interview, and focus-group interviews. The independent variable is the play-based language learning lessons, while the dependent variable is the English language skills of young learners. Data were analyzed by the use of the *t*-test, descriptive statistics, and content analyses.

1.5 Definition of Terms

The Play-based Language Learning (PLL) is a teaching and learning framework grounded on the integration of play theories and second language learning theories. In terms of play, it refers to the main characteristics of children's play and play types. Whilst, second language learning in this study is based mainly on sociocultural theory (Vygotsky, 1933). In the play-based language learning, each lesson is designed based on thematic unit, which is exploited for both lower and upper elementary levels. The key differences between both levels are the levels of difficulty in terms of linguistic features such as vocabulary, structure, contexts. Also, the upper elementary are exposed more to the written language. Each lesson plan includes both play and language learning features as shown in the following details:

- **Play** contains both the characteristics of play and types of play. As for the characteristics of children's play, they are defined as the activities that integrate physical movement and cognitive skills. They also incorporate with the quality of fun and enjoyment, and purposefulness. Children can control their own learning yet they do not feel fear of making mistakes or incorrectness. With regard to types of play for the study, they are adopted from the National Council for Curriculum and Assessment (2009) and adapted into the contexts of play for Thai children as well as the classroom setting instead of outdoor

play. Therefore, the five activities compose of language play, physical play, creative play, games with rules, and pretend play.

- **English language skills** refer to the four basic language skills. The oral language skills including listening and speaking skills are put into emphasis for the lesson plans designed for the lower elementary level. While, there are additional emphasis of the written language skills including reading and writing skills in the lesson plans for the upper elementary level. The English language skills in this study refer to the primary focus on listening and speaking skills of young learners in both lower and upper elementary levels, and secondary focus on reading and writing skills for upper elementary level. Compatible to the three learning stages as mentioned above, the lesson plans are divided into three modes of communication namely interpretive, interpersonal, and presentational modes of communication, respectively, following the first strand of Foreign Languages learning area, known as Language for Communication by Basic Education Core Curriculum of Thailand (Ministry of Education, 2008) and Integrated Performance Assessment by the American Council on the Teaching of Foreign Languages (ACTFL) (Tedick & Cammarata, 2012). English language skills of young learners were examined by the main instruments of pre- and post-tests before and after the experiment. Concerning qualitative data, their language development was observed during the whole course from the gathered data from their self-assessment using semi-structured interview and their parents' opinions through the use of focus-group interviews.

Thus, play-based language learning refers to the integration of activities that emphasize on language learning with the interaction with other people and objects in diverse contexts and quality of playfulness.

1.6 Significance of the Study

The study is purposed to design play-based language learning lessons and examine the effects on the language learning of elementary level in the context that uses English as a foreign language like Thailand. The lesson plans for this study are carefully designed to serve the needs of students according their age groups, interests, and language skills Also, they are based on the PLL framework of the previous study conducted with one age-group students from one school.

This study provides wider array of understanding and evidence on learning outcomes and how different age groups respond to play-based language learning activities. Moreover, opinions of the young learners' parents shed more light on their beliefs as well as their observation of their children's use of the target language outside the play-based language learning classroom. The lesson plans, activities, and instructional materials for play-based language learning are developed in order to meet the language learning objectives based on national and international curriculum and standards for the elementary level. It is expected to benefit the young learners themselves that English language can be constructed by the implementation of play activities that has advantages on their affective, physical, social, as well as language development.

Besides, play activities allow children to relate their real-life play situations to the language learning contexts. Thus, children learn how to make use of the target language not only inside but also outside the language classrooms. Instructional materials such as play objects, highly-minimally structured toys, and authentic materials are found to be great influence on their learning. Teachers and peers play crucial roles to assist children's language learning as they scaffold knowledge and language skills through interaction among one another. Play activities can be applicable in the range from using only one play

activity to the whole period or the whole course since play activity is suggested to lower children's affective filter that avoids blocking their mental stage of learning. Teachers may consider employing play-based language learning activities to be extra language activities to the regular classroom. Also, it can be an alternative option of language instruction for young learners. Apart from teachers and peers, parents are the important people who spend more time with children outside the language classrooms. Thus, parents can observe their children's behaviors, guide their learning, and support the transition of language use inside and outside the language classrooms.

In conclusion, play-based language learning instruction is planned and designed to support the English language learning for young learners in Thailand and other EFL contexts. It corresponds directly to the emphasis on learner-centeredness. It is advantageous to develop language skills as well as other children's developmental areas including cognitive, physical, emotional, and social skills.

CHAPTER II

LITERATURE REVIEW

This paper focuses on the use of play in children's real-life situations and the English language development. This section reviews main topics related to the effects of play-based language learning, which is designed to foster English language development of young learners. The framework can shed light on how to integrate play activities into the English course that can create an alternative instruction diverse from the traditional English language classroom.

2.1 Defining Play

Play is a word that creates a relaxing feeling when heard, although different people define it differently. As for when children play, they take time and are determined to work around the object they are playing with. Thus, many scholars have stated that play is the serious work of a child. In different disciplines, other works in other fields examine play differently according to their contexts. For instance, play is recognized as an important part for examining child's development level. It brings about particular intervention for individual needs in early childhood special education. In the field of architecture, it can be regarded in terms of space and design (Larsen, 2015). In the field of therapy, play takes on the role of learning the inner world of a client reflecting on the outer world of play activity. It aims to reveal the client's emotional, intellectual, and communicative development (Freud, 1992 and Klein, 1960, as cited in Ariel, 1992). In universal, play is seen as a natural

development that all professionals can observe and gain information about their behaviors and child's developmental areas (Jrank, 2010). Additionally, play is referred to as an activity for children in the ages from babyhood to teenager periods, which those activities do not have certain definitions as they can be defined by different adults from different fields (Lindon, 2010). In terms of wording such as play and game, some scholars use play and game interchangeably as they are similar and the foundations of each other (Callios, 1961; Walz, 2010, as cited in Larsen, 2015), while Sutton-Smith (1997) categorizes game as one type of play. This present study explores play as children's activities that are characterized to incorporate enjoyment. These activities are purposeful contexts in which they can use the language without fear of punishment or failure. Also, children are able to control their own play and learning.

2.2 Determining Play Types, Benefits, and Stages,

Play seems to be easy to understand, yet complex to specify. Most of us are familiar with the word 'play' that relates to toys, objects, and people. Play is also discussed by its categories. Many people have suggested different types of play according to particular motivation and psychological function. Some scholars categorized it by materials and activities.

2.2.1 Types of play

Earlier scholars have investigated and proposed different types of play according to the order of the year of study. Parten (1932) groups play types from the individual to the more socializing activities that require cooperation. They are called unoccupied play, solitary play, onlooker play, parallel play, associative play, and cooperative play. Callios

(n.d., as cited in Salen and Zimmerman, 2006) classifies play by different rules, regulations, and procedures, which is based on the conceptualization that play entails relaxing feelings and is associated with objects and physical movement. Smith and Pellegrini (2008) divide play into five categories including locomotor play, social play, object play, language play, and pretend play. Similar to the latter work, this study has adopted and adapted the play activities presented by the National Council for Curriculum and Assessment (2009). They provide a clear picture of children's play types that can be seen in children's real-life play, easy to understand for both learners and teachers, adjustable to classroom settings, and appropriately applied to language learning lessons. Accordingly, the five types of play here comprise language play, physical play, creative play, games with rules, and pretend play.

Cook (2000) states the significance of language play that it is related to activities employing language use. It is essential for cognitive and social development. He suggests that materials constitute authentic language use that carries the great proportion of nonsense, fiction, ritual, and creative thoughts to those with great proportion of personal importance and psychological saliency of songs, soap operas, advertisements, rhyme, jokes, and prayers. Moreover, literature, such as haiku, proverb, epigram, nursery rhyme, the pun, the joke, the advertisement, and the tabloid headline, is grouped in this kind of play. It evokes emotion, promotes discussion, and requires language structure practice, for instance, when learners need a rehearsal, pay attention to wording, and repeat a model. Those texts composed of linguistically and culturally elements in the communication.

Physical play is a kind of play that is related to the bodily movement that young learners improve their physical and cognitive development. It may include the activities such as constructive play, exploratory play, and manipulation of objects like play materials and toys. While constructive play can be seen when children build something like blocks

and Legos, exploratory play is found when they investigate surrounding nature and objects. Manipulation of objects like play materials and toys is obviously seen as a part of child's play as well. There are viewpoints over toys in terms of advantages and disadvantages; gender-specific toys and gender-neutral toys. People always buy different kinds of toys according to the gender of the kids. If they are boys, it is assumed that they will like some toys such as trucks, soldiers, wild animals, helicopters, monsters, and others; whereas the girls are expected to have something more soft and girlish such as baby dolls, princess, soft pillows, dresses, make-ups. While the color of the objects is blue mainly for boys, pink is for girls. Some may argue that the kids actually do not know or realize at first what they tend to play. As a matter of fact, it is the adults who put that favors into the children's perception. Thus, there is a suggestion for parents that their children should be exposed to gender-neutral toys that can be played by both boys and girls, such as blocks, playhouse, wooden music instruments, balls, legos, board games, and so on. Pulaski's implications was cited by Singer (1994) about toys for children aged from kindergarten through the second grade that the minimally structured toy materials elicited more varied themes and richer fantasy by the children than the highly structured toy materials. The minimally structured toys include drawing paper, paints, Playdough, wooden blocks, and cardboard cartons, whereas the highly structured toys are such as plastic molds, cutters for use with playdough, a metal dollhouse, Barbie dolls, and specific outfits for those dolls.

Creative play is another activity that elevates young learners' imagination and engagement through the use of arts and crafts. It may consist of activities such as creating paper dolls, drawing, coloring, decorating, cutting, and different activities that require the use of fine motor skills. Some craft tools can be prepared by teachers or professional illustrators who sketch of the craft outlines. Some can be initiated and created by children

themselves. Mostly, creative play is demonstrated as the first step of their own creation. Then, they use it to play with their friends afterwards. It provides opportunity to be spontaneous in learning as there are a wide variety of materials they can select from. However, it is noteworthy that there are some times children do not have adequate knowledge of the world to initiate things. Teachers can help mediate their learning by using language and craft tools to both construct play objects and reinforce language focus. There are a lot of benefits of play that have been discussed throughout the aforementioned information in each kind of play.

Game is a type of play that represents something fun and challenging. They are also seen as the instrument of cooperation and competition. Earlier, games include elements of movement, spontaneity, socializing community, order, ease, and relaxation. Cook (2000) addresses, later on, that competitive games have been the subject area known as Game theory that games become more a serious activity. Game theory is defined as “the logic of decision-making in social situations in which outcomes depend upon the decisions of two or more autonomous agents’, which the strategy of each player will be affected by his or her calculations of what the other player or players will do in pursuit of the pay-off, the desired benefit of the game. It is also conceived as ways of exercising and stretching each player’s theory of mind to the limits” (Cook, 2000, p. 129). There are lots of advantages of games to use in play such as the role of chance to verbally and non-verbally practice physical and mental skills, integrate skills, develop their socializing skills. However, teacher needs to be careful that learners may perceive them as a too serious competition when they are too much into the games. Games should be taken in a not serious activity that accept voluntary, assume free interaction but balance with activities’ rules. So that students

learn what they know or do not know, and what the thoughts of others are that they are the main concept of the theory of mind.

Make-believe or pretend play is a type of play that presents a natural activity children do outside the classroom using their first language, while theater or dramatic play is applied with the same idea but in bigger and more formal settings. Role-play is another term to use inside the language classroom to identify the activity facilitating the learners to use the target language. However, they contain the same characteristics of hiding identity, but act as someone else relating to the topics or situations they set or are set. As a matter of fact, role play is seen to be adaptation of natural way of learning into natural-like setting in the classroom. It is capable to visualize that pretend play and dramatic play refer to the activity that children dress up and use their imagination pretending to be animals, princess, objects, and many other characters to be in a particular story or situation that they create. Jean Piaget's notion is cited in the book 'Toys, play, and child development.' He called it "symbolic play" which "is not just a passing feature of growth through emergence of logical and orderly thought, but rather an intrinsically adaptive feature of our human condition." (Singer, 1994, p. 7).

2.2.2 Benefits of play

The benefits of pretend play have been illustrated that it increases association in each person's imaginative theme (McMahon, 1992). It is engaged with collective monologue as well as affection, especially when the children have different social background, and try to assimilate of what make sense in real lives. The careful awareness and observation from adults are needed to understand and assess their children's cognition

and emotion through action and communication. Singer (1994) concludes those benefits into eleven items as follows:

Table 1: *Eleven benefits of play*

- | |
|--|
| <ol style="list-style-type: none">1. Motor skills developed2. Senses sharpened3. Expression of emotions – empathy4. Sharing, turn taking – harmony5. Ordering, sequencing6. Delay of gratification7. Vocabulary growth8. Concentration increased9. Flexibility10. Role taking11. Expansion of imagination and creativity |
|--|

According to Table 1, play is believed to benefit various areas of basic child development including cognitive, physical, social-affective, and language development. However, in elementary education, most studies of play focused on first language development. The main reason is primarily because the native language use in the classroom do not block children's development of other areas. In other words, play is mostly exploited in the class of L1. Thus, for native speakers, exploring children's language development through play is less found than physical or cognitive development. Also, it is observed that children naturally prefer play in their mother tongue. As for this study, it aims at filling the gap of L2 development through play, so it develops play activities appropriate for enhancing foreign and second language development.

In conclusion, the most important issue of the kinds and benefits of plays and material selection are mainly depending on appropriateness to learners. Moreover, learners' needs and the purposes of use are highly suggested to take into consideration for the adult caretakers. Teachers must carefully choose the ones that are socially and linguistically suitable for the learners' needs and interests, background knowledge, their proficiency levels, and other learner and learning factors in order to provide the least possibly negative outcomes or the most advantages for them. Moreover, the materials must be supporting language learning and incorporating with play.

2.2.3 Stages of play

Play in relation to the developmental stages of learning of young learners provides important information to apply those stages appropriately into their language development (Singer, 1994).

As shown in Table 2 below, it is possible to imply that play is closer to the real world when children grow older. They may be involved with more skills when they interact with different kinds of plays; for examples, the physical, eye-hand coordination, social interaction, negotiation, imagination skills. In the same time, they also develop their emotional skills when encountering with different situations in different play contexts.

Table 2: *Stages of play*

Stages	Description
Stage 1 0-2 years	<p><i>Imitation</i></p> <ol style="list-style-type: none"> 1. Use of reflexes 2. Repetition of sounds and movements 3. Beginnings of symbolic imitation <p><i>Practice and mastery</i></p> <ol style="list-style-type: none"> 1. Sensory play – tasting, smelling, making sounds 2. Ritualistic play 3. Simple make-believe
Stage II 2-5 years	<p><i>Symbolic play</i></p> <ol style="list-style-type: none"> 1. Play that distorts reality; pretend, pure assimilation 2. Implies representation of absent object 3. Parallel play 4. Compensatory play
Stage III 7- years	<p><i>Games with rules</i></p> <ol style="list-style-type: none"> 1. Institutional, hide and seek, hopscotch 2. Board games

2.3 Articulating Play Features

It is commonly observed that children feel motivated and relaxed when they are invited to play. Obviously, it is the first gate to opening their minds to learning things including language. In the language classroom, play activities can be one method to promote learner-centeredness. Children learn best when they are the first experienter to experience, explore, and work around the concerned objects and activities. This strengthens not only physical but also cognitive and mental development so that they can think and take action. The key work of Cummins (1980, as cited in Krashen, 1982) proposed that diverse contexts enhance children's language learning. He adds that Basic Interpersonal

Communication Skills (BICS) refers to the oral communication in children's daily life that is developed first. This then should be promoted before Cognitive Academic Language Proficiency (CALP), which relates to language use in an educational system such as academic written language.

