

Developing Play Based Learning Activities for Enhancing English Oral Communication Ability of Kindergarten 3 Students at a Private School in Thailand

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ABSTRACT:

The objectives of this research were (1) to develop Play based learning activities for enhancing English oral communication ability; (2) to evaluate the effectiveness of Play based learning activities; and (3) to investigate English oral communication performance of Play based learning activities of kindergarten 3 students in a private school in Thailand. The research employed Pre experimental research using one-group pretest-posttest design. The research instruments were a set of Play based learning activities, Pre-test and Post-test of English oral communication ability, and Observation form of English oral communication performance. The results were as follows: (1) The set of Play-based learning activities for enhancing English oral communication ability of kindergarten 3 students were on 6 main core topics validated by the 3 experts at a very good level ($M=4.53$, $SD = 0.11$); (2) The post-test score on English oral communication ability was significantly higher than the pre-test score at the level of 0.01. ($z = 3.53$, $p = 0.001$); (3) The Mean scores of English oral communication performance was significantly higher than the Criteria of 75% at the level of .05 ($z = 3.37$, $p < 0.001$); (4) The English oral communication performance was at the high level ($M=4.20$, $SD=0.63$); and (5) The 4 Themes of 8 Challenges found after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students were Morphosyntactic & Structural Barriers, Vocabulary Acquisition & Semantic Processing, Phonological Development, and Conversational Pragmatics.

Keywords - Play based learning activities, kindergarten 3 students, English oral communication ability, English oral communication performance, and Challenges of Play based learning activities

1. INTRODUCTION

English is the most widely spoken language globally, opening doors to endless education, career, travel opportunities, and connecting people from diverse cultures and backgrounds. Learning English from kindergarten enables children to develop effective communication skills from an early age. They become proficient in expressing themselves verbally, which is crucial for social interaction and academic success. Starting English from a young age provides academic advantages as children transition to higher grades. Children acquire phonemic awareness, vocabulary, and basic reading abilities, setting the stage for future literacy success. English proficiency empowers them to engage confidently in classroom activities, express

their ideas, and participate actively in social settings [1] and [2].

Liang [3] stated that language acquisition at a young age has been shown to have numerous cognitive benefits, including improved problem-solving abilities, and enhanced communication skills. As well as Bauer [4] indicated that children who were exposed to English at a young age were more likely to develop strong language skills and cognitive abilities. Additionally, Pontier [5] in bilingual preschools found that children who were exposed to English from a young age demonstrated higher levels of proficiency in the language compared to those who were introduced to it later. These children also showed greater cognitive flexibility and problem-solving skills, which are crucial for academic success.

However, Teaching English to young learners is complicated to do. The teaching and learning activities can be a very challenging and stressful experience. There are many things to consider when teaching young learners, and the most crucial part is that the teaching itself needs to be very well-defined. Children acquire the language by imitating and learning through corrections and reinforcement assistance. Moreover, understanding the characteristics of the young learners is very important for the success of the teaching and learning activities [6].

Yunita and Hati [7] studied problems encountered by the kindergarten teachers and their needs in teaching the language from 15 Core Kindergarten teachers in Bengkulu city, Indonesia. The result showed that the problems were: 1) there were no official materials designed for teaching English to kindergarten students; 2) limited media availability and teachers' limited skills in using the media; 3) ineffective teaching and learning activities. As for the needs, the teachers expected to have: 1) English materials designed based on children's daily life with interesting pictures and completed with glossary and ways of pronouncing the words; 2) simple and attractive media of learning such as flash card; 3) learning activities involving motoric skills such as singing songs, bolding letters, and playing games; 4) themes introducing science in general and the local culture.

Hulu [8] found out the difficulties faced by English teachers when teaching young students and the researchers were motivated to conduct descriptive qualitative research on teachers' difficulties in teaching English to young students in 5 schools in Nias, Indonesia. From some of the teachers' opinions, it could be concluded that there were many difficulties they faced when teaching, namely lack of facilities, lack of knowledge in using IT, limited time, and lack of student motivation in learning. Methods and strategies used to overcome difficulties in teaching English, namely by using games, increasing vocabulary, and English songs for children.

