The Influence of Teaching Approaches on Students' Perspectives on Challenges and Opportunities in Learning English at Ban Kaeng Sri Phoom School, Thailand

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Abstract

Despite English being a compulsory subject in Thailand, the country's English proficiency remains low. This research explores the relationship between teaching methods and students' perceptions of challenges and opportunities in learning English at Ban Kaeng Sri Phoom School, Thailand. This study aims to understand how teaching methods can be optimized to enhance motivation and effectiveness in learning English in Thailand. By identifying specific challenges faced by students, the research paves the way for developing appropriate solutions. A mixed methods approach was employed, combining quantitative data from questionnaires (administered to students) with qualitative data from classroom observations. The research spanned four months, from July to October 2023. Classroom observations revealed student behaviors that indicated a lack of focus and motivation. Additionally, intellectual diversity among students presented challenges. The questionnaire results provided insights into students' perceptions of learning English, their confidence levels, and the effort they put into their studies. The findings suggest that current teaching methods may not be sufficiently engaging or cater to the diverse needs of students. This highlights the need for teachers to adopt more interactive and individualized approaches. The study also emphasizes the importance of collaboration between teachers, students, and families to create a supportive learning environment.

Keywords: English Language Learning, Teaching Methods, Student Perceptions, Thailand

Introduction

This study explores how teaching methods influence students' perceptions regarding challenges and opportunities in learning English at Ban Kaeng Sri Phoom

School, Thailand. Although English is mandatory in Thailand, proficiency levels remain low due to limited English-speaking environments, ineffective pedagogy, and low motivation among educators.

Past researchers have examined several factors and provided in-depth understanding of students' perceptual outcomes in English language learning. To conduct a systematic review, I (as a researcher) started with The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills (2018), The Role of Teacher-Student Interaction, and a review of previous research.

The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills

Numerous studies have explored the influence of teaching approaches on language acquisition, shedding light on their impact on students' proficiency and attitudes toward learning. Vanessa (2018) emphasized the significance of communicative language teaching methods in fostering a more interactive and participatory classroom environment. This approach has shown positive effects on language fluency and students' confidence in using the target language. Effective teaching methods should focus on communication and interaction, as well as provide opportunities for students to use English in real-life contexts. This can help students understand basic concepts and enhance their communication skills.

The Role of Teacher-Student Interaction

Brown and Lee (2019) delved into the dynamics of teacher-student interaction and its effects on language development. Their findings highlighted the importance of positive communication, constructive feedback, and personalized attention in enhancing students' language skills. Effective teacher-student interaction not only contributes to linguistic competence but also influences students' perceptions of the challenges and opportunities associated with language learning. Training and professional development for English teachers in Thailand are necessary to enhance their English language proficiency and motivate them to use English in teaching. This can help improve the quality of English language instruction. For example, English language training such as vocabulary and current relevant methods specifically provided to educators in Thailand can maximize the potential of students.

Technology Integration in Language Education

In the ever-evolving world of education, technology integration has become a focal point. Johnson et al. (2020) explored the impact of technology-enhanced language teaching, emphasizing the positive correlation between digital tools and language proficiency. Incorporating innovative technological approaches not only overcomes challenges but also opens up new opportunities for engaging and effective language learning experiences. Apart from that, the use of technology in the form of applications also needs to be emphasized. According to research by Nova

Diana, W.Y. (2021) Google Classroom is an application that plays an important role in the learning process during the Covid-19 pandemic, this makes learning easier and can continue amidst limitations and prohibitions on meeting face to face at school. However, some students have difficulty learning English skills because students lack vocabulary. They cannot understand the content of the video from the teacher. Therefore, all factors and aspects need to be considered for smooth learning.