Apart from the various contexts, children learn through the manipulation of objects and interaction with others. Concerning the former, play toys and materials appear to be the first obvious choice for adults when they want their children to learn things. It is interesting that these play materials are not limited by any definition of what they can be. They can be natural or man-made materials, gender-specific or gender-neutral toys, highly-structured or minimally-structured toys, and even object and non-object materials that extend imagination. However, there is support for the use of play toys and materials as a medium of authentic language use and learning (Cook, 2000). As for the latter, language is a basic tool for interacting and communicating people's minds with others. As a child, people begin language through their parents talking and later interaction with them. They gradually learn linguistic features, social contexts, and culture incorporation in each particular utterance. Children also use language and develop skills with other people. Halliday (1973) states that not only do children perform this language function to communicate, but also, more importantly, to establish a relationship with interlocutors like adults or peers for purposes of either solidarity or separation. Moreover, play with partners is an interaction activity that strengthens the use of language for communication (Seach, 2007) and expresses both the meanings and emotions seen by their behaviors (Cordier et al, 2009).

Besides, when children play, they like to act funny, be amusing, lively, and light-hearted. Thus, playfulness is an essential feature that illustrates the opposite of seriousness. Even though they engage or play within a serious act with full attention and determination,

they end with mutual smiles or laughter signaling they are playful. Pellegrini (1989) explained that children could engage in rough-and-tumble with playfulness when it incorporates non-aggressive and playful behaviors like soft attack, touching, tagging, and fighting. Back (2016) posits the concept of playfulness as a mindset that interrelates to play activities. He remarks that only a playful play, opposite to a non-playful play, is considered a play; otherwise, it is not a play. Although the situation is not fun, it can be playful if people accept the rule of that situation as playful feelings in a playful mindset. Pomerantz and Bell (2007) explore second language development through the creative use of the language of participants at the university level. They found that participants exhibit the improvement of linguistics performance and creative use of linguistic features such as different voices to engage in the meaningful act of role-play and discourse.

Lastly, the outstanding feature to be considered in order to develop language skills is the focus on language. For one thing, oral language should be promoted first because it has been established as the foundation of written language. Oral language skills can be implemented through the familiar topics of children's daily lives. For another, to develop language for young learners, one crucial consideration is that children's language is not the same as adult language. Tomasello (2008) highlights that children learn through language use, while adults learn in a more formal way of language accuracy. He proposed Usage-Based Linguistics (UBL) to enhance children's language learning. In other words, language is learned by two main dimensions – the functional and the grammatical. The former is related to the use of language to function as meaning-making, whereas the latter refers to the use of linguistic units to find patterns of the language and master it. Thus, rote-learned chunks (Eskildsen, 2008) or formulas (Lightbown & Spada, 1993) are the appropriate means of language learning for children.

In summary, the main features of play-based language learning incorporate the chief emphasis on language focus and play elements including play contexts, play materials, playmates, and playfulness that foster the surrounding situations conducive to the authentic use of the language.

2.4 Language development through play

Children use language for various purposes about different people and things, which improve their thinking skills such as understanding, predicting, analyzing skills, as well as language skills (Raban, 2001). These complicated functions do not occur only inside the classroom but also within diverse contexts like at home or playground.

2.4.1 Classroom learning

Teachers, especially in the EFL contexts, play a crucial role in language development in the classroom because of the limited opportunities to use the target language for most of the children in their real-life situations. Contradictory to the traditional teacher-led classrooms, recent English language teachers of young learners tend to support a learner-led concept, which leads to the adjustment of teacher's roles and classroom activities. Children should have the chances to use communication to develop both language fluency and accuracy. Role-play is one example activity that is used for children to perform the language based on either real-life or imaginary situations. Welsch (2008) investigates pretend play and its effects on communication and text comprehension. The participants engage in props and various kinds of materials related to the story and storybooks. Not only do the participants comprehend the story better, they learn the rules, self-control of their own learning, and social skills beyond the texts with friends. Many classrooms, nowadays,

are arranged into centers or corners such as book corners, a maths and science center, a dramatic play center, and block areas. Thus, it provides a supportive learning atmosphere, imagination, and socialization (Roskos, Tabors, & Lenhart, 2009; Trawick-Smith, 2012).

2.4.2 Language learning and assessment in the classroom

Two major elements for effective English teaching are planning and assessment. That is to say, the teacher needs to know what children can do, plan for their progression, and measure it (Medwell, Wray, Minns, Griffiths, & Coates, 2012). First of all, the teacher should determine the purposes before deciding on the assessment types. The example purposes are such as to examine progress, diagnose difficulties, identify needs, compare proficiency, place children in different levels, and so on.

There are many types of assessment for examining language learning in the classroom. The most common ones to measure children's progress are formative and summative assessment. For the former, it assesses the progress during the process of learning and teaching. The types of assessment for young learners are, for instance, diagnostic assessment, portfolio, homework, observations, and classroom activities. The latter measures the progress at the end of the course in order to inform the learners as well as other stakeholders such as their parents and administrators about their progress. The example forms of this assessment are final exams, oral tests, term project, and story retelling test.

One alternative assessment for children that focuses on young EFL learners is called performance-based assessment. It is opposite to the traditional written test format known as paper-and-pencil test, which does not always test on authentic English language skills. It can cause negative impact especially on children's emotion such as anxiety and stress, and

attitudes toward English language learning and assessment. In contrary, the assessment for young learners should be less threatening. More importantly, it should be able to measure their real language skills and real tasks based on what have been expected for them to perform with meaningful contexts in their learning. To elaborate, when children are taught to use English in their performance tasks, such as telling a story, they should be measured on the similar required tasks in the assessment. Yildirim and Orsdemir (2013, pp. 562-563) have assembled the lists of tasks' demands as follows:

- Tasks should take into consideration children's physical, social, and cognitive development.
- Tasks should be appealing to the age and interest of children and all language should be used in everyday context, matching the way in which they process language.
- Many types of assessment should be used, with the pupil's, the parents' and the teacher's perspectives involved.
- Both the tasks and the forms of feedback should underline what they can do instead of what they cannot in order to encourage further learning.
- The pupil should, at least under some circumstances, be given support in carrying out the tasks.
- The activities used in assessment should be good learning practices and serve as a tool to diagnose learning and teaching problems.
- Tasks should be performance-based, requiring students to perform authentic tasks such as giving oral reports, writing essays, cooperative group work, and problem solving.

Thus, it can be analyzed that two key points to measure children based on performance-based assessment are realistic tasks or situations and the requirement of children's language use, which is meaningful to their understanding and reaches the goal. The example tasks can be food survey, interviewing neighbors, and planning a party (McKay, 2006). The marking system can be in report or grade forms. Brualdi (1998) cites four ways to record children's performance developed by Airasian (1991) and Stiggins (1994) consist of checklist approach, narrative/anecdotal approach, rating scale approach, and memory approach. By using checklist approach, the examiner indicates whether the particular performance is present or not. In terms of narrative/anecdotal approach, the examiner writes narrative reports to note each performance of the child. Rating scale approach is similar to the first approach except the addition of the degree of performance how each child can achieve. Lastly, memory approach is conducted by the examiner observing and memorizing children performance in order to grade them. However, the last approach is not recommended.

In this study, the performance-based assessment was considered and designed to comply with the learning strand of foreign language areas—Language and Communication—indicated by the National Curriculum (Ministry of Education, 2008) as well as the communicative modes outlined by the American Council on the Teaching of Foreign Languages or ACTFL (Tedick & Cammarata, 2012). That is to say, the main assessment in this study has applied realistic performance of play activities—language play, physical play, creative play, games with rules, and pretend play—in the test to achieve the objectives of English language skills, which is discussed later in the section of Research Methodology.

2.4.3 Outside of classroom learning

Outside the classroom is an equally vital learning environment for language development. Children can learn from their real-life contexts. Widdowson (2001) advocates that playground as a place where children learn the culture, increase oral communication, as well as express self-confidence. Some activities involve an integration of various skills such as physical and social skills with language skills, for instance, chanting rhymes while skipping ropes with friends (Frost, Wortham, & Reifel, 2001). Larsen-Freeman and Long (1991) emphasize that language input outside the classroom is real and not simplified to assist children's learning. However, learning can occur from not only language input alone but also interactional modification processes that enhance language learning and acquisition. Thus, adults and other people such as parents, peers, and foreigners play crucial roles as interlocutors who negotiate meaning with them. The use of the target language outside the classroom benefits the continuation of language practice, attainment of more world knowledge, understanding of others, and understanding of self when the children modify understanding of the meaning in contexts. To conclude, classroom activities tend to be adjusted in order to get close to the authentic contexts for the learners' real-life purposes. Communicative language that incorporates the four basic skills is promoted through the use of various play activities because they provide plausible contexts appropriate to the learners' age and interests. Oral language activities can be integrated with other skills and content subjects to enhance overall development. Learning the target language outside the classroom can be supported by other adults and playmates as well to reinforce what they learn inside the classroom.

2.5 Children's Motivation

The lower the affective filter, the more positive emotions people have especially in learning (Krashen & Terrell, 1983). Play is seen to be the activity that lowers children's affective filter. It is possible to explain that they feel free to become any characters, say non-sense words and sentences, do any activities without fear of being punished or receiving negative consequences. Furthermore, play promotes cooperative and relaxing learning environment. Cooperative play is associated directly with motivation as it maximizes benefits of learning with peers. Also, it is embraced with the increase of communicative interaction in the classroom. Benefits of cooperative learning with play were mentioned that "it enhances learner motivation and reduce learner stress and to create a positive affective classroom climate", and "it seeks to develop classrooms that foster cooperation rather than competition in learning" (Richards and Rodgers, 2001, pp.193-195). Moreover, Vygotsky (1933)'s sociocultural theory posited the processes of learning that people learn well when cooperating and conversing with the more-knowledgeable others. They are critically thinking and internalizing their idea to be more understanding in their mental knowledge.

Less stressful activities on accuracy of a language are realized to carry out accomplishment of a learner because they have low anxiety and affective filter. Richards and Rodgers (2001) state that those activities and the achievement are supportive, which improve learners' motivation and therefore promote learning.

2.6 Conceptualized Framework

In this study, play-based language learning features are the key components of instruction that comprise play contexts, playmates, play materials, playfulness, and language focus. These play features have been operationalized into three learning stages namely circle time, centers, and crystallization. The main learning objective is to enhance children's English language skills, oral language skills in particular, called interpretive, interpersonal, and presentational modes of communication. Additional for upper elementary level, written language skills have been put into learning and assessment according to the national curriculum and the international standards. The conceptual framework is displayed as follows.

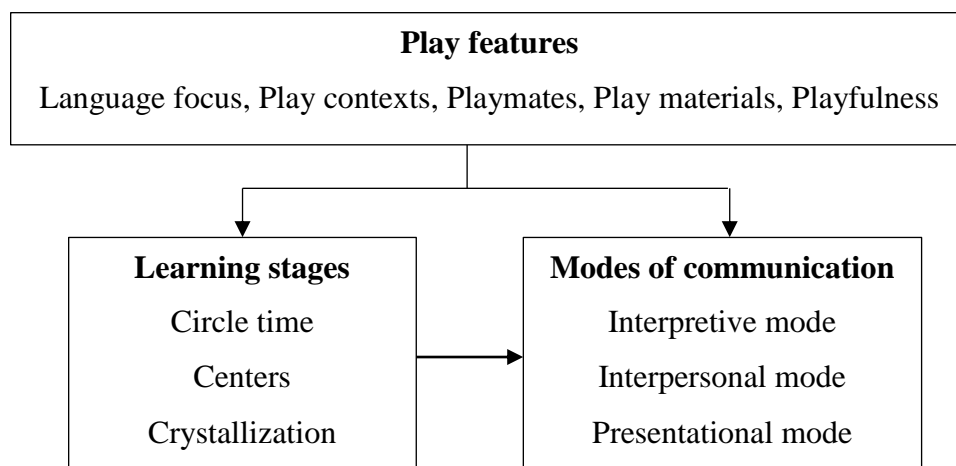


Figure 1. Conceptual framework

2.7 Related Research

The related research in the field of play for young learners and language learning were explored in this section.

Farran and Son-Yarbrough (2001) investigated the changes in play states over two consecutive terms in a school year and the verbal interaction patterns of 283 kindergarten children with their peers and teachers. The children from 22 classrooms in eight school districts in the Piedmont region of North Carolina participated in the instructional project of play activities. The main instrument was the Manual for Observation of Play in Preschools (MOPP) combined with Parten's (1932) play categories known as Unoccupied Play, Solitary Play, Onlooker Play, Parallel Play, Associative Play, and Cooperative Play, ordering from non-social to more social interaction play activities. Children were examined their behavioral aspects including play level (Parten's play categories), play with whom (proximity), and space children play in the room. Apart from play behaviors, verbal aspects in terms of the occurrence of listening and talking and the persons they were talking to were observed and investigated. Two observers were placed in each class during "free play" or "center time." In the class size of 15 children, approximately, nine to 17 learning centers were arranged with materials like arts, manipulatives, books, blocks, and more. Another instrument was the Early Childhood Environmental Rating Scale (ECERS) by Harms & Clifford (1980), which was employed to measure the classroom environment for preschool to kindergarten children. Data were analyzed by the exploitation of mean, standard deviation, and MANOVA to view the classroom patterns, their changes over time, and interactions among the variables. Classroom analyses, child analyses, and correlations between classroom characteristics and the ECERS ratings were examined. The results presented that either the child playing by themselves or the group of children interacting with the teacher was found more often than one-on-one with the teacher. Interestingly, apart from the first three centers—Art, Blocks, and Dramatic Play—that children were observed to be there most often, they liked to be in the common area in the middle of the classroom.

Regarding the teachers, they preferred teaching the whole class to center-based activities. According to play levels, the amount of time children played by themselves remained the same in Time 2 (the second term). There were more likely to engage in parallel play, while less likely to be in unoccupied, onlooker, and associative play in Time 2. And, cooperative play was found disappeared in Time 2. Concerning verbal behaviors, there was no significant changes over time in listening and speaking. Children were observed to talk to peers the most and to themselves the second. Associative play was seen as an important context for dialoguing situations between children and peers or teachers.

