

Developing A Context-Based Active English Learning Management Model to Enhance 21st-Century English Proficiency Among Primary School Students in Roi Et Province, Thailand

Poonsuk Jantasin^{a*}

Satjatham Porntaweekul^b

Nithikarn Sanoamuang^c

^{a*} Assistant Professor, Doctor of English Language Teaching Program,
Faculty of Liberal Art and Science, Roi Et Rajabhat University, Thailand,
E-mail: poonsukjantasin@gmail.com

^b Assistant Professor, Doctor of Program, Faculty of Education and Human Development,
Roi Et Rajabhat University, Thailand,
E-mail: kaireru@gmail.com

^c Teacher of General Education Program, International College, Khon Kaen University, Thailand,
E-mail: nithsa@kku.ac.th

Article Info

Received 23 February 2026

Revised 13 August 2026

Accepted 25 August 2026

Available online 30 August 2026

Abstract

Primary school English instruction is unproductive because of instructional strategies mostly put emphasis on grammar and memorization rather than communication, resulting in students lacking confidence and not being able to use the language fluently. This study aims at developing active English language learning management model that aligns with the context of upper primary school students in Roi Et province and the 21st-century English language competency framework. Mixed-method research was applied in this study. The study was divided into two phases. In the first phase, the current conditions, forms and obstacles in English language learning was investigated, then model protocol was designing, next the "ROI-Active English Learning Model" was developed. In the second phase, implementing and evaluating the model were processed.

There were 20 primary English teachers and 30 upper primary school students in Roi Et Province involved in this study, selected using the volunteer sampling method. There were 2 research instruments: questionnaires and semi-structured interviews, used to collect data. Content analysis technique was used to analyze qualitative data; on the other hand, quantitative data were analyzed through descriptive statistics.

The research findings revealed that:

1. Primary schools in Roi Et Province generally had adequate instructional facilities and technology; however, shortages of English learning resources and language laboratories remained problematic. Students commonly lacked confidence in using English and had limited critical thinking and communication skills. English instruction across four main skills emphasized active learning through multimedia, games, role-play, storytelling, and communicative activities, with performance-based assessments widely applied. Quantitative findings further indicated that teachers experienced instructional obstacles at a moderate level (Mean = 3.30, SD = 0.17), particularly excessive non-teaching workloads (Mean = 3.60, SD = 0.19), unsuitable instructional content (Mean = 3.35, SD = 0.11), and insufficient technological support (Mean = 3.33, SD = 0.10).

2. The ROI-Active English Learning Model, designed and developed in six steps, including 1) Analyze Instructional Context to understand the factors affecting learning, 2) Identify Learning Goals clearly and measurably, 3) Determine instructional strategies that emphasize active learning, focusing on student participation, and 4) Create learning activities that facilitate hands-on learning

through group work, games, and the use of digital media. 5) Assess learning outcomes using both formative and summative assessment methods, and 6) Provide feedback and reflection to improve learning for maximum efficiency. The expert evaluation of the model showed a high level of appropriateness (overall Mean = 4.38, SD = 0.39), indicating that the components, procedural steps, contextual fit, and active-learning orientation of the model were suitable for implementation.

3. The students' attitudes and opinions toward English language learning designed based on the ROI-Active English Learning Model showed that they had a more positive attitude towards learning English, including increased enthusiasm for learning, and were able to improve their listening, speaking, reading, and writing skills. In addition, students mentioned that this format made the instructions of English more effective and enjoyable because it was relevant to the context of primary school learners and could appropriately respond to their needs.

Keywords: Model Development, Active English Learning Management Model, Primary School Students, 21st Century English Proficiency

Introduction

It is known that the role of the English language in national development has become much more crucial than it was in the past. According to Pradheepa et al. (2025), it is stated that English plays an important role for people in numerous ways, for example, in business communication, cultural exchange, traveling abroad, further education, and diverse business sectors. Using English as a medium of communication competently is necessary because knowing just one language, English, will allow us to communicate with more than a billion people in the world (Pradheepa et al., 2025). This is consistent with the findings of John & Nursulu (2025), who demonstrated that English proficiency levels have positive effects on economic growth. Hence, countries with stronger English language skills compared to other countries tend to experience accelerated economic growth on average. In addition, higher levels of English proficiency also have a positive effect on the Human Development Index. Accordingly, the level of English language use is considered an important factor affecting the level of human capital development (John & Nursulu, 2025).