Local Context and Language Education

While global trends in language education are insightful, the local context plays a crucial role in shaping students' experiences. Martinez and Nguyen (2018) highlighted the importance of community engagement programs in providing students with authentic language use opportunities. Understanding the local context, such as socio-economic factors and cultural nuances, is imperative for tailoring teaching approaches to the specific needs of students at Ban Kaeng Sri Phoom School.

Teachers' Challenges and Strategies in Teaching English

Faced with these challenges, the teachers implemented several strategies. Strategies that The strategies employed by the teachers are emphasizing the importance of learning English to the students, providing extra lessons outside of school, using appropriate methods, asking for help from interested parties to provide inadequate facilities, providing a lot of motivation to the students, as well as asking for help from parents to encourage learning, improving students' skills, abilities and creativity, and creativity, always motivating themselves to be better and confident, creating a comfortable and pleasant learning environment. Therefore, these strategies are expected to overcome the challenges and improve their teaching ability in the future. Linda, R. M. (2022).

Studies examining effective teaching methods, teacher-student interaction, and technology integration in English language learning provide a strong foundation for the current research. This study will investigate students' perceptions of challenges and opportunities in learning English at Ban Kaeng Sri Phoom School. Understanding the factors influencing English language learning in general will be integrated with this specific case study to identify the specific challenges and opportunities faced by students in that school.

Method

This mixed-methods study combined quantitative data from questionnaires with qualitative data from classroom observations conducted over four months (July–October 2023). This research aims to explore the correlation between teaching approaches ang students' perceptions of challenges and opportunities in

learning English at Ban Kaeng Sri Phoom School, Loei, Thailand. The study employs a mixed methods design to achieve comprehensive understanding over period of 4 months, from July to October 2023. This approach combines:

Quantitative Data: Collected through structured questionnaires administered to students.

Qualitative Data: Obtained from classroom observations

Participants included 33 students (Grades 6 to 9) and 1 English teacher at Ban Kaeng Sri Phoom School. Demographic details such as grade and gender were recorded for contextual understanding. Participants in the study were English teachers and students from Ban Kaeng Sri Phoom School. A total of 34 participants were coded: there were 8 students from each grade (1, 2, and 3) in junior high school with total 24 students, 9 students in grade 6 of elementary school, and 1 English teacher. Then, when coding is given to participants in the findings, for example, student data is coded (S1, S2, S3.etc.). then for teachers use the code (TC). Data were collected using structured questionnaires and systematic classroom observations. The initial assessment informed the design of the instruments. Observations focused on student engagement, classroom interaction, and teaching methods.

The discussion centers on three key themes: teaching practices, resource limitations, and student motivation. Limitations such as small sample size and reliance on self-reports are acknowledged. Recommendations include teacher training, integrating technology, and building partnerships with local communities to promote English use.

These observations included:

- Student behavior: *How students engage in teaching and learning activities?*
- Attendance rate: *How many students attend English language classes?*
- Teacher-student interaction: *How do teachers interact with students during English language learning?*
- Teaching methods: *What teaching methods do teachers use to teach English?* Learning resources: *What learning resources are available to students in English language classes?*

Observation data were recorded in field journals and analyzed using thematic analysis to identify patterns and trends.

Quantitative data were analyzed using SPSS for descriptive statistics. Qualitative responses were coded and thematically analyzed, identifying recurring patterns in student motivation, engagement, and teacher practices.

This research utilizes a mixed methods approach to analyze data. Quantitative data were obtained from questionnaires administered to students, while qualitative data were obtained from classroom observations and open-ended questionnaire responses. Numeric data from the questionnaires were

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analyzed using SPSS software to generate descriptive statistics such as mean scores and percentages. These statistics were used to describe students' perceptions of challenges and opportunities in learning English at Ban Kaeng Sri Phoom School. Classroom observation data and open-ended questionnaire responses were analyzed using thematic analysis. Thematic analysis was used to identify themes emerging from qualitative data. These themes provide deeper insights into students' learning experiences and how they perceive the teaching approaches used at the school. Quantitative and qualitative data were then combined to generate a comprehensive understanding of the relationship between teaching approaches and students' perceptions of English language learning at Ban Kaeng Sri Phoom School. This combined data allows researchers to identify patterns and trends that may not be apparent from quantitative or qualitative analysis alone.