Similar study exploring play activities and language behaviors of young children was conducted by Björk-Willén and Cromdal (2008). It aimed at examining how instructional activities such as free play promoted interactions and educational accomplishment. The first group of the participants were 22 four-year-old children migrated from China, Hong Kong, and Vietnam. They had limited exposure to the English language in Australia. The second group of the participants included 24 children who were aged between 3 and 5 years old. These children conversed German, French, Arabic, Suryoyo, Latvian, Tamil, and Farsi with their families. The instruments included two corpuses of young children's interaction. The first corpus was a set of video recordings of variety of play events in a suburban preschool, while the second corpus contained children's interaction in a multilingual school in Sweden including Swedish, English and Spanish languages. Three free play activities were exemplified, which were called object labelling activities, self-presentation routines, and bookreading. In the first free play activity, it was found that children constructed their language learning. The teacher took the role of preparing play materials, drilling a language routine, asking questions, and evaluating their responses. The second activity showed a less teacher-led event or even an absence of a

teacher. Some children then took a role of the teacher who scaffolded language learning with their peers by correcting their friends' language choice, instructing them to sit properly for a game, and performing a routine of instruction. Interestingly, instead of using Swedish in their play, they used Spanish to play, which was seen as how they practiced the foreign language. The last activity displayed that two three-year-old boys were commenting on illustration while they were reading a book together. They imitated the teacher's language saying "och sen" ("and then") frequently as it was what the teacher always did in a group reading. It signaled how they learned to understand coherence to the different parts of the story in the book. One boy told his friend to "mira" (look) and "pasar" (happened) to establish joint attention in the book. It is seen that children constructed instructional activities in their free play to direct their institutional knowledge.

Play activities have been studied not only to examine young children's language learning, but they are important tools to enhance children's plausible affection. Howard and McInnes (2012) studied the emotional well-being of young children when engaging in play activities. The participants were 129 children who were between 3 and 5 years old participating in two different sessions namely "like play" and "not like play." The activities combined both playing and problem solving skills such as bead threading and jigsaw puzzle. "Like play" referred to how adults allowed children to play on the floor by themselves that they could make choices of participation. Adults were proximal. On contrary, "not like play" was that adults were present. Children were sitting at the table and were asked to participate. Their emotional well-being was measured by the Leuven Involvement Scale that had two components. One was the list of 10 signals of observable behaviors of emotion including concentration, energy, complexity/creativity, facial expression, posture, persistence, precision, reaction time, language and satisfaction. The

other one was the five-part scale (one meant no activity and five meant sustained intense activity). Children were rated at 2-min intervals and average involvement. Video recording was used and analyzed by inter-rater and by the Video-Observer Pro package technology. The findings showed that the mean of involvement level was significantly different. To elaborate, the mean for “like play” was 4.32, while that for “not like play” was 3.37. The observable behaviors demonstrated that children smiled, were attentive, and focused more on “like play.” On the other hand, children engaged in “not like play” tended to be more distracted and employed more off-task language, but less frequent of body movements. This study illustrated a clear picture of children’ views about play and how adults could support their development through the power of play activities.

Playfulness is viewed to be one of the main characteristics of play that creates positive emotion and environment, and contrasts play from seriousness. Kanhadilok and Watts (2017) explored the playfulness of young people in the particular settings of the Thai Toy Gallery of the National Science Museum in Thailand. It aimed at investigating the learning of young visitors while playing, their opinions on definition and characteristics of playfulness, as well as the support from adults in young visitors’ social interaction. Sixty young participants in the ages between 13 and 20 years old who visited the museum were asked to respond on the playfulness questionnaires. Another instrument was the observation of the young participants’ behaviors, emotion, and social interaction and how the adults supported their learning when playing together over four activities. Toy-making activity was exemplified. Young participants engaged in hands-on activities in two zones—Zone 1 was a play zone and Zone 2 was a no-play zone. In Zone 1, physical activities and spaces for scenes such as sport arenas, woodlands, beach, bed room, parks, and comedy show were set. While, in Zone 2, the opposite settings such as busy construction, a three-lane

motorway, some lecture theatres, classroom, and a funeral were arranged. The results showed that almost all of them enjoyed the events and answered the questionnaire, even though very small group of young participants were unengaged nor took part in the activity. That small group might have individual dispositions related to their personal beliefs, stereotype, and culture. Most of young participants, conversely, portrayed their playfulness highly by such adjectives as friendly, happy, and cheerful, respectively. According to the exploitation of the 'Bandura levels' in the observation, it was found that children initiated the play task unprompted but with care, and asked for advice when needed in Level 1 while adults tended to slowly study the instruction before starting the work. In Level 2, young people chose their task materials and assembled the toys by themselves diligently. They laughed and teased each other. They asked the staff who taught the toy making when they had problems. In Level 3, it was observed that young participants appeared to complete the task independently. They showed enthusiasm and excitement to present their finished task. They became playful when testing their toys and inviting people both peers and adults to join them. In the last Level, young people tended to take on their knowledge and skills to make the new toy with some adaptation and improvement from the original one.

Even though play is known as an absolutely helpful tool for children's development in all aspects, it has neither been broadly focused on in the national curriculums nor exploited by teachers in schools especially from elementary level onward. In Finland, play is more commonly found in the school context of kindergarten than that of elementary education. Hyvonen (2011) investigated teachers' perceptions toward play types, teachers' roles when playing, and teachers' views on roles and importance of play activities in kindergarten and elementary education. The group of participants was 14 teachers age ranged from 25 to 53 years old teaching in kindergarten to grade four at the elementary

levels. Instructional instruments included eight types of play activities. Playful teaching was defined in aspects of teacher and student's roles, playful learning processes, children's creativity development and employment, and the quality of fun and enjoyment. As for research instrument, teachers attended in the in-depth interviews. The gathered data were analyzed by qualitative approach, and recorded and transcribed by the "Straussian" method of grounded theory for the interviews. The results revealed that eleven teachers perceived that they took the role as a leader, who led the activities for children to follow the instructions. Three play types in this teacher-led play included educational play, cheering play, and physical play. Next, the role as an allowee was perceived. Children were allowed to control their own play when teacher was an observer who offered help when needed. Play took the role of learning to negotiate rules and building relationship with peers. The play types fell into this role were pretend play, authentic play, traditional play, and free play. Last is afforder, which took such roles as facilitator, adviser, observer, challenger, and encourager who provided feedback, examples, questions provoking thoughts and interests. The example type of play was process play that children took the main roles in phases of orientation, playing, and elaboration. Teacher prompted educational goals and supported children to be explorers and creators throughout the processes. As for the role as the leader, some teachers explained that the goals set by national core curriculum somehow forced them to implement teacher-led methods (chalk and talk) in order to meet the requirements of the curriculum. They felt regret to conduct a teacher-led classroom. But, when they sometimes did play activities, they could observe that children's creativity and imagination became diminished or hidden. Also, classroom environment did not seem to support bodily movement for play experiences with teachers and peers. With regard to the role of an allowee, teachers viewed the importance of play that it enhanced socialization and

friendship, which is very important in their real life. In the afforder-play, children participated actively with respect to different ideas. They learned to compare, contrast, solve problems, negotiate, and generate fun.

In conclusion, play has been defined differently from different fields of study. Play in this study emphasizes on language development, which its types, stages, and features have been reviewed to correspond to the objectives of basic language skills. The spoken language is focused more for lower elementary level since it is the foundation of learning written language effectively for upper elementary level. And, all language skills should be promoted not only inside but also outside the language classroom so children can be exposed to the target language continuously as it is the main means to achieve the English language development. Play activities are revealed to be the essential motivation and positive influence on children's language learning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter reports the research methodology and procedures using in the present study. It displays topics of aims of the study, participants, research instruments, research procedures, and data analysis.

3.1 Aims

The classroom of play-based language learning activities has a pattern of learning stages that guide children to become familiar with these new contexts of learning English. Even though there is a routine pattern, content and creativity from children are always welcome additions during the class activities in order to extend their eagerness to learn and shape their understanding, imagination, and creation with enjoyment.

This present study aims to: 1) investigate the effects of play-based language learning activities on the English language skills of young learners, 2) explore the influences of play-based language learning activities on young learners' affective outcomes, and 3) explore the opinions of the parents of young learners outside the play-based language learning classroom. Data were collected by pre- and post-tests and a semi-structured interview with young learners. Moreover, parents were participated in the focus-group interviews for their opinions and observations of their children's behaviors outside yet related to the play-based language learning classroom in their own time.

3.2 Participants

The data were drawn from the first group of 16 young learners aged between seven and 12 years old. They were of mixed language proficiency and studying in grades one to six. One child was studying in the first grade from Southern Thailand. The other fifteen children were studying in schools in Bangkok including public schools, private schools (English program), and demonstration schools. They were recruited by means of random sampling. They were placed into two groups according to their grade levels. Half of them were studying in lower elementary (grades 1-3) and upper elementary (grades 4-6). Seven parents comprised the second group of participants who were interviewed before the course about their beliefs regarding language learning. All of them agreed that English is important so they enrolled their children on extra English course at cram schools after the regular school hours or on weekends. Besides, the parents also believed in the emphasis on the language use and development through experiential learning—the so-called “activity course/program” in Thailand. However, none of them had heard about play-based language learning that integrated children’s play into the English language course offered in Thailand before. Thus, the parents had been searching for an alternative English course apart from tutoring schools. As for the third group of participants, teachers taking teaching roles in this course consisted of one native English speaker, two bilingual Thai-English teachers, and one native Thai teacher. Two teachers were divided to be the leading teachers of each group of the students. All teachers used English as the main medium language of instruction.

3.3 Research Instruments

The course is conducted with play-based language learning activities as the main instruction. Research instruments included 16 play-based language learning lesson plans (eight paralleled lesson plans for each elementary level), pre- and post-tests, semi-structured interview, and focus-group interview questions.

3.3.1 Play-based language learning lessons were written based on a thematic unit principle following the topical content suggested by commercial textbooks for lower and upper elementary. English was the only language use as the medium of instruction and learning for the whole course. Thus, all activities were implemented in the English language following the learning objectives and language focus that were constructed grounded on the national Basic Education Core Curriculum (Ministry of Education, 2008) and the American Council on the Teaching of Foreign Languages or ACTFL (Tedick & Cammarata, 2012).

As for lower elementary, the objectives of English language skills highlighted that students will be able to:

- 1) identify familiar words and/or objects, pronounce the alphabets, words, groups of words, and simple sentences,
- 2) act following verbal instructions,
- 3) listen and repeat chants and rhymes, and sing songs,
- 4) answer simple questions or statement about people, pictures, and objects,
- 5) exchange personal or object information; initiate and respond to simple statements,
- 6) ask for and give information, or answer questions,

- 7) give information or opinions about oneself, people, situations in the classroom, families, school, food and beverages, free time and recreation, and the environment,
- 8) express feelings of like or dislike about various objects and activities.

With regard to objectives of the English language skills for upper elementary, they aim that students will be able to:

- 1) identify familiar words and/or objects, read words, sentences, texts,
- 2) act following verbal instructions, requests, or orders,
- 3) listen and recognize written words; listen and repeat chants and rhymes, tales, short verses, and sing songs,
- 4) answer simple questions or statement about people, pictures, and objects,
- 5) exchange personal or object information; initiate and respond to simple statements using more diverse sentence structure,
- 6) ask for and give information, or answer questions by using words, tone of voice, gestures, and appropriate manners,
- 7) give information or opinions about oneself, people, situations in their families, schools, lifestyles, festivals, celebrations, and the environment, and
- 8) express feelings of like or dislike about various objects and activities.

The activities used in this study were divided into five main play activities: language play, physical play, creative play, games with rules, and pretend play. The above play types were designed to implement in the first two stages. Language play and physical play were the activities used in circle time. After that, children moved to three different centers that held each activity of creative play, games with rules, and pretend play in each center. In the

end, children gathered together to present what they played and express their feelings and opinions in the crystallization stage. Materials were designed based on the thematic units and appropriate to the age of children's interests. Each theme took three to four hours that lasted approximately 30 hours of learning in total. All sessions were held inside the play classroom except one session that children were taken outside the classroom to use the language learned in real-life situations. Inside the play classroom, each lesson was divided into three learning stages namely circle time, centers, and crystallization. Language play and physical play activities were designed for circle time, while creative play, games with rules, and pretend play activities were placed into three centers stage. Crystallization was the time when children produced and reflected their own learning after each lesson. The nature of each activity signified different ways to get the resources. Therefore, some of them were produced by ourselves in order to meet the particular content such as flashcards, building blocks with a people description theme. Some could be found from online resources and adapted into physical play and game materials like jigsaw puzzles and 3-D rooms in a house. Some materials bought in the markets were toys and authentic materials, for example, for the food theme, plastic toys were bought for use in the class, and bread and pizza dough were bought from the supermarket for the experiential cooking. The examples of the lesson plans for lower and upper elementary are shown in Appendices A and C and the lists of materials used in each lesson are shown in Appendices B and D.

3.3.2 Apart from instructional instruments, research instruments consisting of pre- and post-tests, a semi-structured interview, and focus-group interviews were utilized. The pre- and post-tests were aimed at examining children's language performance based on integrated performance assessment, which was originally developed by the American

Council on the Teaching of Foreign Languages or ACTFL (Tedick & Cammarata, 2012). The questions also corresponded to the three communicative modes, which are interpretive, interpersonal, and presentational modes as grounded on BECC (Ministry of Education, 2008) and ACTFL. Children were asked to show their language abilities through playing according to the aforementioned learning objectives. In other words, the play activities were placed in the question items to be direct assessment to their performance. Those play activities in the tests were intentionally designed to be similar to those appeared in the course. There were ten question items for eight learning objectives. All items contained play activities for them to perform, give opinions, and express feelings. The pre- and post-tests are displayed in the Appendices E and F.

The semi-structured interview was employed to collect children's attitudes toward play-based language learning materials and activities as shown in Appendix G. Children were asked to share the extent they learned through direct experience in play-based language learning classroom as well as to compare it to their regular classrooms at schools. Besides, three focus-group interviews were conducted to explore parents' opinions and observations of their children's behaviors outside the classroom after the first, middle, and final sessions. Note taking and video cameras were used to record parents' opinions and their observable expressions to ensure validity and reliability. Also, the video recording could show the parents' reactions toward the change of their children's behaviors over the period of play-based language learning classrooms (as shown in Appendix H).

3.4 Research Procedures

Before implementation, the children were asked to take a performance-based pre-test. Two different tests were designed for the different groups of lower and upper elementary. Each child took part in an approximately 10-15-minute test. There were two examiners to play the role of interraters to determine the reliability of the test scores.

During implementation, the routine learning stages of the circle time, centers, and crystallization were incorporated to familiarize young learners with the course learning routines. The English language was used as the medium of instruction throughout the course. The physical and language play activities were integrated and implemented in the circle time stage where children grouped together for the language focus of the particular lesson. While the creative play, games with rules, and pretend play activities took place in the centers where children participated in each activity one at a time. The centers activities were principled as various contextualizing situations for children to produce and reinforce language use. Lastly, at the crystallization stage, children grouped together after the activities in the centers to present, share, give comments, and crystallize what they played and learned in each lesson.

The post-test and the semi-structured interview were conducted with each child after the implementation. Regarding the interview, the questions were asked and answered by children in the Thai language in order to receive genuine and in-depth information without any limitations arising from the language barrier. Similarly, parents participated in focus-group interviews on the first, middle, and the last sessions throughout the implementation. They provided insights into their children's language learning that was influenced by the play-based language learning activities outside the classroom.

3.5 Data Analysis

Pre- and post-tests were analyzed by statistical procedures including mean score, standard deviation, and the *t*-test. As for qualitative instruments regarding the semi-structured interview and focus-group interviews, they were categorized and analyzed by means of content analysis.

To summarize, this present study demonstrates the methodology related to a mixed method that covers the instruments to collect both qualitative and quantitative data and analyzed by descriptive statistics and content analysis in order to meet the objectives of the study.