In addition, we realized that learning the English language has become extremely important and necessary in daily life because it is a crucial tool for communication, education, knowledge acquisition, professional development, and fostering understanding of cross-cultural communication within the global community. The importance and necessity of English is becoming more highlighted in the 21st-century global society as technology plays an increasingly important role in learning. English, as a universal language, provides access to unlimited knowledge resources, allowing learners to obtain information instantly and effectively. Those with a good command of English and Information and communication technology abilities can provide more effective and efficient communication, consequently expanding their personal and professional development.

The Thai government has continuously established strategic plans and policies to enhance English language proficiency among all groups of people. Among these policies is the National Strategy for Human Resource Development, which puts a strong emphasis on communication skills in English and third languages. Additionally, the Ministry of Education announced the English Language Teaching Reform Policy (2014) help educational institutions enhance English language teaching at the basic education level. The Common European Framework of Reference for Languages (CEFR), which promotes the integration of various teaching modes and a communicative language teaching (CLT) approach, is the main standard

incorporated into the reform. To improve language acquisition through technology and conform to the CEFR, the government has also supported teacher development programs, enrichment courses, and specialist English programs.

Despite these efforts, it is demonstrated that the English proficiency level of Thai people is still low and has been on the decline in recent years. By the EF English Proficiency Index results, with a score of 48.54 in 2018, Thailand was ranked 64th out of 88 countries. It dropped to 74th place in 2019 with a score of 47.61, and in 2020, it was ranked 89th out of 100 countries participating in the test. These showed that Thailand moved down from the low English proficiency group to the very low English proficiency group. The primary challenges contributing to this decline involve the lack of qualified English teachers, particularly at the primary level. It was found that most instructors especially at the elementary levels do not hold degrees in English (Imam & Al-Mahmud, 2024). It is consistent with the study results of Masang (1989) cited in Chalarak (2016) that a large number of primary school instructors lack the skills and self-assurance needed to teach English successfully, which results in uninspired instruction that fails to motivate students.

A study by Andrew Glass, Director of the British Council Thailand, points out that there are four major problems that impact English instruction in Thailand. He defined that 1) more than 75% of English teachers in primary and secondary schools have an A2-level or lower English proficiency; 2) overall, the problem of English language skills in Thailand reflected in the problem of inequality in the country; 3) traditional grammar-translation and rote memorization methods dominated English instruction in Thailand and limiting real-world communication skills; and 4) language assessment continues to deeply emphasis on grammar and reading rather than practical communication (British Council, 2021). These challenges highlight the need for a paradigm shift in English language instruction that places an emphasis on proactive learning management, with a focus on communicative competence and meaningful engagement.

To address these issues, the Thai government has announced the "Less Teaching, More Learning" policy, advocating for active learning strategies that emphasize hands-on experiences over theoretical instruction. This approach inspires teachers to create learning environments where students are entirely engaged in their education, fostering motivation and engagement through interactive and experiential activities. Accordingly, it is important and required to develop English language teaching and learning model that aligns an English language instruction at the basic education level with the learning reform guidelines of the Ministry of Education and the Office of the Basic Education Commission of B.E. 2557 (2014). These guidelines have a clear objective for instructors to design learning management that reduces direct academic or theoretical instruction for students. Besides, teachers are encouraged to modify their teaching methodologies and learning activities by increasing the time allocated for students to learn through practical application.

Subsequently, the researcher is interested in developing an active English language learning management model that is connected to reality, contemporary, diverse, flexible, and contextually appropriate for upper primary school students in Roi Et province and aligns with the 21st-century English language competency framework. To design this model, the researcher has inspected the conditions, existing models, and obstacles in English language teaching among upper primary school teachers in Roi Et province. This was achieved through interviews with direct stakeholders, namely upper primary school English teachers in primary schools within Roi Et province. The purpose of these interviews was to design and develop an active English language learning management model that corresponds to the learners' context.

The researcher anticipates that this research will contribute to the development and enrichment of knowledge regarding Active English Language Learning Management for English language teachers and instructors. This will enable them to implement English

language teaching and learning that is compatible with students' abilities and needs, while also effectively responding to the demands of English language use in the 21st century.

Literature Review

To developing an Active English Language Learning Model that is aligned with the context of upper primary school students in Roi Et province and the 21st Century English Language Proficiency Framework, the following relevant documents and research studies were studied.

Meaning of Learning Management

Learning management refers to a systematic process in which educators design and organize instructional activities to support meaningful learning outcomes and learner well-being. Hough and Duncan theorized learning management as creative activities through which individuals apply knowledge to facilitate others' learning, encompassing curriculum design, instruction, measurement, and evaluation (Hough & Duncan, 1970). Consistent with Abidin (2025) who defined learning management as an instructional design process that integrates learning theories, teaching methods, activities, techniques, and educational technologies to achieve expected learning outcomes. After Synthesizing these views, learning management can be understood as a structured and intentional process aimed at promoting effective and sustainable learning achievement.