Statistical tests will be used to test research hypotheses and see if there is a significant relationship between research variables. T-tests or ANOVA will be used to see if there are significant differences between groups of students. Pearson correlation coefficients will be used to measure the relationship between teaching approaches and students' views.

The results of data analysis will be interpreted to answer research questions and provide insights into how the current teaching approaches at Ban Kaeng Sri Phoom School influence students' perceptions of English language learning. The findings of this research are expected to assist teachers and other stakeholders in improving the quality of English language learning at the school.

Results

Observation results

The researcher employed a comprehensive approach by integrating direct observation alongside the English teacher of Ban Kaeng Sri Phoom school both within and outside the English classroom settings. This method encompassed a multifaceted examination, considering various aspects such as the physical, intellectual, social, emotional, and moral backgrounds of the students. This observation strategy allowed for a holistic understanding of the students' behaviors and interactions. Additionally, the researcher engaged in direct interaction with the students, posing relevant inquiries to elicit deeper insights and more authentic observations. By combining observation and direct engagement through questioning, a richer and more nuanced perspective on the students' learning environment and experiences was achieved.

Physical Observation

The first step of this observation is that researchers and teachers first observe the physical and behavior of students directly, this is done to see the level of student activeness both in the learning process and outside the learning process. the results

found by researchers are that some students tend to be inactive while in the classroom, but outside the room become more active when playing with their friends. The following quotes from teachers and students.

> "Students are often unfocussed and sleepy during the learning process" (TC1)

> "When I didn't understand the subject matter, I felt sleepy and wanted to do something else to keep from getting bored" (S1) "Some of our friends are lazy to go to class because they prefer to play games, besides that, some other friends sometimes do not go to school because they do not have a vehicle to use for school, especially on days when it rains." (S2)

From these results, the teacher can change the teaching method by combining games in providing material, such as doing guessing or word stacking games that can increase student learning motivation because they can participate. Furthermore, the teacher must take a special approach to lazy students, by inviting them to talk comfortably so that they are interested in participating in the learning process.

Intellectual observation

Observations to understand student characteristics related to intellectuality are carried out by observing learning outcomes in the form of assignment results, and when questions about material understanding in class. not all students can immediately understand the material given that day. the following quotes from teachers

> "Every class and student have a different level of understanding, especially there are students who have special treatment. in this case we cannot justify all students in the class lacking understanding." (TC2)

from the results of this observation, the teacher can take a special approach to students or group special students with other students because they can blend and participate in understanding the material. the teacher also needs to repeat the material more interactively so that students can easily understand it, such as doing Guessing Games to test students' understanding to what extent, because by doing things like that students can remember the material too.

Socio-economy and Moral Observation

Children have different characteristics and morals. it can be seen from how they behave. to get the results of this observation, researchers and teachers observed student behavior inside and outside the classroom. the following is the teacher's quote

> "Students have very good manners because they have been taught from childhood to respect others and the country, but the environment where students are sometimes influences them to do things that are not appropriate such as talking rudely and even smoking." (TC3)

The results of this observation state that students at Ban Kaeng Sri Phoom school have good characteristics and morals, but some students who are affected cannot be ignored, the appropriate action should be taken by the teacher here is to give advice and re-educate without pressure. Besides that, the family must also participate in monitoring the child's development by collaborating with the teacher to determine more appropriate teaching on the characteristics of the child.

Classroom observations are not only part of a teacher's assessment strategy, but also the foundation for understanding individual student needs. Challenges arise from the diversity of students' language skills, time constraints in observations, and the need to ensure verification and accountability of assessments. However, in the face of these challenges, there are opportunities for individualizing learning, using observation data for customization, and developing deeper personal relationships with students, especially in the context of English language learning. Observation can also be a foundation for building social skills in English and designing more effective collaborative learning.