In Thailand, Teaching English to Kindergarten students with several reasons. First, it is often assumed that it is better to begin learning languages early. Second, economic globalization has resulted in the widespread use of English and many governments believe it is essential to have an English-speaking workforce to compete. As well as Third, parents want their children to develop English skills to benefit from new world orders and put pressure on governments to introduce English to younger children. With these reasons, teaching English occurred in Thailand although Thailand has several problems about the quality of teaching English for other levels of students and there are various kinds of problems in English language learning and teaching that have been documented in existing literature [9].

Chanaroke and Niemprapan [10] pointed out that the current issues of teaching English in Thai context. The first factor included language teaching context, methods, and the social context of education. The second was the issue of power and inequality linked to the dominance of English as a Foreign Language and the language of instruction in Thai context. The last was a general discussion on critical applied linguistics in relation to language teaching, as well as critical sociolinguistics in terms of socio-political issues related to language education in the Thai context. The result of the problem has led to efforts to improve the English language teaching methods in the Thai curriculum.

The researcher works as a kindergarten teacher at a private school in Thailand. Through regular classroom observations and teaching experiences, the researcher has identified several challenges faced by young learners in acquiring English speaking skills. Specifically, many kindergartens 3 students struggle with vocabulary recall, accurate pronunciation, and basic sentence construction. These difficulties hinder their ability to communicate effectively in English and limit their overall language development. One of the contributing factors to these challenges is the limited use of interactive, age-appropriate teaching strategies.

Traditional methods that focus heavily on rote memorization and repetition often fail to engage young learners or address their developmental needs. As a result, students may become disengaged, lack confidence in speaking, and show slow progress in oral language proficiency. Although Play based learning has been widely recognized for its ability to support early childhood education—especially in language development—its systematic integration into English language teaching at a private school remains minimal. Many teachers are either unfamiliar with how to implement such strategies effectively or lack the necessary resources and training. This research aimed to address these gaps by developing and applying a structured Play based teaching methodology specifically designed for kindergarten 3 students.

Armon and Vu [11] improved preschool students' number fluency through a six-week Play based learning intervention. The study collected data from students' GOLD assessment checkpoints and weekly formative assessments. The results showed a significant increase in students' number mastery (1-10 counting) from 40% to 60%, with even higher progress for those going into kindergarten on counting 1-20.

Due to Play based learning is a vital aspect of early childhood education that provides children with a meaningful and enjoyable way to learn and explore the world around them. Unlike traditional teaching methods that rely on rote memorization and drills, Play based learning activities allowed children to engage in hands-on experiences that stimulate their creativity, curiosity, and problem-solving skills. In this research, the researcher implemented Play based learning activities to kindergarten students in a private school in Thailand. The introduction of the paper should explain the nature of the problem, previous work, purpose, and the contribution of the paper. The contents of each section may be provided to understand easily about the paper.

2. STATEMENT OF OBJECTIVES

- 2.1 To develop Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand.
- 2.2 To evaluate the effectiveness of Play based learning activities for enhancing English oral communication ability of kindergarten 3 students in a private school in Thailand.
- 2.3 To investigate English oral communication performance of kindergarten 3 students after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students in a private school in Thailand.

3. HYPOTHESIS

H1: The post-test of English oral communication ability scores of kindergartens 3 students at a private school in Thailand after implementing Play based learning activities was higher than their pre-test scores.

H2: The English oral communication performance of kindergarten 3 students after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students in a private school in Thailand was higher than the criteria of 75%

4. RESEARCH METHODOLOGIES

4.1 Research Design

The researcher employed a pre-experimental research design in the form of a one-group pretest-posttest design using a quantitative approach to examine the effectiveness of play-based learning activities in enhancing the English oral communication ability of kindergarten 3 students at a private school in Thailand.

Y1	X	Y2
Pre-test	Treatment	Post-test
English Oral Communication Ability	Play-based Learning Activities (16 Lesson Plans)	English Oral Communication Ability

Fig. 1 Research Design

4.2 Respondents

4.2.1 Population: The population for this study consisted of 90 Kindergarten 3 students enrolled at a private school in Thailand.