Principles and Concepts of Learning Management

Effective learning management is grounded in clear curricular understanding, systematic planning, and alignment between objectives, activities, and assessment. Huang (2025) emphasized that learning management models must be developed based on theoretical foundations, practical evidence, and contextual needs of learners. It should be flexible and adaptable, allowing educators to select or design instructional models that best suit learning objectives and learner characteristics (Huang et al., 2025). Learning management models typically consist of four key components as follow 1) underlying philosophy, theory, or belief system, 2) description of instructional characteristics aligned with those principles, 3) systematic organization of instructional elements, and 4) teaching methods and techniques that enhance instructional effectiveness (Khammanee, 2010).

These components collectively ensure that instruction is coherent, goal-oriented, and pedagogically sound.

Development of Learning Management Models

The development of learning management models involves a systematic process beginning with needs analysis and theoretical review. Khammanee (2004) proposed that model development should be supported by research evidence and refined through expert validation before classroom implementation. The ultimate purpose of model development is to maximize instructional effectiveness when applied appropriately in real educational contexts.

Learning management model improvement occurs in two major stages: 1) pre-implementation revision based on theoretical feasibility, and 2) post-implementation refinement based on empirical classroom findings (Khammanee, 2010). Further, MacLellan, (2025) suggested that model development should include pilot testing, expert review, and iterative revision to ensure practical applicability and effectiveness.

Active Learning

Active learning is widely known as a key instructional approach in 21st-century education due to its responsiveness to fast social change. It emphasizes meaningful learning through learners' engagement, collaboration, and hands-on experiences. This approach is grounded in two assumptions which is learning is a natural human process, and knowledge is constructed through active participation and social interaction. The Faculty of Medicine, Prince of Songkla University (2016) identified active learning as being rooted in constructivist theory, positioning learners as central agents in knowledge construction.

This approach can be implemented through a variety of instructional strategies such as student-led review sessions, educational games, video analysis and reflection, and student debates. These activities promote critical thinking, communication, and learner engagement while allowing teachers to act as facilitators rather than sole knowledge transmitters.

In English language classrooms, active learning supports language use in authentic and meaningful contexts. Learners are encouraged to practice speaking, listening, reading, and writing through interactive tasks that foster confidence and communicative competence. It aligns well with communicative and learner-centered pedagogies, particularly in primary education.

In active learning environment, teachers are function as facilitators, guides, and motivators. The effective teachers demonstrate subject expertise, instructive skills, and psychological understanding of learners. They produce supportive learning atmospheres that encourage learner participation and reduce anxiety, particularly in foreign language learning contexts. While learners are active participants who construct knowledge through interaction, reflection, and collaboration. By this learning environment, learners are encouraged to express ideas, ask questions, and engage in problem-solving activities. This learner-centered approach promotes autonomy, motivation, and deeper learning outcomes.

Challenges in English Language Learning Management

Several studies have identified challenges in English language teaching at the primary level, including insufficient teacher qualifications, limited instructional resources, and learner anxiety. In some contexts, teachers lack formal training in English language pedagogy, highlighting the need for professional development and capacity building. Creating positive learning environments and improving teacher competencies are essential strategies for addressing these challenges. Sriwichain (2023) investigated the effects of active learning on Grade 3 students' s English speaking skills and found significant improvement after instruction, with high learner satisfaction. The results indicated that active learning enhances communicative ability and learner engagement when appropriately designed and implemented.

Theoretical and Conceptual Synthesis

Taken together, the reviewed concepts suggest that the proposed model should integrate four complementary theoretical orientations: active learning, which emphasizes learner participation and hands-on engagement; communicative language teaching, which promotes meaningful language use; social constructivism, which explains learning through interaction and scaffolding; and CEFR-oriented proficiency development, which provides an international reference for language-use outcomes. Therefore, the model was designed to connect learner context, clear learning goals, active instructional strategies, communicative tasks, formative and summative assessment, and feedback/reflection into a coherent instructional cycle

Related Research

Cholchalita Kamutthaphichai (2020) examined the development of English teaching management for pre-service English teachers and found that communicative-based instructional designs improved learner satisfaction and engagement.

Nawaporn Chalarak (2016) studied the English teaching conditions of 42 Grade 6 Thai teachers in Lamphun Primary Educational Service Area Office 1. The findings showed that teachers practiced English teaching at a high level, mainly using Project-Based Learning (PBL) and authentic materials. Problems included differences in students' abilities and some teachers' lack of English teaching qualifications, highlighting the need for teacher training and supportive learning environments.

