ABSTRACT

In Thailand, a majority of people use Thai as their first language to interact with people. However, there are a number of people who learn English as a foreign language in order to be able to communicate with people from different countries as English currently plays an important role in international business and education. Investigating the best ways of facilitating the acquisition of English can be of benefit to students and teachers alike. This study focuses on 10 primary students in Thailand who learned English in an informal classroom setting where English was used as the medium of instruction to instruct various classroom activities. It was conducted to find out the improvement of the students’ proficiency in spoken English as well as to discover which activities motivated the students to acquire spoken English and which activities did not.

The findings show that the 10 primary students have improved their spoken English after learning in English—though the level of acquisition was not equal. The students learned the language well in 5 activities (artwork, games, storytelling, drama and pictures) whereas 2 activities (children’s VCDs and songs) did not motivate them to learn English. Recommendations about the language used in classrooms, whether to use English only in classroom instruction or whether to use both Thai and English during a course, are also given at the end of the thesis.