4.2.2 Sample: The sample for this study consisted of 16 Kindergarten 3 students at a private school in Thailand. The participants were selected based on their availability and the consent of the school administration.

4.3 Research Instruments

There were three research instruments used in this study as follows:

4.3.1 Instructional Instrument

The instructional instrument used in this study was a set of 16 play-based learning lesson plans for enhancing the English oral communication ability of kindergarten 3 students. The lesson plans were developed by the researcher and validated by three experts at the very good level ($M = 4.53$, $SD = 0.07$).

4.3.2 Data Collection Instruments

There were two data collection instruments for this study:

4.3.2.1 English Oral Communication Ability Pre-test and Post-test developed by the researcher and validated by three experts at the very good level ($M = 4.60$, $SD = 0.18$).

4.3.2.2 Observation Form for Students' English Oral Communication Performance developed by the researcher and validated by three experts at the very good level ($M = 4.62$, $SD = 0.23$).

4.4 Data Gathering Procedure

The data were collected as follows:

4.4.1 The researcher administered the English Oral Communication Ability Pre-test to assess the students' English oral communication ability before implementing the play-based learning activities.

4.4.2 The researcher implemented the set of 16 play-based learning lesson plans. During the implementation, an assistant researcher observed the students' English oral communication performance using the observation form.

4.4.3 After completing the lesson plans, the researcher administered the Observation Form to assess the students' English oral communication performance.

4.4.4 The researcher administered the English Oral Communication Ability Post-test to assess the students' English oral communication ability after the implementation of the play-based learning activities.

4.5 Data Analysis

4.5.1 The quality of the set of play-based learning lesson plans was analyzed using mean and standard deviation.

4.5.2 The data obtained from the English Oral Communication Ability Pre-test and Post-test were analyzed using mean and standard deviation. The Wilcoxon Signed-Ranks Test was used to compare the students' English oral communication ability before and after the implementation of the play-based learning activities.

4.5.3 The data obtained from the Observation Form for Students' English Oral Communication Performance were analyzed using mean and standard deviation. The Wilcoxon Signed-Ranks Test was used to compare the students' English oral communication performance with the criterion of 75 percent.

4.5.4 The qualitative data obtained from the Observation Form were analyzed using content analysis.

5. RESEARCH FINDINGS

5.1 The set of Play-based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand was validated by the three experts at the very good level ($M = 4.53$, $SD = 0.11$).

Table 1: Effective level of Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand by the three experts' opinions ($n=3$)

Play based learning	The 1 st	The 2 nd	The 3 rd	Mean	SD	Level
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activities	Expert	Expert	Expert			
Lesson plan 1	4.80	4.40	4.80	4.67	0.23	Very Good
Lesson plan 2	4.40	4.20	4.60	4.40	0.20	Good
Lesson plan 3	4.40	4.60	5.00	4.67	0.31	Very Good
Lesson plan 4	4.40	4.40	4.60	4.47	0.12	Good
Lesson plan 5	4.60	5.00	4.40	4.67	0.31	Very Good
Lesson plan 6	4.60	4.40	4.00	4.33	0.31	Good
Lesson plan 7	4.80	4.40	4.40	4.53	0.23	Very Good
Lesson plan 8	4.40	4.20	4.40	4.33	0.12	Good
Lesson plan 9	4.40	5.00	4.40	4.60	0.35	Very Good
Lesson plan 10	5.00	4.40	4.40	4.60	0.35	Very Good
Lesson plan 11	4.60	4.80	4.20	4.53	0.31	Very Good
Lesson plan 12	4.80	4.40	4.60	4.60	0.20	Very Good
Lesson plan 13	4.60	4.20	4.60	4.47	0.23	Good
Lesson plan 14	4.40	4.80	4.40	4.53	0.23	Very Good
Lesson plan 15	4.80	4.20	4.60	4.53	0.31	Very Good
Lesson plan 16	4.80	4.20	4.80	4.60	0.35	Very Good
Average	4.53	4.45	4.51	4.53	0.71	Very Good

Regarding Table 1: It was indicated that the Average effectiveness of Play based learning activities for enhancing English oral communication ability for kindergarten 3 students at a private school in Thailand was the Very good level (M=4.53, SD=0.71)

5.2 The English oral communication ability of kindergarten 3 students after participating in the Play-based learning activities was significantly higher than before participating at the .05 level ($z = 3.53$, $p = .001$).