Nadanong Sriwichain (2023) investigated the effects of active learning management on the English - speaking skills of 19 Grade 3 students at Wat Phai Khad School, Suphan Buri Province. The study aimed to compare students' speaking skills before and after the intervention and examine their satisfaction. The findings showed that students' English- speaking skills significantly improved after the intervention.

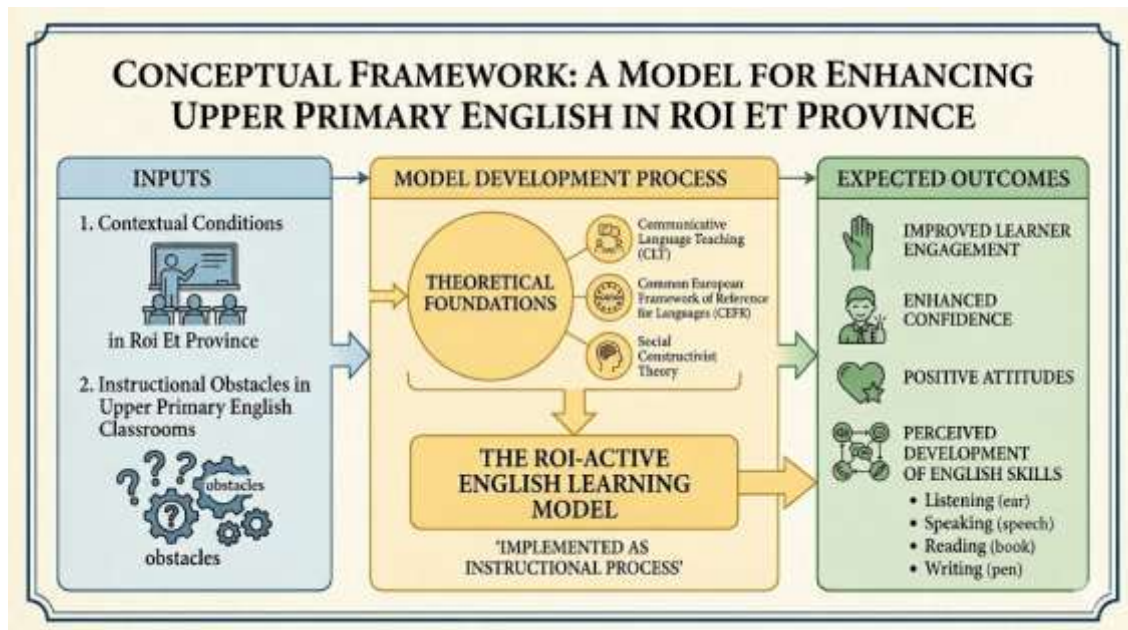


Figure 1: Conceptual Framework of the Study

The conceptual framework of this study can be summarized as follows: first, contextual conditions and instructional obstacles of upper primary English classrooms in Roi Et Province served as input for model development. Then active learning, CLT, CEFR, and social constructivist principles served as theoretical foundations. After that the ROI-Active English Learning Model functioned as the instructional process leading to expected outcomes, namely improved learner engagement, confidence, positive attitudes, and perceived development of listening, speaking, reading, and writing skills.

Research Methodology

Research Design

This study adopts a Mixed Methods Research method, integrating qualitative and quantitative research methods to ensure a comprehensive understanding of the learning environment, challenges, and effectiveness of the developed model.

Population and Samples

The population and samples who participated in this study were English teachers and students at the upper elementary level in Roi Et province. The samples consisted of 20 English teachers and 30 upper elementary students. To select the samples, a volunteer sampling method was applied in this study.

The use of volunteer sampling was proper for the implementation phase because participation required teachers and students who were willing to engage in classroom-based activities and provide reflective feedback. However, this sampling procedure and the relatively small sample size limit the generalizability of the findings, therefore the results should be interpreted as context-specific evidence for model development rather than broad population-level claims.

Research Procedures

This research begins with reviewing concepts, theories, and learning management design guidelines related to research from documents, textbooks, or other research reports, including the Thai Basic Education Core Curriculum (2008). Afterwards, the researcher investigated current conditions, patterns, and challenges of English language instruction practices of English teachers through an open-ended questionnaire. The following is conducting two brainstorming sessions with 20 teachers, researchers, and experts to collaboratively design the active learning model. In the end, synthesize findings from the documentary and field research to finalize the model. The developed model is evaluated by three experts in curriculum design, assessment, and active learning pedagogy using the Model Evaluation Form (5 Likert Scale). Next, the refined model was implemented in target classrooms for eight weeks. Later, student interviews are conducted to assess their attitudes and opinions toward English language learning, designed based on the developed active learning model, leading to further refinement of the model.