CHAPTER IV

RESULTS

Data were collected and analyzed using various instruments and means of analysis. The findings are shown following the research objectives in terms of language performance inside the classroom and the effects of play-based language learning on the English language development outside the classroom.

4.1 Effects of PLL on Elementary Learners inside the Classroom

During the implementation of the play-based language learning activities, young participants took part in 30 hours of eight thematic lessons for each lower and upper elementary level or 16 lesson plans in total. Inside the play-based language learning classes, they participated in language learning activities and were first-hand experiencers of the play-based language learning stages and play types of each lesson that differed from the traditional teacher-led lessons in front of the class. The findings revealed the information of their test scores and opinions towards play-based language learning activities inside the classroom that had effects on their learning.

4.1.1 Young learners' test scores

The pre- and post-test scores were compared using the *t*-test. The findings in Figure 2 revealed that most of the participants in lower elementary level showed improvement in their mean score of language abilities at $t(7) = -3.33, p < .05$. The mean score of pre-test

was 19.75 (SD = 7.36), while the mean score of post-test was 25.81 (SD = 4.17) after participating for 30 hours in play-based language learning activities. They are summarized in Table 3.

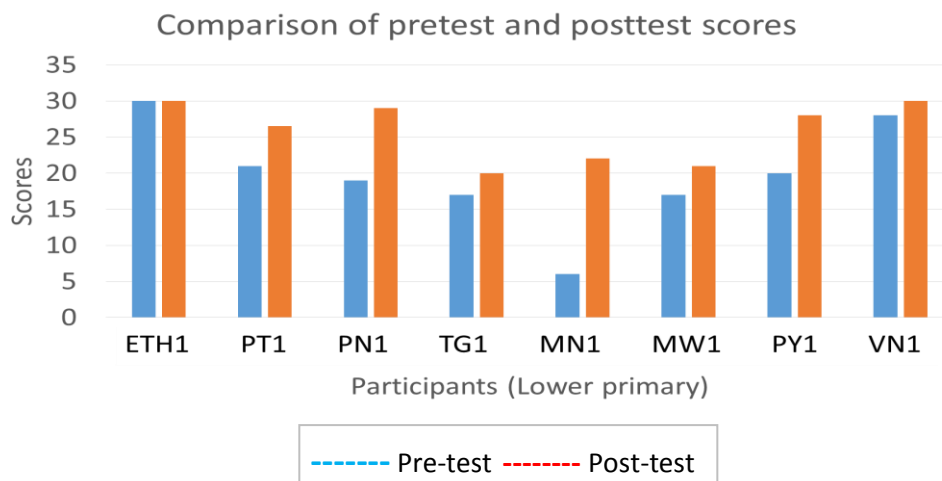


Figure 2. A comparison of pre-test and post-test mean scores by lower elementary participants

As shown in Figure 2, almost all lower elementary children had improved their English language skills except for one child who had a good background in English language skills. The rest showed scores of improvement in the range between 6.67% and 53.33%. The participants MN1, PN1, and PY1 showed mean score increases highly at 53.33%, 33.33%, and 26.67%, respectively. The details of the pre- and post-test mean scores are displayed in Appendix I.

Table 3: A comparison of total mean scores (lower elementary)

Tests	Test Items	N	Pre-test		Post-test		diff	t	df	Sig.(2-tailed)
			Mean	SD	Mean	SD				
Pre-test and posttest	1-10	8	19.75 (65.83%)	7.36	25.81 (86.03%)	4.17	6.06 (20.2%)	-3.334	7	.013

Similarly, according to Figure 3, the mean score of post-test (Mean = 26.25, SD = 3.96) of participants in upper elementary were significantly higher than the mean of pre-test score (Mean = 19.50, SD = 6.93).

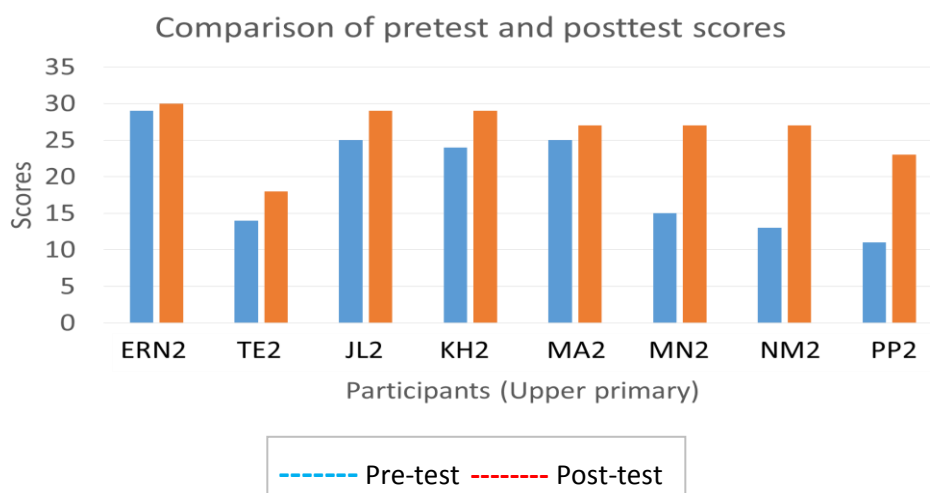


Figure 3. A comparison of pre-test and post-test mean scores by upper elementary participants

As for Figure 3, all upper elementary children demonstrated improvement in English language skills. The mean scores were within the range of 3.33% and 46.67%. The mean scores of the participants NM2, MN2, and PP2 displayed the highest increases at 46.67%, 40%, and 40%, respectively. The details of the pre- and post-test mean scores are displayed in Appendix I.

Table 4: A comparison of total mean scores (upper elementary)

Tests	Test Items	N	Pre-test		Post-test		diff	t	df	Sig.(2-tailed)
			Mean	SD	Mean	SD				
Pre-test and post-test	1-10	8	19.50 (65%)	6.93	26.25 (87.5%)	3.96	6.75 (22.5%)	-3.75	7	.007

Table 4 showed that the comparison of mean scores illustrated significant improvement in language abilities in the upper elementary participants. The post-test mean score went up by 22.5%, $t(7) = -3.75$, $p < .05$ (Mean = 26.25, SD = 3.96).

In conclusion, the mean scores of the pre-test and post-test showed significant increases in the children's language skills after their participation in play-based language learning activities.

4.1.2 Young learners' choices of learning

There were a great number of instructional instruments designed for language learning in play-based language learning classrooms. Children naturally reacted positively to play toys as they have experienced engaging with different toys at home before they entered schools. Play-based language learning materials consisted of different features,

layout, forms, and directions of use regarding each play type. Table 5 showed the summary of instructional materials that were ranked the most favorite in each play activity according to genders.

Table 5: *Instructional materials according to each play type*

Play type	Boy	Girl	Both genders
Language play	- Balls	- Unscramble word cards - Song - Story books	- Colorful flashcards
Physical play	- Balls - Jigsaw puzzles	- Picture cards for I-spy	- Human-size clock
Creative play	- Miniature 3-D paper house and decoration	- Colored pencils, markers, stampers - Small decorations like flowers, buttons, stickers	- Playdough - Cootie catcher
Games with rules			- Bingo - Sports equipment - Food toys - Scavenger hunting mission
Pretend play	- Fake money	- Dolls - Food toys - Cooking tools	- Detective clothing and tools - Puppets

People normally buy toys and play objects according to the children's gender. They assume to buy cars and wild animals for boys, while dolls, make-up, and dresses for girls. Also, color difference signifies play objects for gender. From Table 5 in this study, different gender showed their different choices of interests in instructional materials. Boys indicated their favors for balls, jigsaw puzzles, 3-D paper house, and fake money. On the other hand,

girls liked to play with songs, story books, word cards, picture cards, stationery, small and soft decorations, puppets, and dolls. However, some instructional materials were reported to be gender-neutral objects. Those included colorful flashcards, human-size clocks, playdough, cootie catcher, Bingo, sports equipment, food toys, scavenger hunting mission, detective clothing and tools, and puppets.

Age difference is realized as a major consideration when choosing play materials for young learners because it is related directly to stages of child development (McMahon, 1992; Singer, 1994). Table 6 in this study demonstrated that children of different age groups stated the choices of their favorite instructional materials.

Table 6: *Instructional materials according to age groups*

Play type	Lower	Upper	Both levels
Language play	- Balls - Song	- Word cards for unscramble activity	- Colorful flashcards - Story books
Physical play	- Balls - Human-size clocks	- Picture cards for I-spy	- Jigsaw puzzles
Creative play	- Small decorations like flowers, buttons, stickers - Cootie catcher	- Miniature 3-D paper houses and decoration	- Colored pencils, markers, stampers - Playdough
Games with rules	- Bingo	- Scavenger hunting mission	- Sports equipment - Food toys
Pretend play	- Dolls	- Detective clothing and tools - Fake money	- Food toys - Cooking tools - Puppets

The older children grow, the closer to the real world the instructional materials are to be chosen. Besides, older children tend to assign more complicated rules when playing. As shown in Table 6, it was found that younger learners had favor for materials that had direct meaning and purposes assigned to their appearance. For example, balls were used to throw or pass, songs were for singing and dancing, human-size clocks were for telling time, small decorations for the craft were for decoration, and dolls were for playing pretending. Whereas, the older learners at upper elementary levels stated their interests in word cards for them to unscramble, picture cards, 3-D paper houses, scavenger hunting mission, detective clothing and tools, and fake money. At the last column, the findings presented that some instructional materials could attract both age groups including colorful flashcards, storybooks, jigsaw puzzles, stationery, playdough, realia such as sports equipment and cooking tools, food toys, and puppets.

4.2 Influences of PLL on Young Learners' Language Development

The findings showed that several features of play-based language learning had important influences on young learners' language learning.

4.2.1 Influences of play materials and playmates on language learning and engagement

When children play, they spend time playing and learning the same way as adults do to their serious work. As for learning, play can be applied to promote both first and second language development. When learning in play-based language learning course, children were informed the purpose of the language use. This study revealed important findings to show play materials that influenced and enhanced children's language learning

and engagement. Some mentioned the play materials could allow them to think, be creative, and feel that they were in real situations. Boys tended to enjoy more adventurous play activities like scavenger hunt, while girls liked to play with domestic toys such as dolls and crayons. Almost all of them liked the authentic materials that were used in food lessons. Realia such as cooking tools and 3-D paper houses and decorations influenced children to use the English language purposefully and in their real-life situations. Some example comments are as follows:

“We can visit a mall to buy real food in English and come back to cook for real. I get such an authentic experience of learning” (PY1)

“I can go out to the real situation and use the learned vocabulary in my real life.” (NM2)

“The mini houses and decorations that come in three dimensions make me feel like I am decorating my own house. I use the language to talk about it.” (TE2)

“I get to sing and play with a lot of toys in a real party in the classroom.” (PT1)

“I can create anything with play dough.” (ETH1)

“Catching the thief game is fun and challenging.” (ERN2, NM2)

“I like that we can go to the mall, buy real food, and really cook it.” (PY1, NM2, JL2)

Apart from materials, teachers and playmates were ones of the key factors that have great influence on language learning for young children. In this study, the children interact with their peers and teachers, who used English as the medium of instruction. They stimulated young learners to engage with the play-based language learning activities enthusiastically and communicate in English. The more children interact with people, the

more their language is reinforced. Many of them reported the fun teacher was one major factor in their learning. The data collected from the interview demonstrate this as follows.

“I liked to speak English and play with teacher X because he is funny.” (PY1, MN1, KH2)

“I speak English all the time with teachers and my friends in this class.” (JL2)

“In each center, I can play with the teacher.” (MA2)

“I want to play with teacher Y. But playing and speaking with teacher X is fun too.” (VN1, TE2)

“I like playing with the teacher because he is funny, and he plays with us outside the lessons too.” (ERN2)

“The fun teacher can stimulate my language learning.” (NM2)

“I like it that I have new friends to play with.” (JL2, KH2, PY1)

“I told my friend to speak English during play because it is English class.” (MW1)

“I like it that I get to play with my brother and friends in the class in English.” (ETH1, PU1)

4.2.2 Influences of play contexts on language learning and comparison to the context of regular language classrooms

Learning environment in play-based language learning classroom was mentioned to support children engagement and language learning.

“I have freedom to think, do, play, and speak English without being afraid of making it incorrectly.” (PY1)

“I can sit and lay down on the floor.” (ETH1)

“I can play with friends in the classroom and learn English in the same time.” (DN1, MA2)

“It is a fun environment and there are fun teachers. I got to practice English all the time.” (JL2, NM2, TE2)

Many of the young participants have experienced learning English in cram schools apart from regular English compulsory classes at school. When they were asked to compare play-based language learning class to the other English classes, all children answered that they preferred the play-based language learning class because the same classroom rules and activities of the traditional language classrooms demotivated their interests and engagement. This is highlighted by the following comments:

“I like the play-based language learning course because I could listen clearly to the language.” (MN2)

“There are a lot of materials and activities we can play and learn in this course.” (MN1, PY1, TG1, PT1, ER2, KH2, MN2, PP2)

“I like it because I like learning through play activities. And, I can remember vocabulary without taking notes.” (JL2)

“Fun environment, fun teacher, and fun activities helped me gain a lot more vocabulary which I hadn’t experienced before.” (NM2)

“Playing makes the lesson easier to understand for me. At school, I’m forced to write such as a report with no other activities.” (TE2)

“Thai teachers at our school never allow us to play. I feel shy so I only sit and am afraid of expressing or acting out.” (MA2)

4.3 Young Learners' Affection and Reflection on Their Language Learning

Young participants were interviewed in Thai as it is the learners' mother tongue. Thus, the learners could provide insightful information and expressions of their thoughts without any issues arising from second language limitations.

4.3.1 Enjoyment in the learning contexts

When being asked how they felt about learning the English language and play, all of the young participants agreed that the play-based language learning classes were fun and joyful. Some of them expressed their enjoyment related to the classroom settings.

"I can move around the class, such as playing scavenger hunt, hide and seek."
(ETH1, PN1)

"I like to move around. That's a way I could exercise too." (MA2)

"I can play with many fun and real lessons like cooking (theme food) and celebration." (PT1, JL2)

4.3.2 Feelings of confidence

A few children were quiet and shy in the first two sessions. After that, they felt more confident and comfortable in expressing the target language. They became increasingly talkative and used the language more fluently than they had earlier. Some commented:

"I'm not afraid to express or act. Friends help encourage me to speak English."
(MA2)

"I speak English better." (ETH1)

4.3.3 Reflection on language learning

In terms of language development, they reflected their own level of English language skills as well as individual ways of learning. Both increases in vocabulary and sentence structure comprehension were mentioned. Communicating with others can also help them cope with doubt, which is one of the learning processes.

“I’m very poor in English. But activities like games with rules help me remember vocabulary and sentence structure.” (MA2)

“A lot of new games allow me to use the language.” (PT1)

“I like to play a whispering game in which I can speak English.” (PY1)

“I learn sentence structure from unscrambling and rearranging the sentences. I could remember the structure better.” (JL2)

“Sometimes, I don’t understand. But I just listen more, learn, ask my friends, and create things with them. Then, I know and can follow.” (MNI)

4.4 Opinions of PLL toward Language Learning outside the Classroom

Not only were young participants’ behaviors observable and reflected inside the PLL classroom, but they were also shown outside the classroom. The data were collected by the focus-group interviews at the beginning, middle, and the final sessions. Seven parents were asked to explain at the beginning session what they beliefs were and why they wanted their child to participate in the play-based language learning activities. Note taking and video recording were conducted during the interviews.