Table 2: Comparison between the Pre-test and Post-test scores on English oral communicative ability of the kindergarten 3 students at a private school in Thailand using Wilcoxon signed ranks test. (n=16)

Assessment	n	M	SD	z	df	p
Full score (30)						
Pre-test	16	19.13	2.06			
				3.53**	15	0.000
Post-test	16	26.00	1.21			

$p < 0.01$

Regarding Table 2: The post-test score on English oral communication ability was significantly higher than the pre-test score at the level of .01 ($z = -3.53$, $p = 0.00$.) The hypothesis was accepted.

5.3 The English oral communication performance of kindergarten 3 students after participating in the Play-based learning activities was significantly higher than the criterion of 75 percent at the .01 level ($z = 3.37$, $p < .001$).

Table 3: Comparison the Mean scores of English oral communication performance and the criteria of 75 percentage (scores=41.25) by using Wilcoxon Signed Ranks Test after taught by Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand (n=16)

Assessment	n	M	SD	z	df	p
Performance test scores	16	46.25	3.73		15	

(Full score (25))				3.37**		0.001
Criteria 75%	16	41.25	2.16			

p<0.01

Regarding Table 3: The Mean scores of English oral communication performance after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand was significantly higher than the Criteria of 75% at the level of .05 (z-value=3.37, sig=0.00). The hypothesis was accepted.

5.4 The English oral communication performance was at the high level (M=4.20, SD=0.63) after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand. Only the English oral communication performance on Listening & responding was at the moderate level (M=3.88, SD=0.72)

Table 4: The mean, and standard deviation of English oral communication performance of kindergarten 3 students observed by the assistant researcher after taught by Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand.

No.	English oral communication performance	n	Mean	SD	Level
1	Vocabulary Use (VU)	16	4.50	0.63	Very High
2	Pronunciation (PN)	16	4.19	0.66	High
3	Sentence Construction (SC)	16	4.19	0.83	High
4	Interaction (IR)	16	4.12	0.72	High
5	Confidence (CF)	16	4.31	0.60	High
6	Listening & responding (LS)	16	3.88	0.72	Moderate
7	Engagement (EM)	16	4.19	0.54	High
8	Language Practice Opportunities (LP)	16	4.06	0.77	High
9	Interaction Support (IS)	16	4.25	0.58	High
10	Relevance (RV)	16	4.12	0.50	High
11	Task Engagement (TE)	16	4.44	0.51	High
	Average	16	4.20	0.63	High

Regarding Table 4, the Average level of English oral communication performance was at the high level (M=4.20, SD=0.63)

5.5 There were 4 Themes of 8 Challenges found after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand.

Table 5: Challenges found in each Lesson plan and topic found after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand classified by Themes.

Table 5: Challenges found in each Lesson plan and topic found after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand classified by Themes.

Themes	Challenges	Lesson plans and Topics
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Theme A: Morphosyntactic & Structural Barriers	1) Transitive and Intransitive Verb: Understanding the intransitive verb "sleep" when forming sample sentences such as "I sleep on the bed," due to unfamiliarity with prepositional phrases.	LP01&LP02 Everyday Actions
	2) Syntax and transitions: A few learners required additional guidance with correct syntax and transitions (e.g., "First I do homework, then I play").	LP09&LP10 Daily Routines
	3) Word order: A few learners needed guidance with word order. Sentence strip reordering and group tasks further promoted interaction and correct sentence use.	LP11&LP12 Transportation
Theme B: Vocabulary Acquisition & Semantic Processing	4) Recognizing words' meaning: Some learners had difficulty recognizing object names during the guessing game due to a lack of pre-teaching related vocabulary hints.	LP03&LP04 Classroom Objects
	5) Integration topics: The inclusion of a double-spin challenge added an extra layer of excitement and encouraged more complex sentence structures, like combining weather and transportation.	LP15&LP16 Reviews
Theme C: Phonological Development	6) Pronunciation of multisyllabic words: Pronunciation of multisyllabic words such as "mountain" and "river" improved through teacher modeling and peer encouragement.	LP05&LP06 Weather and Nature
	7) Pronunciation: Common pronunciation challenges were addressed during the game recap, ensuring reinforcement in a fun and supportive manner.	LP13&LP14 Reviews
Theme D: Conversational Pragmatics	8) Unfamiliarity with question forms: Some students had difficulty responding to questions such as "Do you drive?" or "Do you wear a hat?" due to unfamiliarity with question forms. As well as Pronunciation challenges also surfaced with multisyllabic words like "firefighter," but these were overcome through teacher modeling and visual mouth cues.	LP07&LP08 Jobs