Research Instruments

The three research instruments are employed in this research. There are 1) Open-ended questionnaires and Likert-scale surveys for English teachers, 2) Expert Evaluation Forms assess the validity and coherence of the model and 3) Semi-Structured Interviews to gather student feedback on their experiences with the new learning approach.

To ensure the quality of model, the draft model and research instruments were reviewed by three experts in curriculum and instruction, measurement and evaluation, and active learning management. The expert evaluation of the model showed a high level of appropriateness (overall Mean = 4.38, SD = 0.39), indicating that the components, procedural steps, contextual fit, and active-learning orientation of the model were suitable for implementation. The instruments were revised according to expert suggestions before data collection.

Data Collection Methods

This research used the following steps to collect data. First, reviewed the related documents, then analyzed and synthesized the documents to be used as guidelines for designing and developing proactive English language learning management models. Next, collect the data through open-ended questionnaires and brainstorming sessions with and primary school English teachers. Finally, students' attitudes and opinions toward English language learning designed based on the developed active learning model were elicited through semi-structured interview.

Data Analysis

The quantitative analysis in terms of means and standard deviations were used to summarize teacher' perceived obstacles and expert evaluation results. While the qualitative analysis, interview data were coded and grouped into themes related to learning conditions, instructional practices, learner confidence, preferred activities, and perceived improvement in English language skills. These two data sources were integrated to support the design and interpretation of the ROI-Active English Learning Model.

Research Finding

Demonstrated as follow:

In the first phase, the investigation of current conditions, patterns, and challenges of English language teaching among upper primary school in Roi Et province, and teacher' perceived obstacles showed that that most schools are equipped with basic learning resources, such as smart TVs, computers, and textbooks. Nevertheless, some schools still lack supplementary equipment, including microphones and language laboratories. While students actively participate in the learning process, they show a lack of confidence and critical thinking skills. The primary challenges identified include teachers' workload, which affects the quality of instruction, an excessive amount of content, and insufficient learning materials. The teaching method for English language learning can be classified in four main skills: reading, writing, speaking, and listening. In the classroom,

teachers employ a variety of media and techniques, such as picture books, videos, games, and exercises. Teachers also create different kinds of activities such as reading aloud, writing sentences, participating in pair conversations, and completing listening enhancement tasks. However, teachers continue to face difficulties in encouraging students to use English confidently.

Table 1: Teacher' perceived obstacles in English language learning management

Aspect of instructional obstacle	Mean	SD	Interpretation
Teacher professional development / non-teaching workload	3.60	0.19	Highest obstacle
Lessons, textbooks, and content	3.35	0.11	Moderate obstacle
Media, audiovisual equipment, and learning support	3.33	0.10	Moderate obstacle
Curriculum-related factors	3.29	0.17	Moderate obstacle
Learner-related factors	3.04	0.10	Moderate obstacle
Teachers' knowledge, techniques, and assessment skills	2.96	0.19	Lower obstacle
Overall	3.30	0.17	Moderate obstacle

Table 1 showed the overall obstacles in organizing English teaching were at a moderate level ($M = 3.30$, $SD = 0.17$). The most significant obstacle is the development of teachers' professionalism ($Mean = 3.60$, $SD = 0.19$). The following are lessons/textbooks/content, media, audiovisual equipment, and learning support ($Mean = 3.33$, $SD = 0.10$). However, the obstacles related to learners themselves ($Mean = 3.04$, $SD = 0.10$) and the knowledge, teaching techniques, and evaluations of teachers ($Mean = 2.96$, $SD = 0.19$) were quite lower than the other obstacles.

In the second phase, the result of Model development was the ROI-Active English Learning Model. The developed model is emphasizing active learning through six steps: 1) analyzing the instructional context, 2) setting learning goals, 3) selecting teaching strategies, 4) designing learning activities, 5) assessing student performance, and 6) providing feedback. This model fosters students' analytical thinking and collaborative skills. These steps were designed to help teachers move from understanding learners' real contexts to planning, implementing, assessing, and improving active English learning activities.