Effective teachers do not rely solely on behavioral observations, but also use evidence of students' learning readiness, progress, and knowledge of individual students' learning profiles. With this approach, teachers can make individualized adjustments that help all students experience challenging, successful and meaningful English learning experiences (Department of Education and Training, 2020). Therefore, strategies such as additional teacher training, collaboration with students, use of technology, and development of responsive English learning models are essential in optimizing observation to improve the quality of English learning in the classroom.

Questionnaire results

The statements in the questionnaire answered 20 research statements about students' perceptions in learning English to briefly identify the challenges and opportunities still faced in learning English in primary and secondary schools in Thailand. Statement numbers 1, 3, 6, 10, 11, and 15 (X1) were about students' perceptions of learning English; statement numbers 4, 9, 12, 13, 18, and 20 (X2) were about students' beliefs and confidence when learning English, and statement numbers 2, 5, 7, 8, 14, 16, 17, and 19 (Y) were about students' efforts and activities that helped students in learning English. Students or respondents were given instructions to fill in five alternatives to give their responses based on a Likert Scale with a scale ranging from 1 (Strongly disagree), 2 (Disagree), 3 (Moderately agree), 4 (Agree), 5 (Strongly agree). Then, the results of the analysis of the questionnaire were combined with the facts in the field obtained from observations to get more systematic and valid results.

What are the perception challenges and opportunities faced by students?
The data is shown in the table below.

Table 1. Questionnaire's Data Result

No	Questions	Mean	Perception
1.	English language resources such as textbooks are adequate to support my learning.	3.97	Valid
2.	English teacher training programs help improve the quality of English teaching at my school.	4.15	Valid
3.	The time allocated for English learning in my class is sufficient to understand the materials well	3.91	Valid
4.	I feel confident and comfortable speaking English in front of my classmates.	3.55	Valid
5.	I receive support from the English teacher to overcome difficulties in learning English.	4.03	Valid
6.	I am motivated to learn English because of the desire to communicate with people from other cultures.	4.06	Valid
7.	Facilities such as English language labs help me practice speaking and listening skills	3.67	Valid
8.	Cultural activities, such as watching movies or singing songs in English, make learning more enjoyable for me.	3.91	Valid
9.	I feel I have enough opportunities to practice speaking English in group activities	3.82	Valid

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10. English language proficiency will open better opportunities for my future	3.94	Valid
11. The use of technology in English learning helps improve my understanding of the materials.	3.91	Valid
12. I feel confident speaking English outside of school, such as at home or with friends	3.33	Valid
13. I receive support from classmates and teachers in learning English	3.73	Valid
14. I am interested in participating in student exchange programs to English speaking countries	3.64	Valid
15. I feel I have access to online resources such as language learning apps or websites that help improve my English skills	3.88	Valid
16. | Engaging in English language activities outside of school, such as in online communities, helps improve my language skills.	3.64	Valid
17. English teachers at my school provide feedback that helps me improve my speaking and writing skills	4.06	Valid
18. I feel I have enough opportunities to speak English in real-life situations outside of school.	3.61	Valid
19. Collaboration with schools in English-speaking countries will help improve me understanding of their culture and language.	3.82	Valid
20. I believe that English language proficiency will open more opportunities in the future	4.03	Valid