Regarding Table 5: There were 4 Themes of 8 Challenges found after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand.

6. DISCUSSION

According to the results, the researcher proposed the discussion as follows:

6.1 The set of Play-based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand was validated by the three experts at the very good level ($M = 4.53$, $SD = 0.11$). This result indicated that the Play-based learning activities were appropriate for young learners and were systematically designed according to the principles of early childhood education and

language learning. The researcher developed the activities based on six learning topics and sixteen lesson plans that emphasized active participation, meaningful interaction, and learning through play. According to Piaget [12], children construct knowledge through active exploration of their environment, and play is an essential component of cognitive development during the preoperational stage. Berk [13] further explained that play promotes symbolic thinking, problem-solving, and language development, which are fundamental for young learners. Therefore, the Play-based learning activities developed in this study were considered suitable for enhancing English oral communication ability among kindergarten 3 students. The findings of this study support previous research demonstrating that Play-based learning provides developmentally appropriate experiences that promote children's language development and classroom engagement.

6.2 The English oral communication ability of kindergarten 3 students after participating in the Play-based learning activities was significantly higher than before participating at the .05 level ($z = 3.53$, $p = .001$). This result indicated that the Play-based learning activities effectively enhanced students' English oral communication ability. One possible explanation is that the activities encouraged children to actively participate in meaningful communication through games, role play, storytelling, songs, and interactive classroom activities. These learning experiences created opportunities for children to practice vocabulary, pronunciation, and sentence construction in authentic contexts. According to Piaget [12], children construct knowledge through direct experiences, while Vygotsky [14] emphasized that language develops through social interaction within the Zone of Proximal Development. Through teacher guidance and peer interaction during Play-based activities, children were able to communicate with greater confidence and gradually improve their oral communication ability. The findings of this study are consistent with previous studies reporting that Play-based learning promotes language development by encouraging active participation, meaningful communication, and enjoyable learning experiences among young learners.

6.3 The English oral communication performance of kindergarten 3 students after participating in the Play-based learning activities was significantly higher than the criterion of 75 percent at the .05 level ($z = 3.37$, $p < .001$). In addition, the overall English oral communication performance was at a high level ($M = 4.20$, $SD = 0.63$). These findings indicated that the Play-based learning activities effectively enhanced students' English oral communication performance throughout the learning process. One possible reason was that the Play-based activities provided children with a relaxed, enjoyable, and supportive learning environment where they were encouraged to communicate naturally without fear of making mistakes. According to Vygotsky [14], children develop language through meaningful social interaction, while Cameron [15] explained that young learners acquire language more effectively when learning activities are meaningful, enjoyable, and closely related to their daily experiences. Similarly, Bodrova and Leong [16] emphasized that Play-based learning provides authentic opportunities for children to communicate in meaningful social contexts. Therefore, students demonstrated improvements not only in vocabulary, pronunciation, and sentence construction but also in confidence, classroom interaction, participation, and task engagement.