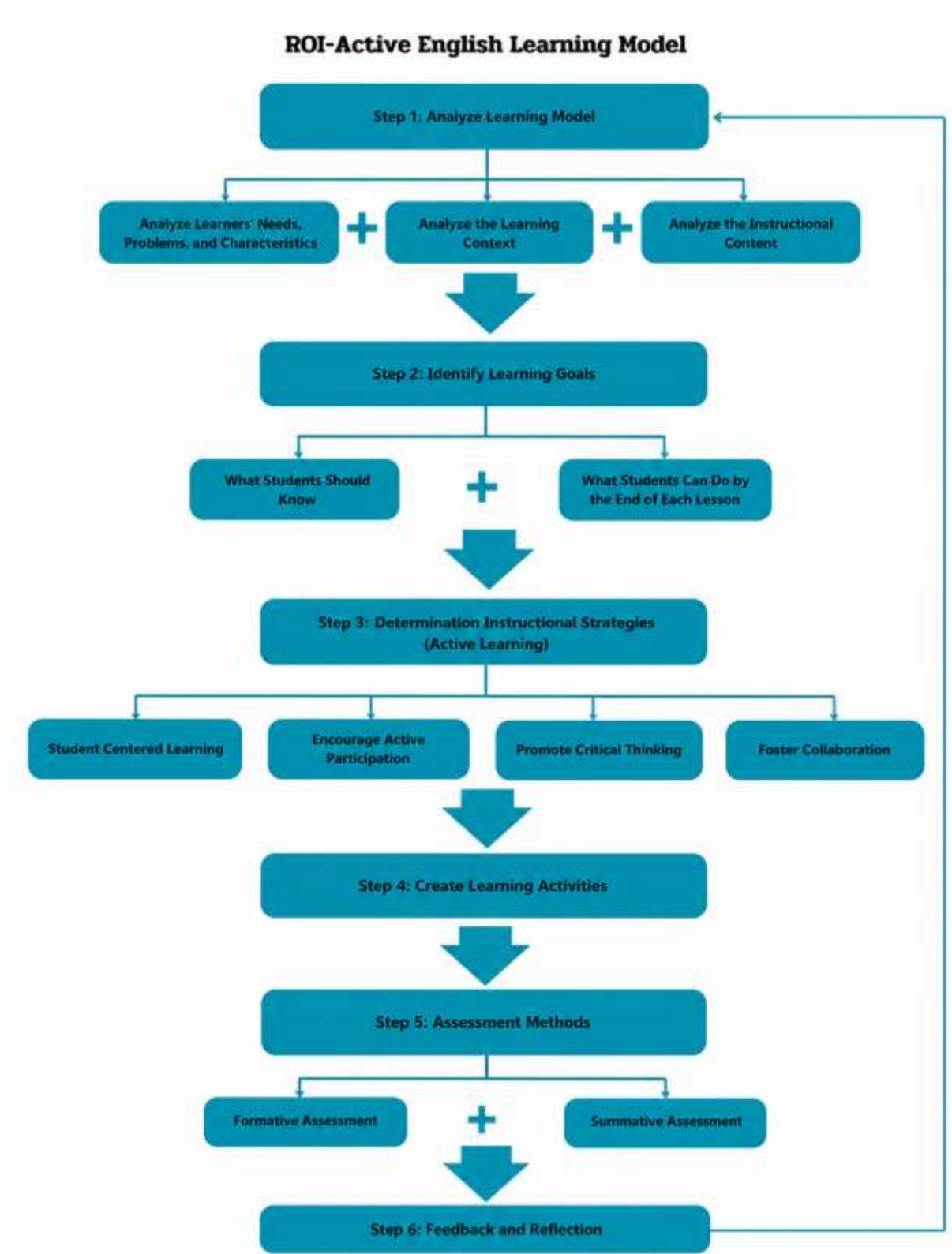


Figure 2: ROI-Active English Learning Model

The result of quality evaluation of the Model further demonstrated in Table 2.

Table 2: Evaluation of the ROI-Active English Learning Model

Validation item	Mean	SD
Appropriateness of model components	4.67	0.58
Clarity and usability of procedural steps	4.33	0.58
Connection among model components	4.67	0.58
Suitability as a guideline for upper primary English learning design	4.00	1.00
Capacity to guide learning design based on learner characteristics, needs, and problems	5.00	0.00
Suitability for active-learning-based instructional strategy design	4.00	0.00
Suitability for current upper primary school contexts in Roi Et Province	4.00	0.00
Overall	4.38	0.39

Table 2 presents the results of the expert evaluation of the ROI-Active English Learning Model. Overall, the model was evaluated at a high level of appropriateness (Mean = 4.38, SD = 0.39), indicating that the experts perceived the model as suitable and practical for designing active English learning management for upper primary school students.