4.4.1 Background and beliefs

Seven volunteer parents participated in the focus-group interviews before, during, and after the play-based language learning course to get in-depth information on the parents' beliefs and in what ways their children behaved outside the course. Most parents wanted to find English language classes that differed from the traditional classroom in which the teacher leads in front of the class. They had been searching for cram schools or alternative choices of English instruction for elementary levels. At the beginning of the course, the parents expressed their concerns and observations:

“English is more important in Thailand. So, I have just registered my daughter for a one-year English tutoring course. She does not like it, but she just goes there because I told her that it is important.” (MNI’s mother)

“English is very important today. I want my child to learn English but enjoy it at the same time. So, I prefer activity-based to lecture-based learning.” (TGI’s mother)

“I know that English is important. I want my child to study in a more activity-based course that is different from regular classes at school.” (NM2’s mother)

“English is important. I registered at a weekend cram school where people review it as good. I basically talk to other parents and sometimes search information from the Internet and try wherever should be good for my child. I believe that talking and using communicative English is a good way to improve her English.” (PYI’s mother)

“English is important. All of my children took extra English courses. MW was shy to be by herself. So, she was terrified on the first day and lacked confidence in speaking English. But the whole family supported and encouraged her to try.” (MW1’s father)

“English is important so I always find English activities for her to attend. But she tends to be shy and uses Thai most of the time.” (KH2’s mother)

4.4.2 English mediation outside the classroom

Questions were asked about what mediation children have been exposed to in the English language when they were at home. Some of the parent participants mentioned that they did not know what the best way was to support their children.

“He is the only child. He is shy and nobody plays with him at home because we, the parents, work all the time. Sometimes, I talk to him in English. He just does not respond.” (TGI’s mother)

“She normally plays games at home. So, I just take her to extra English courses” (NM2’s mother)

“We are not sure what to do. There are books at home. Normally, she plays with her siblings.” (MW1’s father)

However, some parents tended to provide any English materials and activities they found in the market. Their comments include:

“We have some English books at home. I take her, her sisters, and her friends to do activities together in English from time to time. She likes to interact with other people.” (PY1’s mother)

“I read bilingual bed-time stories to my daughter every night. She always responds in a boring manner telling me to read her in Thai only because she could not understand English.” (MN1’s mother)

“I buy her both leisure books and textbooks in English. She plays games, and listens and watches English video clips sometimes. We use only Thai at home.” (KH2’s mother)

4.4.3 Learning and affective outcomes outside PLL class

Parents expressed their opinions and observations of their children's language learning behaviors and emotions after the play-based language learning class. They found that the children gained English language knowledge and skills including content subjects, vocabulary, structure, and pronunciation and that they remembered what they learned. Such feedbacks included the following:

“She just told me more each day about what she had learned inside the classroom. She has never spoken English at home once, but she did for the first time after coming back home one day. She played with her siblings in English using words and sometimes phrases and sentences. She used more vocabulary in the days that followed. Everyone in the family was surprised.” (MW1’s father)

“After coming back, she kept telling what she did in the class. She told me she wanted to study like she had with this method. On the last day after the class, I asked her to stop by a bookshop to buy English story books. She told me to read only in English to her this time. I was surprised and glad.” (MN1’s mother)

“After the play-based language learning course, she wanted to play other things. She asked her brother to play together. She pronounced the language more clearly. She kept speaking English after the class so I just smiled and listened without interrupting otherwise she would stop. She told her brother to join the class next time too.” (NM2’s mother)

Not only was the content knowledge, but also the children's affective outcomes such as creativity, enthusiasm, enjoyment, motivation, and confidence were shown to be greatly increased. Comments included:

“She remembered and told me everything she learned. She played with and taught English to her siblings at home. She showed a lot of enthusiasm to use English after the class. She was completely engrossed in playing with the energetic use of English with her sisters. She explicitly stated that she liked to play and learn in English because she has learned a lot more vocabulary.” (PY1’s mother)

“He was very enthusiastic coming back home each day. Also, he wanted to go to English play-based language learning class every day.” (TGI’s mother)

“She was enthusiastic to use more English vocabulary, phrases, and sentences at home. She liked to do role play and created stories and situations to play with her younger sister. I can see she is a bit more confident using English at home.” (KH2’s mother)

“She spoke a lot at home with me and her dolls. She was very enthusiastic and had a lot more confidence. She remembered things she learned and played each day.” (DNI’s mother)

To sum up, the findings illustrate that young learners' language and positive affection were developed rapidly and substantially especially when they realized the purposes of learning, became first experiencers, had interaction, and used materials as supportive tools. Children found more opportunity to apply the language learned into their real life outside the classroom. Thus, parents stated the surprising language behaviors and motivation of their children. They felt encouraged to support their children to participate in language classroom where joyful environment and purposeful activities were included since PLL activities showed the proof of their beliefs.

CHAPTER V

DISCUSSION AND CONCLUSION

According to the aims of the study, the findings shed light on the effects on children's language learning inside and outside the classroom. Play-based language learning activities play a significant role in the learning of young learners as it corresponds to their age, interests, and nature of learning. Moreover, it is also beneficial to other children's developmental areas.

5.1 Summary of the Study

The main purposes of this study was to investigate the effects of play-based language learning toward English language skills of young learners inside and outside classroom. The main participants were young learners age ranged between seven to 12 years old studying in grades one to six who were selected randomly. They were separated into two main groups—lower and upper elementary—to attend 30 hours of play-based language learning instruction, pre- and post-tests, and semi-structured interview. The English oral language skills were the main emphasis in the course, even though the written language skills were added in for upper elementary levels according to the expected skills for older learners. Another group of participants were the parents of the young learners who voluntarily took part in the focus-group interviews. They were asked the guided questions their opinions before, in the middle, and after the implementation.

The findings of the study responded to the research questions as follows:

1) To what extent does the play-based language learning (PLL) affect the English language skills of young learners inside and outside the classroom?

2) What are the influences of play-based language learning (PLL) on young learners' affective outcomes?

3) What are the opinions of the parents of young learners outside the play-based language learning (PLL) classroom?

According to Research Question 1, most young learners of both lower and upper elementary groups showed the improvement on their English language skills as their mean scores of post-tests increased significantly from those of pre-tests. The semi-structured interview revealed their reflection on language learning that play-based language learning activities supported their vocabulary and language structure learning. Also, those activities enhanced their communication with others. With regard to Research Question 2, key influences concerned with play materials, playmates with quality of playfulness, and play contexts. To answer Research Question 3, parents observed their children's behaviors that they talked about and used the language learned in the classroom when they went back home. They showed eagerness and enjoyment in using the English language outside the classroom. Therefore, it could be concluded that play-based language learning promoted English language skills and plausible emotion in learning.

5.2 Discussion

5.2.1 Effects of play-based language learning on children's English language skills

5.2.1.1 Play as peer-assisted instruction and a "comfort zone" of learning

According to the first Research Question, the findings on pre- and post-test scores showed significant differences in many of the participants. Although some

participants' scores increased only by a small percentage, most of post-test scores significantly increased following the implementation of play-based language learning activities. In this class, few students had a broader background in English, while most of them had rarely been exposed to the authentic use of the English language in native English speaking countries and contexts such as an English program at schools. One common possible explanation for the increase in post-test scores is peer-assisted instruction during children's play. According to previous study, peer-assisted instruction was one of the main strategies found to be highly exploited by children to learn the target language. Similarly found in this study, it revealed that children helped each other learn when they played. One child might be capable of one skill that the other one has not acquired. It corresponds to Farran and Son-Yarbrough's (2001) study that children developed their verbal behaviors when engaging in associative play (after Parten) with peers. Also, McMahon (1992) comments that pretend play activities can adopt each other's imagination and perspectives. Singer (1994) addresses few benefits of play related to peer-assisted learning including that children can express empathy during their play. They learn how to share and take turns. Also, their vocabulary grow from playing together. Moreover, Vygotsky (1933) emphasizes on more knowledgeable other who is a crucial person to scaffold new knowledge and understanding from the existing ones.

Also, as for most students, it could be speculated that play-based language learning activities as a whole appear to lower children's affective filter (Krashen and Terrell, 1983). They are open to the learning through play atmosphere, in which they are neither fearful of playing nor of making mistakes. They are allowed to sit or lay down on the floor and control their own learning and playing. The atmosphere of the play-based language learning class becomes the children's comfort zone, especially for shy and weaker children, to feel brave

to talk, make mistakes, smile, laugh, and enjoy learning. Corresponding to Richards and Rodgers (2001), they state that play could decrease stress but increase motivation since it produces a positive environment of learning such as a classroom context.

There was an unexpected finding that some students gained relatively slightly in their post-test comparing to their pre-test mean scores. Three possible explanations could be explicated. Firstly, children's background knowledge in the English language skills was high so their pre-test score was already high and showed an indifferent increase on the post-test score. Secondly, some children did not like to play. However, the results from the interview showed that all of them liked playing and the play-based language learning activities. Thus, this assumption is not the case. Lastly, children might not have experience in the method of instruction through play activities. That is to say, in order to gain higher scores on post-test, some children might need more time to get acquainted with the play activities that required them to socialize with others, produce the language, and engage in social play situations in the class instead of doing exercise on the worksheet by themselves. With the new environment and new people in the class, they might feel unfamiliar and uncomfortable to participate. Similarly, Farran and Son-Yarbrough (2001) found that preschoolers were most likely to attend parallel play by themselves and joined in associative play with peers the second. Xu (2010) points out, in the same way, that some older children prefer parallel play (Parten, 1932), which is playing by themselves alongside their friends without joining them. Another reason is that some children have limited language proficiency, so they might get less accepted with other friends. However, the play types that require children to socialize, interact, and take part in play with others tended to be helpful to gain trust and solidarity with their friends. In the experiment, there was an interesting similar case of a girl who was in lower elementary level. She had never been left to be by

herself in any course except at school. Her parents wanted her to join the experiment. She was crying but finally participated. She played with the group for a moment then she started crying when she missed her parents. She would always go to one teacher whom she trusted. They played and talked together until she felt comfortable to join the group again. In the second lesson, she still cried but less often than the first lesson. By the fifth lesson, she did not cry, instead playing actively in all activities. She used English all the time and reminded some of the older friends to speak English while playing. Besides, she used the vocabulary learned in the class when she played with her sister at home.

5.2.1.2 English language use as the medium of instruction

The English language was the only language employed as the medium of instruction in the class. It showed positive effect on children's second language development. In the play-based language learning class, the findings illustrated that young participants used English almost all the time. It could be explained that they were informed directly about the goals and purposes of play-based language learning class and of the English language use. Medwell, Wray, Minns, Griffiths, & Coates (2012) emphasize that it is important that teacher makes clear goals explicitly to the students in the class and check with them whether all goals have learned and achieved. Furthermore, the content of the text and lesson should give clear purposes what the author wants to deliver and what language choices with clear contexts children can use. The study of Björk-Willén and Cromdal (2008) illustrated that children realized the purposes of the language learning. They, then, constructed their own knowledge with peers by using the target languages during free play by themselves in multilingual environment. Next, children were commonly influenced by peers and teachers. Once a few people started using English, everyone else tended to follow.

This way, however, corresponds directly to one of the main problems found in Thai students that they do not have much opportunity to use English oral language skills in the language classroom when the learning environment does not support (Nuktong, 2010). Another important explanation is that they do not feel fear to make mistakes when playing and learning in the play-based language learning class. As Back (2016) mentioned that anxiety is caused by fear of danger and a lack of trust. He also addresses that home and school are children's safe place. Play allows them to create social groups, safe, and comfortable spaces.

To sum up, play-based language learning highlights positive effects on children's language learning especially in the English language. Play establishes their social interaction where language is occurred and developed. Play also becomes a comfort zone for them to reduce stress yet increase confidence in trial-and-error to use the language. It is also important that English is used as the medium of instruction.

5.2.2 Influences of play-based language learning features

The findings revealed main influences of play inside the classroom on children's learning and affective outcomes resulted in the integration of all play features especially play materials, playmates, and play contexts. This could be explained by the play features that not only create a positive learning atmosphere, but also foster language learning.

5.2.2.1 Selection of objects of playing and learning

Firstly, play materials inspire their creativity as well as authentic situations. Materials in play-based language learning course were collected from various sources including the real toys from home, the merchandise from the shops, in-house production

specifically for the planned lessons, as well as authentic goods in real-life use. The important findings showed some play materials that were in favor of both genders and age groups. They included colorful flashcards, playdough, food toys, cooking tools, sports equipment, and puppets. One explanation is that young learners responded well with big-sized pictures and colorful objects. Also, it can be seen that the aforementioned play materials are considered minimally structured toys. They allow children to use imagination more than highly structured toys (Singer, 1994).

Specifically to the play materials for different ages, they should be chosen according to familiarity and complexity. The findings showed that younger children tended to play with what they were familiar with. It is possible to explain that children have been exposed to these materials before. They can identify what and how to handle these familiar objects easily. On the contrary, older children felt bored of the familiar objects. The possible explanation is that older-age children have developed more cognition. They are at the age of getting interested and excited with challenging, more critical, and unfamiliar situations. To elaborate from this study, older children enjoyed hunting mission, 3-D paper houses, and detective clothing and tools. It is possible that older children are intrigued to think more critically when manipulating of more complex materials. Also, they have developed more world knowledge than younger children and more closely to adult ages, which can explain the reasons they like to use realia to imitate real-life situations of adults. Corresponding to Lightbown and Spada (1993), they remarked the differences of learner characteristics that when children grow older, they have also developed several areas such as knowledge of the world and cognitive maturity. It can be implied that older children have shifted their interests according to their wider knowledge and cognition. In terms of authenticity, the play materials that were incorporated with this feature attracted young learners the most. It

is supported that authentic materials increase opportunities for learners to apply it in everyday life (Anderson, 1999). It is also possible to view that, in this study, lower elementary children enjoyed playing and learning with upper elementary friends. Older children tended to help teach younger friends to use the realia they were familiar with at home.

Another type of minimally structured toys are those created by children themselves. Children showed their enjoyment, engagement in the activities, and enthusiasm when they were assigned to create their own materials such as creative movie posters, storybooks of their own stories, funny menu of their restaurants, and their scripts of the fantasy movie scenes. According to McMahon (1992), it is supported that children can use imagination well for stories or situations they create.

5.2.2.2 Playful playmates

The findings displayed key factors that had a great influence on children's language production. The main one was fun playmates both peers and adults. They mentioned that they liked to play and use the language with people they could play with. Teachers in the play-based language learning class took on the roles of their fun playmates as well as knowledgeable people whom they could consult especially the language focus. Peers could also assist each other in constructing their knowledge and skills. Therefore, students commented that they used the English language with the teachers more than with their peers. It could be explained that, for one thing, all teachers in the course were required to only use English with students at all time. English was then employed as the main compulsory language that reinforced them to learn and play. For another possible explanation is that children feel comfortable to use the English language to play and make fun talking with teachers who are ready to play with them. The feature of playfulness creates

relaxing atmosphere and reduces tension when children make mistakes. Similarly, Kanhadilok and Watts (2017) presented playfulness in young people who participated in the toy-making activities with their family group in the National Science Museum in Thailand. Firstly, young participants were engaged in creating their toys by themselves, most of the time. Playfulness was found during making the toys when they teased each other. Besides, they asked for advice how to fix the problem occurred. Also, playfulness rose right when they completed their task and invited friends and family to play with them. They were interviewed and responded that they felt happy, funny, and cheerful.