6.4 The findings of this study revealed that after implementing play-based learning activities, the English oral communication performance of the kindergarten 3 students reached a high level ($M=4.20$, $SD=0.63$). This high mean score suggested that integrating structured play into the EFL classroom was highly effective for developing early language skills. Furthermore, the low standard deviation (0.63) indicated a consistency in performance across the cohort, implying that the intervention benefited the student body equitably rather than favoring a select few. This success could be attributed to the fact that play-based activities inherently lower the 'affective filter' [17], reducing the language anxiety often found in traditional Thai rote-learning environments. By interacting in simulated, low-stakes environments—such as role-playing and communicative games—students were motivated to use English authentically. These results strongly align with Vygotsky's social constructivist theory [14], which posited that language acquisition was accelerated through meaningful social interaction. The result in this study aligned with Bay and Seker [18] who carried out to determine the listening skill of the children attending pre-school education institutions and to analyze them according to some socio-demographic variables. It was found that the scale did not differ significantly according to gender,

birth order, school attendance time, education level and employment status of the parents, however, it differed according to the age of the child and the age of the parents.

6.5 There were 4 Themes of 8 Challenges found after implementing Play based learning activities for enhancing English oral communication ability of kindergarten 3 students at a private school in Thailand. The 4 Themes of 8 Challenges were Themes A: Morphosyntactic & Structural Barriers, Theme B: Vocabulary Acquisition & Semantic, Theme C: Phonological Development, and Theme D: Conversational Pragmatics. Based on the four themes of linguistic challenges identified in this study, it was discussed that private school early childhood curricula pivot from 'free play' to 'Structurally Engineered Play' (SEP). Rather than interrupting the communicative flow of kindergarten learners with explicit teacher corrections—which increased the affective filter—the play environment itself must be modified. By embedding syntactic boundaries into physical play props and making specific question forms a mandatory mechanic for game progression, the physical play space acts as a structural scaffold. This approach addressed the persistent cross-linguistic interference of the Thai language (L1) while preserving the intrinsic motivation and authenticity of the play-based methodology. This result aligned with Ork et al. [19] stated that there were some main factors encountered in speaking English, namely difficulties resulting from linguistic factors, such as (a) a lack of vocabulary, (b) poor pronunciation, and (c) a lack of grammar knowledge, and those resulting from psychological factors, such as (a) anxiety, (b) shyness, (c) motivation, (d) mother tongue use, (e) self-confidence and (f) fear of making mistakes. As well as they also revealed that the factors were caused by two reasons: L1 interference or mother tongue use and a lack of practice. According to Misbah et al. [20], learners' family's socioeconomic status, the effect of their first language, and limited vocabulary are some of the vital factors that affect their English language learning.

The qualitative findings also revealed four themes comprising eight challenges encountered during the implementation of the Play-based learning activities. The major challenges involved limited vocabulary, pronunciation difficulties, grammatical errors, first language interference, and psychological factors such as anxiety and lack of confidence. Nevertheless, the Play-based learning environment encouraged students to communicate more frequently and reduced their fear of making mistakes. These findings were consistent with Ork et al. [19], who reported that English speaking difficulties among learners are influenced by vocabulary limitations, pronunciation, grammar, first language interference, anxiety, and self-confidence. Likewise, Misbah et al. [18] explained that first language interference and limited vocabulary are major factors affecting English language learning. Although these challenges remained, the Play-based learning activities created opportunities for continuous language practice and gradually improved students' willingness to communicate in English.

7. NEW KNOWLEDGE

The findings of this study demonstrated that integrating Play-based learning activities into English language instruction provides an effective approach to enhancing young learners' English oral communication ability and performance. Through meaningful play, children developed vocabulary, pronunciation, sentence construction, confidence, and classroom interaction in a natural and enjoyable learning environment. The study further showed that Play-based learning not only improved measurable oral communication outcomes but also reduced learners' anxiety and encouraged greater willingness to communicate in English, making it a developmentally appropriate approach for English language teaching in early childhood education.

8. SUGGESTIONS

8.1 Suggestions for Applying the Research Results

Educational institutions and kindergarten teachers are encouraged to integrate Play-based learning activities into English language instruction to create meaningful, enjoyable, and communicative learning experiences for young learners. Teachers should design classroom activities that promote active participation, social interaction, and authentic language use while providing appropriate support according to children's developmental levels.

8.2 Suggestions for Future Research

Future research should investigate the long-term effects of Play-based learning activities on students' English oral communication development by conducting longitudinal studies across different educational levels. In addition, future researchers may examine the influence of teacher competency, parental involvement, school support, and different types of Play-based learning activities on young learners' English oral communication development.

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