After the implementation of this model, student interview data supported the model's positive classroom effects. Students reported that learning was more enjoyable because the lessons included more group/pair work and varied activities. Representative responses included: "This term has more activities and learning is more fun" (S1); "I feel more confident because I do activities more often" (S4); "I like games the most because they are fun and competitive" (S25); and "I want more conversation activities because they will help me speak more confidently" (S13). These responses indicate both strengths of the model and areas for future improvement, especially the need to expand interactive speaking practice.

Discussion

This study examined the conditions, teaching methods, and challenges in English language learning at the primary level. The findings demonstrate that most schools had fundamental resources for learning such as textbooks, smart TVs, and internet access. On the other hand, there was a lack of supplementary materials and inadequate physical space for collaborative activities that remains a significant constraint for learning activities. This aligns with theories of educational psychology, which underline the importance of a supportive learning environment for effective pedagogy (Sari et al., 2025). Additionally, students' lack of confidence in using English was identified as a key obstacle, reinforcing the principles of Communicative Language Teaching (CLT), which advocates for a classroom culture that prioritizes meaningful interactive language use over rote memorization (Nallamuthu. & S.N.S, 2025).

Regarding teaching practices, teachers demonstrated an integration of the four language skills: reading, writing, listening, and speaking in their teaching methods. They apply diverse materials like storybooks, videos, online games, and group activities to boost student engagement. This aligns with Active Learning theories, which postulate that in English language teaching (ELT), learners' active participation directly influences communicative competence, motivation, and long-term retention of knowledge (Qaxramonovna, 2026). Nevertheless, the effectiveness of these practices was hindered by some challenges such as excessive teacher workload, limited professional development opportunities, and insufficient teaching resources. Furthermore, the study also found that some textbooks and lesson content were either inappropriate for young learners or excessively comprehensive, affecting lesson efficiency.

To deal with these challenges, the study developed the ROI-Active English Learning Model, which focusing on student-centered learning, analytical thinking, collaborative learning, and technology integration. The model is theoretically influenced by the Partnership for 21st Century Skills (P21) framework, which emphasizes the development of critical thinking, communication, collaboration, and creativity. In addition, the model incorporates principles from the Common European Framework of Reference for Languages (CEFR) to ensure a structured approach to skill development. The model also underlines the importance of comprehensible input (Krashen, 1982), ensuring that students can engage with and understand learning materials effectively. Activities such as collaborative tasks, video-based learning, and gamification were specifically designed to meet the cognitive and developmental needs of primary school students.

Students' opinions towards English language learning designed based on the developed active learning model was largely positive. Students demonstrated increased engagement and confidence in their use of English. Group work, games, and watching English videos were particularly well-received, as they reduced boredom and encouraged active involvement. These findings are consistent with Vygotsky's theory of social interaction in learning, which highlights the role of peer collaboration in cognitive development (Vygotsky, 1978). They also support active learning principles, as these interactive methods effectively lessen boredom and encourage active participation. However, there are some students who expressed need for more opportunities for speaking skills practice, suggesting an essential for a greater focus on conversation-based activities. This aligns with previous research indicating that non-native language learners require more enthusiastic time for speaking practice than is typically provided in traditional curricula (Peregoy & Boyle, 2017). Therefore, the challenge of providing sufficient speaking practice still be a vital area for future improvement of the model.

These findings are consistent with Sari's view that learning becomes meaningful when learners interact with experiences, as well as Vygotsky's emphasis on social interaction and scaffolding. In this study, group work, pair work, games, and teacher encouragement served as scaffolding mechanisms that reduced learner anxiety and supported participation. The findings also extend CLT-oriented English teaching by showing that communicative confidence can be developed gradually through low-pressure, activity-based tasks before learners are expected to perform more demanding oral communication.

In short, this research underlines the importance of a well-structured, engaging, and resource-supported learning environment. The ROI-Active English Learning Model offers a capable pedagogical framework for primary schools' teachers to create effective English instruction. While the model has demonstrated positive outcomes, future repetitions should aim to address the identified limitations related to speaking practice and the workload on educators to guarantee its long-term possibility and effectiveness. However, the findings should be interpreted within methodological limitations. The sample was relatively small and selected through volunteer participation, and the study emphasized descriptive statistics and qualitative evidence rather than experimental statistical comparison. Future research should therefore apply the model with larger samples, use pre-test and post-test measures of English proficiency, report reliability indices such as Cronbach's alpha for Likert-scale instruments, and compare results across different school contexts.

Suggestion

Based on the research findings, the suggestions are leparated into two categories:
Policy-Level

First, systematic and continuous professional development should be established for primary school English teachers, with a strong focus on active learning instruction and alignment with the Common European Framework of Reference for Languages (CEFR). Such initiatives would contribute to the modernization of instructional practices and enhance teachers' pedagogical competence.