5.2.2.3 Play contexts

Children learn from various play contexts that reinforce the language. The results found that children were encouraged by diverse play contexts and relaxing environment, which was different from the regular language classroom where they were forced to learn. With regard to language learning, most of them pointed out the preference of play-based language learning classroom over the regular language classroom in the common aspects of fun activities, easy way to remember vocabulary, and more use of the target language. It could be elucidated that more than one form of learning in different play contexts were set to reinforce the focused language repeatedly. When children played in different activities with the same language use, they internalized the meaningful use of the language easier. They experienced how they could apply their knowledge of language learned into authentic situations for children. Similarly, Howard and McInnes (2012) studied how two different settings of “like play” and “not like play” affected children’s learning. The findings revealed that children were more distracted, controlled, and used negative verbal language in the “not like play.” Instead, they tended to be more emotional well-being in the “like play” activities when they were more attentive, smiled, and made

their own choices of learning. Thus, diverse and relaxing atmosphere complying with the language use repeatedly in meaningful contexts show satisfactory influence on language learning.

In conclusion, children can be positively influenced to use the English language when play materials are selected appropriately to encourage their language use and imagination. Playful peers and adults lead to confidence and relaxing communication of the target language. Also, variety of contexts with purposeful content provide meaning as well as reinforce the language use.

5.2.3 Application of the inside-classroom activities into their real-life situations outside the language classroom

The findings presented that almost all parents believed in language learning by using activities rather than traditional language classroom. Parents have attempted to support their learning by taking them to cram schools and by buying English books and other resources in the market. Concerning this course, parents also remarked that two main parts that their children applied from the class to home included their language transfer and motivation. The former signified that not only could their children explain what they played and what vocabulary and structure they learned each day, but they also applied that language learned into their own play outside the classroom. And, the latter demonstrated the enthusiastic behaviors how children used English at home to play with their toys and siblings. It is possible to explain that play is children's work. They could possibly find the connection that transfer what they learned in the language classroom to home. It is because children like to play at any time and any place, which becomes their learning contexts. Even though the explanation of transition play and learning from school to home contexts is rarely found

directly, Hyvonen (2011) presents the Finnish education acknowledging the benefits of play for children's learning in both classroom settings and real-life situations. The study has emphasized on play in developing children's learning abilities in kindergarten education. However, a process play that allows children to take the main role of constructing their learning through phases of orientation, playing, and elaboration, has rarely been found in elementary level. Some Finnish teachers expressed their regret to have less implementation of play, although they all perceived the great benefits of play not only for children's enjoyment, creativity, and imagination, but also for children's practices of real-life socialization and friendship. It was because they needed to follow the national curriculum requirements.

In the regular language classroom, traditional activities such as doing language exercise on worksheets do not seem to be authentic tasks found in home context. On the other hand, in this study of play-based language learning classroom, children learned how to play in English. This showed them how they could use English when they played at home. A variety of play contexts demonstrated the extension of play activities they might initiate creatively by themselves outside the classroom. In other words, the English language can be applicable to children's play at any time in their own learning contexts outside the language classroom. Besides, children applying the English language outside the classroom can be explained that young learners have freedom to control their own learning and playing in the facilitating environment. Thus, they learn to find contexts to use the language to meet their own purposes and desire in their time and pace. In the same way, Cook (2000) exemplifies that playing games allows players to make decision and control their own learning, which leads to learner's autonomy.

In summary, parents are crucial stakeholders who encourage ongoing learning outside the classroom context. They can provide supports that connect from the classroom to home by using fun activities, integrating language when playing with them, and creating positive environment to learn.

5.3 Implications

Play-based language learning revealed significance of play features and language learning that can be applicable to the English language classroom.

Firstly, children always find their own contexts in order to play. Therefore, it is suggested that teachers and parents can be crucial stakeholders who provide continuous language learning environment and support playing for learning both inside and outside the classroom.

Moreover, it is recommended that elementary teachers use the English language as the medium of instruction. Young participants can perform their English language use beyond teacher's expectation when their mental state is not blocked. Besides, play materials and activities can provide context clues for children to comprehend and achieve language learning goal.

Additionally, people who play with children are suggested to be diverse from same-age friends to adults. Not only should children at the same age learn together, but also the mix of different ages helps scaffold children's cooperative, social, and cognitive development.

Many young participants commented that they liked to play with the teachers who were fun and funny. It is, thus, recommended that teachers can feel relaxed and add more quality of playful features into the instructions, for example, creating imaginary situations

in the classroom, playing around with the language (like puns or riddles), showing amusing pictures to extend creative talk, and acting lively when giving examples.

As the findings showed that children used the English language they learned in the play-based language learning classes at home, it is highly recommended that the teacher applies play activities in the class so that children can take those activities with them to continue learning at home. Teachers can plan to include only a particular play-based language learning feature, several play-based language learning activities, or whole play-based language learning lessons into language classroom instruction for young learners.

Continuously learning at home, different kinds of realia that are available around the house can make meaning for children to play and learn in their individual way. Parents should integrate the language focus into the play. The cooperation between the teacher and parents should then be greatly encouraged. So, parents can take an important role to provide similar support to the school's activities in order to make the continuing transition to their learning at home. With the finding about play materials, it is recommended that adults should look for play materials that are minimally structured and those created by themselves.

5.4 Conclusion

This study explored the effects of play-based language learning toward the English language skills of young learners both inside and outside the language classroom contexts. It is found that play activities promoted children's learning the target language significantly due to the importance of the English language use as the medium of instruction. Also, play activities allowed children to engage in social play where language was scaffolded by peer-assisted instruction and comforted them to be confident or to make mistakes. The young

participants provided further opinions that play features had an influence on their learning including play materials, playful playmates in the class, and variety of play contexts. Extended to the learning inside the classroom, parents viewed that children used English more and shared what they learned with the parents enthusiastically. Play-based language learning is therefore an important alternative tool of learning and teaching language especially English in particular.

5.5 Limitations

Three main limitations were found in the implementation of this study regarding sample size, learning materials, and time of adjustment for young children to learn.

The sample size was seen to be a limitation in this study since the small size of participants could raise an issue of generalizability. Not only the larger number of young participants but also parents that should be gathered information to receive the better details in breadth and depth.

Play-based language learning activities required a great number of materials and tools per each lesson. With this crucial play features that could not be missed, it has consumed a lot of time in terms of preparation. It also needed a great amount of materials when one piece was only used by one student rather than group work. Also, it cost relatively high to create or buy them. Some in-house production is recommended to reduce the cost. However, some toys and materials are worth time and money to invest.

The samples were selected randomly. Some of them knew each other before attending the course. But, most of them were new to the group. Thus, some children needed some time to get emotional adjusted before they were ready to play and learn actively. Thus, longer hours of experiment might be more effective for some children to learn.

5.6 Recommendations for Further Study

Concerning recommendations for further study, the play-based language learning activities should be firstly applied to other age groups of participants to acquire information in depth and breadth. Secondly, it should be supported in experiments with larger class sizes. Thirdly, training on play-based language learning for other stakeholders are greatly recommended such as teachers of language teaching, teachers of other content subjects, and parents so they can assist children's learning and create the connection between inside and outside the language classroom.

In conclusion, learning and affective outcomes are essential elements for the language development of young learners especially in the context that English is used as a foreign language. Also, the significant findings evidence that learning does not occur only inside the classroom context. All stakeholders can play important roles to construct children's learning based on the concept of learner-centeredness. Thus, play-based language learning activities are suggested to construct in order to benefit not only language development but also children's other developmental areas.

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APPENDICES

Appendix A: Example of a lesson plan for lower elementary: Room theme

LESSON PLAN THEME 2 – Let's Build (Rooms)

Course: P.L.L. (Lower Elementary)

Time: 180 minutes

Week/Date:

Class level: 10-30 children

Objectives: SWBAT - listen and repeat chant and rhyme, and sing a song about the rooms
 - answer the questions about the rooms and colors
 - exchange personal or object information; initiate and respond to simple statements
 - express feelings of like or dislike about various objects of rooms and the activities

Language focus: 1. Vocabulary

Room - Bedroom, Bathroom, Kitchen, Living room

Color – black, brown, gray, white, yellow, orange, red, pink, purple, blue, green

2. Form/Structures

- How many rooms are there in your house?

and three There are 7 rooms in my house. There are two bedrooms, one kitchen, one living room, and three bathrooms.

- What color is your bedroom?

My bedroom is pink.


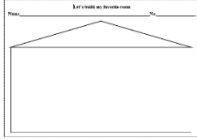

Settings: The class is held in the classroom. Students sit in circle and later on move to different centers.

Material details:

1. The video clip of the song: my house song
2. Lyric chart: my house song
3. Room cards (bedroom, bathroom, kitchen, living room)
4. Room jigsaws (bedroom, bathroom, kitchen, living room)
5. 12 sets of the rooms (bedroom, bathroom, kitchen, living room)
6. 12 Structure of the house papers
7. 5 House pictures

Daily outlook:

PLL activities	Descriptions
Circle time	<u>Language Play and Physical Play:</u> Singing a song Playing I-spy room in the air game Playing jigsaw game
Center	<u>Creative Play:</u> - Let's build my favorite room <u>Games with Rules:</u> - Playing the balls game <u>Pretend Play:</u> - Selling situation
Crystallization	Presenting play work Investigating opinions and attitudes

Steps	PLL activities	Descriptions	Materials
		<ul style="list-style-type: none"> - Each group presents their rooms (talk about the room by using the language focus) 	 <p data-bbox="1187 495 1382 548">- 12 Structure of the house papers</p> 
	<p data-bbox="467 716 594 768">Games with Rules:</p> <p data-bbox="467 772 618 846">2.2) Playing whispering house creation</p>	<ul style="list-style-type: none"> - Ss are divided into 2 teams standing in 2 rows. - T scatters pictures of different rooms on the table in the front of each row. - T draws 2 blank houses (one each) on the board for each team. - S1 of each row comes to the T. - T tells S1 to ask the focused question, “How many rooms are there in the house?” - T whispers to S1, “There are 5 rooms in the house.” - S1 of each team goes to whisper to S2; and S2 whispers to S3 and so on until the last one in the row who will run to the board to draw what they hear. - The team that can finish first and correctly gets one point. - The next 2 Ss come to listen to what T whispers. - T whispers, “My bedroom is pink.” - The S of each team whispers to their friend. The last friend runs to find the picture following what they hear at the front table and stick it on the board. - The team that gets most points is the winner. 	<ul style="list-style-type: none"> - Room cards (bedroom, bathroom, kitchen, living room) <p data-bbox="1187 825 1406 982"><i>Use the same <u>cards as in I-spy game</u> (adaptation: use paper and colored pencils instead of the whiteboard)</i></p>
	<p data-bbox="467 1404 626 1478">Pretend Play: 2.3) Pretending selling a house</p>	<ul style="list-style-type: none"> - Ss are divided into 4 groups and sit in the circle with your group. - S of each group picks one house pictures. - T gives 15 minutes to think of dialogs what Ss want to describe in order to sell the house which they get. <p data-bbox="667 1593 1118 1671">There are _ rooms in my house. There are ___ bedroom, ___ kitchen, ___ living room, and ___ bathrooms.</p> <p data-bbox="683 1675 927 1703">This (<u>bedroom</u>) is (<u>pink</u>)</p> <ul style="list-style-type: none"> - Ss in each group have 4 minutes to present about selling the houses. - Ss in each group vote the group that they like but cannot vote your group. - Group that has the most votes is the winner. 	<ul style="list-style-type: none"> - 5 House pictures 

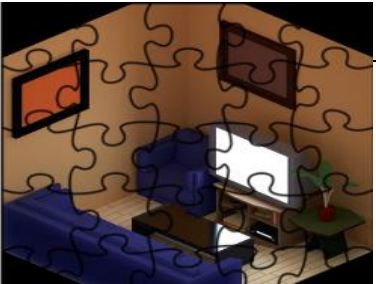
Steps	PLL activities	Descriptions	Materials
3. Crystallization	3.1) Presenting play work 3.2) Investigating opinions and attitude	- T ask the guided questions: - T asks each S or each group of Ss to show their play work to their friends. - T asks how they feel about their play and play work.	- Play objects Ss make


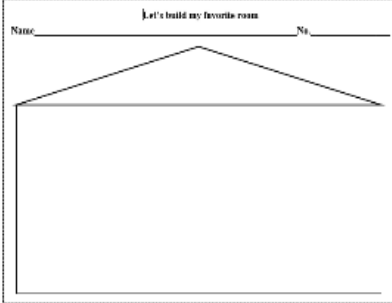

Remarks:

The song's lyrics "My house" : <https://www.youtube.com/watch?v=XratfoopkI>

Hey! Did you see my dad?
 Roomba roomba roomba roomba. Roomba roomba ba!
 Sister's watching TV in the living room.
 Mommy's reading a book in the bedroom.
 Brother's taking a shower in the bathroom.
 Daddy's cooking dinner in the kitchen.
 Living room. Bedroom and bathroom and kitchen
 Roomba roomba roomba roomba. Welcome to my house!
 Living room. Bedroom and bathroom and kitchen. Roomba roomba roomba roomba.
 Roomba roomba! Roomba roomba!
 Welcome to my house!
 Yeah!

Appendix B: List of materials for lesson plan for lower elementary: Room theme

Material	Description
The clip video song: my house song	https://www.youtube.com/watch?v= XratfoopkI
Lyric chart: my house song	<p><Song lyrics on a big board or poster></p> <p>Hey! Did you see my dad?</p> <p>Roomba roomba roomba roomba. Roomba roomba ba!</p> <p>Sister's watching TV in the living room.</p> <p>Mommy's reading a book in the bedroom.</p> <p>Brother's taking a shower in the bathroom.</p> <p>Daddy's cooking dinner in the kitchen.</p> <p>Living room. Bedroom and bathroom and kitchen</p> <p>Roomba roomba roomba roomba. Welcome to my house!</p> <p>Living room. Bedroom and bathroom and kitchen. Roomba roomba roomba roomba.</p> <p>Roomba roomba! Roomba roomba!</p> <p>Welcome to my house!</p> <p>Yeah!</p>
Room cards (bedroom, bathroom, kitchen, living room)	<p>1 file has 6 pages (12 pictures)</p> <p>Print 5 sets (30 cards in total)</p> <p>Using A4 (two-sided glossy paper)</p> 
Room jigsaws (bedroom,	<p>1 file has 4 pages</p> 

Material	Description
bathroom, kitchen, living room)	Print 3 sets (12 cards/group) Using A4 (100 pounds thickness)
12 sets of the rooms (bedroom, bathroom, kitchen, living room)	1 file has 1 picture Print 12 sets Using A4 sticker paper 
12 Structure of the house papers	1 file has 1 page Print 12 sets Using A3 (100 pounds thickness) 
Room cards	(bedroom, bathroom, kitchen, living room) <i>Use the same in I-spy game</i>
5 House pictures	The file has 5 pages Print 5 pages per group 

Material	Description

Appendix C: Example of a lesson plan for upper elementary: Room theme

LESSON PLAN THEME – Let's build (Room)

Course: P.L.L. (Upper Elementary)

Time: 180 minutes

Week/Date:

Class level: 10-30 children

Objectives: SWBAT - identify familiar words and/or objects, pronounce the alphabets, words, groups of words, and simple sentence.
 - answer simple questions or statement about people, pictures, and objects about rooms
 - exchange personal or object information; initiate and respond to simple statements
 - give information and opinions by creating a story from the pictures about rooms and things in the room

Language focus:

1. Vocabulary
 - Rooms - Bedroom, Bathroom, Kitchen, Living room
 - Chores - Do laundry, Make the bed, Dust the furniture, Mop the floor, Wash dishes, Sweep the floor
2. Form/Structures
 - What are you doing when your mother is sleeping in the bedroom?
 - I am doing laundry when my mother is sleeping.
 - What are you doing when your mother enters the kitchen?
 - I am washing dishes.