Second, equitable resource allocation especially for small and rural schools should be prioritized. Increased investment in instructional infrastructure such as language laboratories, audiovisual learning tools, and stable internet connectivity is crucial for supporting active and communicative English language learning environments.

Third, teachers' non-teaching workloads should be significantly minimized through policy measures. Assigning dedicated administrative personnel to manage routine documentation and reporting tasks would allow teachers to devote more time to lesson planning, instructional delivery, and professional reflection, thereby improving overall teaching effectiveness.

School-Level

At the school level, professional collaboration among English teachers should be reinforced through formal teacher networks and communities of practice. These platforms can facilitate the sharing of effective instructional strategies and the collaborative development of context-sensitive teaching materials.

Furthermore, experiential and community-based learning opportunities should be expanded. Activities such as English camps, project-based learning, and real-life language practice, while encouraging parental and community involvement can boost students' motivation and provide meaningful contexts for authentic language use.

References

- Abidin, N. A. Z., Razali, N. N. F. M., Hassan, S. A. J., & Zahari, H. (2025). Exploring instructor satisfaction with learning management systems: A comprehensive study. *Global Synthesis in Education Journal*, 3(3), 1-22.
- Bangkok Post. (2018). *British Council helps train Thai English-language teachers*. Bangkok Post.
- Chalarak, N. (2016). State of English instruction of Thai teachers of Prathom Suksa 6, Lamphun Primary Educational Service Area 1. *FEU Academic Review*, 10(2), 130-141.
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
- Huang, W., Wu, M., & Douglas, K. (2025). Case Study: A Practical Method for Selecting Instructional Technology Based on Needs and Evidence-Based Theories. *TechTrends*, 70(1), 253-264.
- Imam, M. S., & Al-Mahmud, N. (2024). Transforming English Language Teaching (ELT) in Bangladeshi Primary Schools: Challenges and Strategic Solutions. *ICRRD Quality Index Research Journal*, 5(3).
- John, H., & Nursulu, Y. (2025). *ECONOMIC IMPLICATIONS OF ENGLISH PROFICIENCY*. Zenodo (CERN European Organization for Nuclear Research).
- Kamutthapichai, C. (2020). Guidelines for the development of English instructional management for English program students in a course on teaching English at the primary level. *Pikul Journal*, 18(1), 291-307.

- Khammanee, T. (2004). *Science of teaching: Knowledge for effective learning process management*. Chulalongkorn University Press.
- Khammanee, T. (2010). *Science of teaching: Knowledge for effective learning process management* (13th ed.). Chulalongkorn University Press.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- MacLellan, C. J. (2025). *Model Human Learners: Computational Models to Guide Instructional Design*. arXiv (Cornell University).
- Ministry of Education. (2008). *The Basic Education Core Curriculum B.E. 2551* (A.D. 2008). Ministry of Education.
- Ministry of Education. (2014). *English language teaching reform policy*. Ministry of Education.
- Nallamuthu., P., & S.N.S, G. (2025). Navigating Challenges and Solutions in English as a Second Language Speaking Instruction: Insights from the Teachers' Perspectives. *World Journal of English Language*, 16(2), 159-159.
- Narinn, R., & Jaimun, P. (2019). Development of flipped classroom learning management model using activity-based learning to enhance the determination of upper secondary school students. *Journal of Education, Thaksin University*, 19(2), 57-69.
- Partnership for 21st Century Skills. (2009). *P21 framework definitions*. Partnership for 21st Century Skills.
- Peregoy, S. F., & Boyle, O. F. (2016). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (7th ed.). Pearson.
- Pradheepa, A., Gurusamy, K., Senthamarai, T., Coumaran, G., Thiruvengadam, P., & Stamatović, J. (2025). Fostering Academic Success through English Language Learning and Teaching at Rural Universities. *World Journal of English Language*, 15(8), 293-293.
- Qaxramonovna, E. N. (2026). *METHODS FOR INCREASING STUDENT ENGAGEMENT IN TEACHING ENGLISH* [Data set]. In Zenodo (CERN European Organization for Nuclear Research). European Organization for Nuclear Research.
- Sari, F. A., Neviyarni, S., Afdal, A., & Rizka, M. (2025). Perkembangan dan Implementasi Psikologi Pendidikan dalam Proses Pendidikan dan Pembelajaran. *Cendekia Inovatif Dan Berbudaya*, 3(1), 52-60.
- Sriwichain, N. (2023). The effects of using active learning to enhance English speaking skills for third graders. *Journal of Education, Silpakorn University*, 21(1).
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