Settings: The class is held in the classroom. Students sit in circle and later on move to different centers.

Material details:


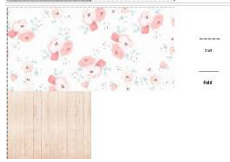

1. Flashcards of phrases
2. A story book: My mother is sleeping
3. Word cards for T – (What, are, you, doing, when, your, mother, is, sleeping, in, the, bedroom bathroom, kitchen, living room,?)
4. Word cards for Ss – (I am, ,doing, do, laundry, making, make, the, bed, dusting, dust, the, furniture, mopping, mop, the, floor, washing, wash, dishes, sweeping, sweep, the, floor, when, my, mother, is, sleeping)
5. Slot boards – 1 for T and 6 for Ss
6. Set paper crafts of rooms
7. Room structure model
8. Pictures cards of rooms and things
9. Pictures of things in the rooms
10. 4 Plastic eggs (Vocabulary: Bedroom, Bathroom, Kitchen, Living room)


Daily outlook:

PLL activities	Descriptions
Circle time	<u>Language Play and Physical Play:</u> Let's guess the words game The bubbles story: My mother is sleeping Word order game
Center	<u>Creative Play:</u> - Building your room <u>Games with Rules:</u> - Finding pictures game <u>Pretend Play:</u> - Playing doing chore
Crystallization	Presenting play work

Procedures (P.L.L.)

Steps	PLL activities	Descriptions	Materials
1. Circle time	<p>Language Play and Physical Play</p> <ul style="list-style-type: none"> - Let's guess the words game - The bubbles story: My mother is sleeping - Word order game 	<ul style="list-style-type: none"> - Ss are divided into 6 groups. - T shows one flashcard of phrase at a time for each group to guess. - The group that knows the answer raises their hands. The group that answers correctly gets one point. - T shows all flashcards one more time and ask Ss to repeat after him/her one at a time. - T reads the story for the Ss in the first round. The story has bubbles of conversations (make a paper lid that can cover the conversation bubbles). - T asks Ss to retell the whole story by themselves. - T may help with some parts when needed. - Ss are divided into 6 groups. - Each group sits in circle. - T gives one set of word cards to one group. - T makes a question by putting word card in a slot board. (Ask one question then Ss answer and T corrects and then T ask one question again) What are you doing when your mother is sleeping in the bedroom? - Ss in every group have 1 minute to put an answer sentence in order by putting word cards in a slot board and read the sentences out loud. I am _____ when my mother is sleeping in the bedroom. - T corrects the sentences in the slot board with each group. - T makes a question by putting word cards in a slot board. (Ask one question then Ss answer and T corrects and then T asks one question again about the story) E.g. What are you doing when your mother is sleeping in the bathroom? 	<ul style="list-style-type: none"> - Flashcards of phrases - A story book: My mother is sleeping - Word cards for T – (What, are, you, doing, when, your, mother, is, sleeping, in, the, bedroom bathroom, kitchen, living room,?) - Word cards for Ss -) I, am, doing, do, laundry, making, make, the, bed, dusting, dust, the, furniture, mopping, mop, the, floor, washing, wash, dishes, sweeping, sweep, the, floor, when, my, mother, is, sleeping(- 7 Slot boards
2. Centers	Creative Play:	- Ss are divided into 4 groups.	- Set paper crafts of rooms

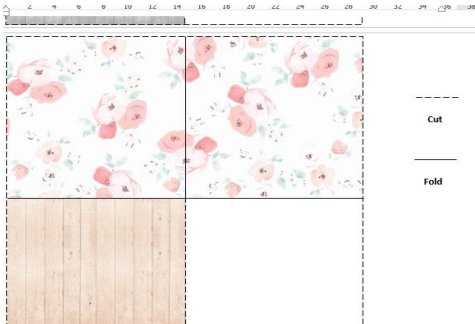




Steps	PLL activities	Descriptions	Materials
	<p>2.1) building your room</p>	<ul style="list-style-type: none"> - T gives one set paper craft of room to one group (One room to one group) - Each group builds their room using paper craft and stick them in room structure model. - Each group prepares for presentation. (talk about the chores that you can do in the rooms by using the language focus) - Each group presents their rooms 	<p>Bedroom – bed, bin, closet, mop, broom, vacuum cleaner Kitchen –sink, broom, bin, mop, table, vacuum cleaner, refrigerator living room – Sofa, table, bin, TV, broom, mop, showcase bathroom – washing machine, bathtub, bin, sink, toilet</p>  <p>- Room structure model</p> 
	<p>Games with Rules: 2.2) Finding pictures game</p>	<ul style="list-style-type: none"> - T hides the pictures of things for each room. - T divides Ss into 4 groups. - Each group finds the pictures of things and rooms. - Ss in each group discuss how to make sentences and story of the pictures of things they find. - The group that can say the most numbers of sentences win the game. 	<ul style="list-style-type: none"> - Pictures cards of rooms and things)2 bedrooms, 2 bathrooms, 2 kitchens, 2 living rooms, sink, toilet, bathtub, 2 clothes, 2 socks, washing machine, bed, sheet, blanket, pillow, 2 Sofa, closet, 3 tables, 3chair, 4 feather dusters, 4 vacuum cleaners, 4 mops, 4 buckets, dishe, sink, 4 brooms, 4 dust pans, 4 bins 
	<p>Pretend Play: 2.3) Playing doing chore</p>	<ul style="list-style-type: none"> -Ss are divided into to 3 groups. - T gives one picture card of things in the rooms to each group. - Each group creates a story from those pictures. - Ss have 5 minutes to rehearse a play. - Every group has 3 minutes to perform a play. - Teacher and other students comment the role play. 	<p>Picture cards of things in the rooms</p> <ul style="list-style-type: none"> - Group1 :sink, toilet, bathtub, clothes, socks, washing machine, broom, dust pan, bin - Group2 :bed, sheet, blanket, pillow, closet, table, chair, vacuum cleaner, mop, bucket

Steps	PLL activities	Descriptions	Materials
			<p>- Group3 :dish, sink, sweep, broom, dust pan, bin, table, chair, mop, bucket</p> 
3. Crystallization	3.1) Presenting play work	<p>- T asks guided questions to each S. - T may randomly select S to present by using a plastic egg, a ball, or just simply call each S's name to reflect his/her idea.</p>	- 4 Plastic eggs (Bedroom, Bathroom, Kitchen, Living room)

Appendix D: List of materials for lesson plan for upper elementary: Room theme

Material	Description
Flashcards of phrases	<p>Front</p> <p>A room used for sleeping - Bedroom A room that has a toilet - Bathroom A room used for cooking - Kitchen A room used for the common social activities - Living room The things that people wear to cover their bodies - clothes A piece of soft clothing that covers your feet before wearing shoes or slippers - socks A ceramic container that is filled with water for bathing - bathtub A machine used for washing clothes - washing machine A furniture used for sleeping on - bed A bag used for resting your head on in bed - pillow A long upholstered seat usually with a back and arms - sofa A small room for clothing or for supplies for the house - closet A seat for one person usually having a back and four legs - chair A tool with feathers at one end used for removing dust - feather duster An electrical machine that cleans floors, rugs, and etc. - vacuum cleaner A container with an open top, often used for carrying water - bucket The flat surface of a room on which you walk - floor A container that is flatter than a bowl - dish A bowl that is attached to the wall in a kitchen for washing dishes - sink A brush with a long handle, used for cleaning the floor - broom A container for waste or trash - bin The dirty clothes and sheets that need to be wash - laundry To remove the dust with a broom - sweep</p> <p>Back</p>
A story book: My mother is sleeping	<p>The story has bubbles of conversations. Jinnie tells a story, "My mother is sleeping all day." Josh asks, "What are you doing all day when your mother is sleeping?" Jinnie says, "I'm making my bed when my mother is sleeping in the bedroom." "Then, I'm eating breakfast and washing dishes when my mother is sleeping in the kitchen."</p>

Material	Description
	<p>Jinnie says, “After that, I’m dusting the furniture and sweeping the floor when my mother is sleeping in the living room.”</p> <p>Jinnie says, “Oh my mother! I’m mopping the floor and doing laundry when my mother is sleeping in the bathroom.”</p> <p>Josh says, “Your mother is very sleepy!”</p> <p>Jinnie says, “Yes, my mother is very sleepy! I’m doing many things when my mother is sleeping around the house.” The End.</p>
Word cards for T	<p>What, are, you, doing, when, your, mother, is, sleeping, in, the, bedroom bathroom, kitchen, living room,?</p> <p>(Using relatively thick papers, plastic sticker to make a book covering dimension: 11 cm x 16 cm.)</p>
Word cards for Ss	<p>I, am, doing, do, laundry, making, make, the, bed, dusting, dust, the, furniture, mopping, mop, the, floor, washing, wash, dishes, sweeping, sweep, the, floor, when, my, mother, is, sleeping, .</p> <p>(Using relatively thick papers, plastic sticker to make a book covering dimension: 11 cm x 16 cm.)</p>
7 Slot boards	<p>1 slot board per a group of six Ss, approximately.</p> <p>1 slot board for a</p>
Set paper crafts of rooms	<p>Bedroom – bed, bin, closet, mop, broom, vacuum cleaner</p> <p>Kitchen –sink, broom, bin, mop, table, vacuum cleaner, refrigerator</p> <p>living room – Sofa, table, bin, TV, broom, mop, showcase</p> <p>bathroom – washing machine, bathtub, bin, sink, toilet</p> <p>Print on A4 (glossy papers)</p> <p>There are 23 pages per one set (make 3 sets)</p> <div data-bbox="721 1304 1182 1675" style="text-align: center;"> </div>

Material	Description
Room structure model	<p>In the file, there are four pages. Print 12 pages (3 sets)</p> 
Pictures cards of rooms and things	<p>2 bedrooms, 2 bathrooms, 2 kitchens, 2 living rooms, 2 clothes, 2 socks, washing machine, bed, sheet, blanket, pillow, 2 Sofa, closet, 3 tables, 3 chair, 4 feather dusters, 4 vacuum cleaners, 4 mops, 4 buckets, wash, dishes, sink, 4 brooms, 4 dust pans, 4 bins</p> <p>* Print on A5 (half size of A4 papers)</p>  
Picture cards of things in the rooms	<ul style="list-style-type: none"> - Group1 :sink, toilet, bathtub, clothes, socks, washing machine, broom, dust pan, bin - Group2 :bed, sheet, blanket, pillow, closet, table, chair, vacuum cleaner, mop, bucket - Group3 :dish, sink, sweep, broom, dust pan, bin, table, chair, mop, bucket <p>* Print on A5 (half size of A4 papers)</p>  
4 Plastic eggs	<p>- Statement papers are put in the plastic eggs (Bedroom, Bathroom, Kitchen, Living room)</p>

Appendix E: Pre- and Post-tests for lower elementary

Student's name: _____ Date: _____ Score: ____/30

3 = excellent 2 = satisfactory 1 = improvement needed 0 = not achieved

Objectives	Themes	PLL activities	Directions and descriptions	√	Performance scores (3-0)	Testing aids	Remarks
1. Identify familiar words and/or objects, pronounce the alphabets, words, and simple sentences	- People - Food	PHYSICAL PLAY	1) Playing "I spy":- Pick up a thing or a picture that you hear a) I spy something small. b) I spy old people. c) I spy someone who is handsome. d) I spy rice. e) I spy a hamburger. f) I spy curry.		____ / 3	- Pictures of people and things	
2. Act following to verbal instructions	- Free time - Sports	PHYSICAL PLAY	2) Act and guess:- Playing "Whispering game" - One T whispers to the S. S/he acts out. a) swim b) play tennis c) play basketball d) sing a song		____ / 3	- Gestures	

Objectives	Themes	PLL activities	Directions and descriptions	√	Performance scores (3-0)	Testing aids	Remarks
			e) cook f) watch TV				
3. Listen and repeat chants and rhymes, and sing songs	- room - Food	LANGUAGE PLAY	3) Listen to the line of a lyric and repeat after me? a) Can you repeat after me? It's the song called "My house" * The songs' lyrics are shown in the end of this table.		___ / 3	- Gestures - The song's lyrics	
			4) Listen to the line of a chant of food and repeat after me? b) Can you repeat after me the chant of food? * The chant of food is shown in the end of this table.		___ / 3	- the chant's lyrics	
4. Answer simple questions or statement about people, pictures, and objects	- My school -Celebration	LANGUAGE PLAY	5) Answer simple questions (Can you tell me...?) <u>Ex.</u> What's your name? Do you like school? a) Where is the classroom? (S: It's near...) b) How can I go to the canteen? (S: Go straight and turn left.) c) Do you know party? Do you want to go to New Year party?		___ / 3	- My school floor plan	
5. Exchange personal or object information; initiate and respond to simple statements	- People - Fruits & vegetables	CREATIVE PLAY	6) Create a family member shopping for fruits and vegetables. a) Can you draw family members going to shop for fruits and vegetables? (Do you go shopping? Do your mother and father go shopping? Let's draw the picture.) b) Exchange the conversation with T using the structure, "Who is this?," "Is he tall?," etc. (other adj.—short, handsome, pretty, attractive, old, young, slim, small) c) What fruits would you like to buy? d) How much is it?		___ / 3	- Supermarket A4 papers - Colored pencils - Crayons	
	- room - My school	GAMES WITH RULES	7) Finding the missing room: T gives S the direction grid sheet		___ / 3	- Direction grids	

Objectives	Themes	PLL activities	Directions and descriptions	√	Performance scores (3-0)	Testing aids	Remarks
6. Ask for and give information, or answer questions			<p>and a game piece. T says, for instances,</p> <p>a) T: Can you help me find a <u>classroom</u>?</p> <p>E.g. Go straight 1 step.</p> <p>S: Walk the piece.</p> <p>b) T: Turn left 4 steps.</p> <p>S: Walk the piece.</p> <p>T: Can you draw an icon signifying that room when you reach there?</p> <p>T and S takes turn.</p>			- Game pieces - Colored markers	
		PRETEND PLAY	<p>8) Pretend selling-buying a house: T tells S that you will pretend buying-selling a house. T give a house picture to S. T is a buyer; S plays a seller- to speak the expected dialogues. Extended: T may ask S to switch role. For examples:</p> <p>Buyer: I want to buy a house. How many rooms are there in this house?</p> <p>Seller: There are 5 rooms in this house.</p> <p>Buyer: What color is your bedroom?</p> <p>Seller: The bedroom is pink.</p>		___ / 3	- House picture - Finger puppets	
7. Give information or opinions about oneself, people, situations in the classroom, families, school, food and beverages, free time and recreation, and the environment	- Fruits & Vegetables -Celebration		<p>9) Give information about the topics:</p> <p>Ex. Do you know Thai New Year's day?</p> <p>a) Do you like to buy fruits and vegetables?</p> <p>b) What (F & V) would you like to buy?</p> <p>c) Do you know New Year? (Do you like New Year? What are you going to do?)</p>		___ / 3	-	
8. Express feelings of like or dislike about various objects and activities	- Sports - Free time		<p>10) Express feelings on the topics:</p> <p>a) Do you like to play sports?</p> <p>b) What sports do you like to play?</p>		___ / 3	- flashcards of food and sports	

Objectives	Themes	PLL activities	Directions and descriptions	√	Performance scores (3-0)	Testing aids	Remarks
			c) Do you like to read books in your free time? What do you like to do in your free time?				

Remarks:

LYRICS OF THE SONGS

The song's lyrics "My house" : <https://www.youtube.com/watch?v=XratfoopkI>

Hey! Did you see my dad?
 Roomba roomba roomba roomba. Roomba roomba ba!
 Sister's watching TV in the living room.
 Mommy's reading a book in the bedroom.
 Brother's taking a shower in the bathroom.
 Daddy's cooking dinner in the kitchen.
 Living room. Bedroom and bathroom and kitchen
 Roomba roomba roomba roomba. Welcome to my house!
 Living room. Bedroom and bathroom and kitchen. Roomba roomba roomba roomba.
 Roomba roomba! Roomba roomba!
 Welcome to my house!
 Yeah!

Food chant: "What's your favorite food?" <https://www.youtube.com/watch?v=OKbjvfcc4M>

Kangaroo, Kangaroo! What's your favorite food?

I like pizza, said the kangaroo.

Rabbit, Rabbit! What's your favorite food?

I like noodles, said the rabbit.

Rhino, Rhino! What's your favorite food?

I like cheese, said the rhino.

Hippo, Hippo! What's your favorite food?

I like toast, said the hippo.

Bee, Bee! What's your favorite food?

I like grapes, said the bee.

Dragon, Dragon! What's your favorite food?

I like you!, said the dragon.

Appendix F: Pre- and Post-tests for upper elementary

Pre- and Post-tests (Upper Elementary)

Student's name: _____ Date: _____ Score: ____/30

3 = excellent 2 = satisfactory 1 = improvement needed 0 = not achieved

Objectives	Themes	PLL activities	Directions and descriptions	√	Performance scores (3-0)	Testing aids	Remarks
1. Identify familiar words and/or objects, read words, sentences, texts	- People - Food	PHYSICAL PLAY	1) Playing "I spy":- Pick up a thing or a picture that you hear a) I spy someone quiet.. b) I spy someone hard-working. c) I spy someone who is handsome. d) I spy donut.. e) I spy a lemonade. f) I spy curry.		____ / 3	- Pictures of people and food cards	
2. Act following to verbal instructions, requests, or orders	- room - Sports	PHYSICAL PLAY	2) Act and guess:- Playing "Whispering game" - One T whispers to the S. S/he acts out. a) play volleyball		____ / 3	- Gestures	

Objectives	Themes	PLL activities	Directions and descriptions	√	Performance scores (3-0)	Testing aids	Remarks
			b) play badminton c) play golf d) do laundry e) wash dishes f) sweep the floor				
3. Listen and recognize written words; listen and repeat chants and rhymes, tales, short verses, and sing songs	- My community - Celebration	LANGUAGE PLAY	3) Playing word jigsaw. Let's Ss match up pictures with words. a) Have you been to a <u>hotel</u> ? Can you find and match picture of the hotel with its written word? (other words. restaurant, airport, hospital, park, school, market, bank)		___ / 3	- word jigsaw	
			4) Listen to the line of a song of "months of the year" and repeat after me? b) Can you listen and repeat after me? * The lyric is shown in the end of this table.		___ / 3	-	
4. Answer simple questions or statement about people, pictures, and objects	- Free time - Food	LANGUAGE PLAY	5) Answer simple questions (Can you tell me...?) Ex. What food do you like? a) How does fish sauce taste? b) How does a donut taste? c) (Do you know/ Can you guess) How long does it take to make coffee? d) Have you been to a temple? e) Have you been to a department store? f) How often do you go to the cinema?		___ / 3	-	
5. Exchange personal or object information; initiate and respond to simple statements using more diverse sentence structure	- People - Fruits & vegetables	CREATIVE PLAY	6) Create a family member shopping for fruits and vegetables and a map of the grocery store. a) Draw family members who like to go shopping for fruits and vegetables or food? (Do you go shopping? Do your mother and father go shopping?		___ / 3	- A4 papers - a grocery store map - Colored pencils - Crayons	

Objectives	Themes	PLL activities	Directions and descriptions	√	Performance scores (3-0)	Testing aids	Remarks
			<p>Let's draw the picture.) And, exchange the conversation with T using the structure, "Who is this?," "What does he look like?," "What is s/he like?," etc. (other adj.—pretty, handsome, attractive, charming, talkative, friendly, smart, hard-working, quiet)</p> <p>b) What fruits do they (the persons in the picture) like to buy? Draw pictures of produces in the grocery store section.</p> <p>c) Where can I find <u>cantaloupe</u>? (in the fruits and vegetable section) (other words: cheese, yogurt, pork, prawn, guava, lettuce, onion)</p>				
6. Ask for and give information, or answer questions by using words, tone of voice, gestures, and appropriate manners	- Free time - My community	GAMES WITH RULES	<p>7) Sentence formation game: S picks up a flashcards. S/he finds word cards to form a sentence, for example.</p> <p>flashcard – coffin</p> <p>word card – I like to watch a scary film.</p> <p>* T may help ask the guided question, "What kind of movie/film do you like?"</p>		___ / 3	- flashcards - word cards	
		PRETEND PLAY	<p>8) Pretend visiting places. T and S pretend visiting a few places and having a conversation, for examples,</p> <p>T: Have you ever been to a <u>park</u>?</p> <p>S: Yes/No, I have (not).</p> <p>T: How often do you go to a restaurant?</p> <p>S: I go to the restaurant <u>once a week</u>. (look at the use of adv. of frequency)</p>		___ / 3	- place scenes - Finger puppets	
7. Give information or opinions about oneself, people,	- Fruits & Vegetables - Celebration		9) Give information about the topics:		___ / 3		

Objectives	Themes	PLL activities	Directions and descriptions	✓	Performance scores (3-0)	Testing aids	Remarks
situations in their families, schools, lifestyles, festivals, celebrations, and the environment			Ex. What is your name? How old are you? a) When is your birthday? b) What do you wish on your birthday? Ex. Do you go shopping with your parents sometimes? c) Where can I find guava in a grocery store? d) Where can I find cheese?				
8. Express feelings of like or dislike about various objects and activities	- Sports - Room		10) Do you like to play? How about chores? Do you like to do chores? a) Do you like to clean the house? b) Do you like to make bed? c) What's your favorite sport?		___ / 3	- pictures of things in the room	

Remarks:

LYRICS OF THE SONGS

A Months of the Year Song : <https://www.youtube.com/watch?v=1PeAo1hz8GA>

* These are the months of the year. There are twelve months in a year.

These are the months. We'll sing it more than once
and we'll sing it loud enough for all to hear.

Say, January (January), February (February),

March (March), April (April),

May (May), June (June),

July (July), August (August),

September (September), October (October),

November (November), December (December).

(repeat *)

These are the months of the year.

Appendix G: Semi-structured interview to students

GUIDED QUESTIONS FOR SEMI-STRUCTURED INTERVIEW

(For Students)

What the student says/reflects about the class is that ...

- 1) What do you play today? (e.g. Why do you like to play with this toy?)
วันนี้เล่นอะไร ทำไมถึงเลือกเล่นฐานนี้หรือของเล่นชิ้นนี้
- 2) How do you feel about today's play activities?
หนูรู้สึกอย่างไรกับกิจกรรมการเล่นในวันนี้
- 3) What do you initiate (things) by yourself?
วันนี้หนูริเริ่ม (หรือสร้างหรือคิดประดิษฐ์) อะไร
- 4) How do you feel if it won't come out as expected? Why or Why not?
แล้วรู้สึกอย่างไรถ้ามันไม่เหมือนที่ตั้งใจเอาไว้ เพราะอะไร
- 5) What do you play at home?
ปกติเล่นอะไรบ้างอยู่ที่บ้าน
- 6) What center do you like? What activities do you like? Why?
ชอบเซ็นเตอร์หรือฐานไหน ชอบกิจกรรมไหนบ้าง เพราะอะไร

- 7) Who do you like to play with in the classroom? Why or Why not? Who do you like to play with at home or outside the classroom? Why or why not? How do they influence your English language use?
 ชอบ/ไม่ชอบ เล่นกับใครในห้องเรียน, เพราะอะไร ชอบ/ไม่ชอบเล่นกับใครที่บ้านหรือนอกห้องเรียน, เพราะอะไร แล้วใครที่มีส่วนช่วยให้เราใช้ภาษาอังกฤษทั้งในและนอกห้องเรียนบ้าง
- 8) What play materials do / don't you like to play with? Why or why not? Which one influences you to use the English language?
 ชอบอุปกรณ์หรือของเล่นอันไหนบ้าง, เพราะอะไร ไม่ชอบอันไหนบ้าง, แล้วอันไหนช่วยให้เราใช้ภาษาอังกฤษ
- 9) How do you feel when we speak English while playing? Why/Why not?
 หนูรู้สึกอย่างไรที่เราใช้ภาษาอังกฤษเวลาเล่นหรือทำกิจกรรมกัน เพราะอะไร
- 10) What stimulates your English language interaction? Why or why not?
 หนูคิดว่าอะไรช่วยให้หนูอยากฟังและพูด หรืออ่านและเขียนภาษาอังกฤษ
- 11) What do you think are the differences between your regular English language classroom and play-based language learning activities classroom?
 หนูคิดว่าห้องเรียนภาษาอังกฤษที่หนูเรียนปกติกับห้องเรียนแบบเล่นเป็นฐาน (แบบที่เราเรียนและเล่นกันแบบนี้) เหมือนหรือต่างกันอย่างไร

Appendix H: Guided questions for the focus-group interview with parents

Before the implementation:

1. What are your beliefs in learning and teaching English for communication?
 ความเชื่อในด้านวิธีการเรียนการสอนที่พัฒนาทักษะการสื่อสารภาษาอังกฤษ
2. When, which situations, and how often do you use English with your children?
 การใช้ภาษาอังกฤษของท่านกับบุตรหลานของท่าน (เมื่อใด ในสถานการณ์ใด บ่อยเพียงใด)
3. What activities or mediation do you provide to support your children to use English outside the classroom?
 ท่านมีกิจกรรมใดบ้างที่สนับสนุนบุตรหลานของท่านในการใช้ภาษาอังกฤษนอกห้องเรียน
4. What is your opinion toward play-based language learning activities to develop English language skills before enrolling your children to the course? Have you had any knowledge or experience about it or not? Please elaborate.

ท่านผู้ปกครองรู้จักและมีความคิดเห็นอย่างไรต่อกิจกรรมการเรียนรู้แบบการเล่นเป็นฐานฯ เพื่อพัฒนาทักษะภาษาอังกฤษ ก่อน ให้บุตรหลานของท่านเข้าร่วมโครงการ

รู้จักการเรียนรู้แบบเล่นเป็นฐาน ท่านคิดว่าเป็นอะไร และเป็นอย่างไร

ไม่รู้จักการเรียนรู้แบบเล่นเป็นฐาน ท่านคิดว่าเป็นอะไร และเป็นอย่างไร

In the middle of the implementation:

5. What English mediation can your children reach? How often? For example, television, computer, cell phone, radio, printed media, and others?

สื่อภาษาอังกฤษใดบ้างที่บุตรหลานท่านเข้าถึง บ่อยเพียงใด เช่น สื่อโทรทัศน์ คอมพิวเตอร์ โทรศัพท์เคลื่อนที่ วิทยุ สิ่งพิมพ์ อื่นๆ

6. What (activities) do your children like to play or do at home or outside the classroom?

บุตรหลานของท่านชอบเล่นหรือทำกิจกรรมอะไรบ้างเมื่ออยู่ที่บ้าน หรือนอกห้องเรียน

7. Who do your children usually play with?

ส่วนใหญ่บุตรหลานของท่านมักเล่นกับใคร

8. How do your children talk about the course (in terms of play-based language learning activities, materials, teachers, staff, and the English language use)?

บุตรหลานของท่านได้พูดถึงกิจกรรมการเรียนรู้แบบการเล่นเป็นฐานฯ (ในด้านกิจกรรม วัสดุอุปกรณ์ ด้านบุคลากร ครูผู้สอนและด้านการใช้ภาษาอังกฤษ) อย่างไร

After the implementation:

9. What is your opinion toward play-based language learning activities to develop English language skills after your children have attended the course?

ท่านผู้ปกครองมีความคิดเห็นอย่างไรต่อกิจกรรมการเรียนรู้แบบการเล่นเป็นฐานฯ เพื่อพัฒนาทักษะภาษาอังกฤษ หลัง จากที่บุตรหลานของท่านเข้าร่วมโครงการ

10. In your opinions and observation outside of the classroom, how do you notice and identify the differences of your children's behaviors and opinions in their play and the English language use between before and after they have attended the course?

ท่านเห็นว่าบุตรหลานของท่านมีปฏิกิริยา ความคิดเห็น หรือ พฤติกรรมในด้านการเล่นและการใช้ภาษาอังกฤษ หลัง เข้าร่วมกิจกรรมการเรียนรู้แบบการเล่นเป็นฐานฯ ต่างจาก ก่อน เข้าร่วม หรือไม่ อย่างไร

11. How do you think this play-based language learning activities have influenced on your children's learning outcomes in aspects of English language skills and affective outcomes?

ท่านคิดว่า กิจกรรมการเรียนรู้แบบการเล่นเป็นฐานฯ ส่งผลอย่างไรต่อการเรียนรู้ของบุตรหลานท่านในด้านเนื้อหา ความสามารถทางทักษะการสื่อสารด้วยวาจาภาษาอังกฤษ และด้านทัศนคติ อารมณ์ (ชอบ ไม่ชอบ พอใจ ไม่พอใจ)

Appendix I: The differences of mean scores of pre- and post-tests

Name	Level	Pre-test	Post-test	Diff. (points)	Diff. (percent)
MN1	Lower	6	22	16	53.33
PN1	Lower	19	29	10	33.33
PY1	Lower	20	28	8	26.67
PT1	Lower	21	27	6	20.00
MW1	Lower	17	21	4	13.33
TG1	Lower	17	20	3	10.00
VN1	Lower	28	30	2	6.67
ETH1	Lower	30	30	0	0.00
NM2	Upper	13	27	14	46.67
PP2	Upper	11	23	12	40.00
MN2	Upper	15	27	12	40.00
KH2	Upper	24	29	5	16.67
JL2	Upper	25	29	4	13.33
TE2	Upper	14	18	4	13.33

MA2	Upper	25	27	2	6.67
ERN2	Upper	29	30	1	3.33