Based on the table above of section (X1) with 6 questions, has a mean of 23.67 with the average answer for each question is agree. The results of the data can be shown in the graph below:
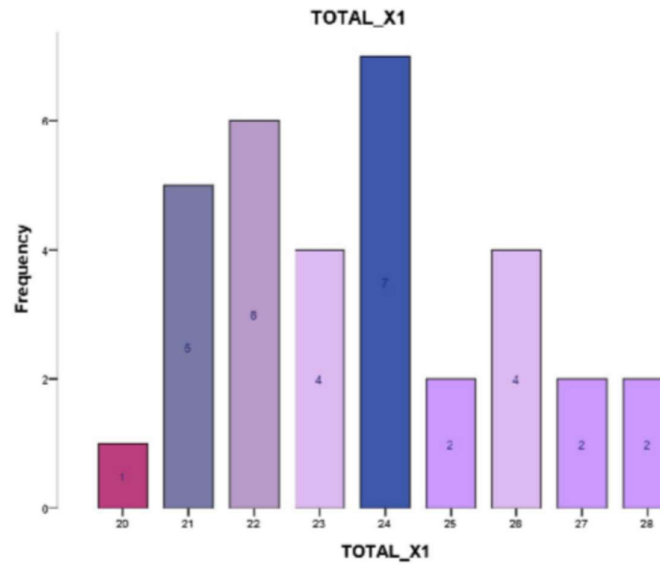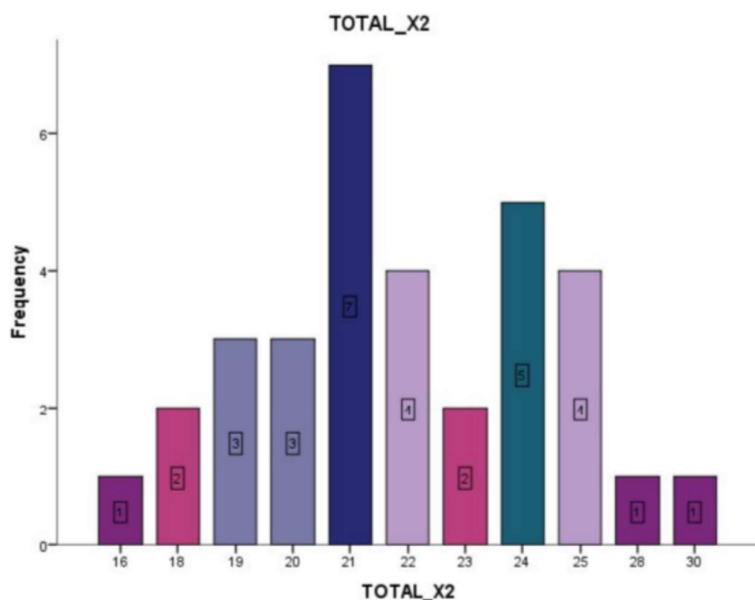
Mean =23.67
Std.Dev = 2.189
N = 33

Fiqure 1. Student Perception

The figure above shows students' perceptions in the challenges and opportunities faced by students in learning English. The data results from 6 questions show the average answer is 23.67 with a standard deviation of 2.189 with respondents (N) 33 students. It can be concluded that in learning English, students have the perception that with the help of several sources such as books and technology such as LCD, or online such as applications can encourage students in learning English to be more active and fun. By utilizing the opportunity of using resources such as books and relevant technology, students can gain a better understanding, improve skills, and prepare themselves to face better future opportunities through English proficiency. The challenges faced in this case are the lack of facilities and infrastructure that can be used by students. then for opportunities in this case, namely in the development of English skills holistically.

Similar to X1 shown above, the X2 part of the research questionnaire has 6 statements about students' perceptions in the form of beliefs and convictions regarding the challenges and opportunities faced in learning English. The results of the data can be shown in the graph below:

Mean = 22.06 Std. Dev = 2.195 N = 33

The figure above shows students' perceptions in the form of beliefs and convictions regarding the challenges and opportunities faced in learning English. The data results from 6 questions show the average answer is 22.06 with a standard deviation of 2.915 with respondents (N) 33 students.

It can be concluded that in learning English, students have perceptions in the aspect of trust and confidence regarding the opportunities that will be obtained more if they get support so as to increase confidence in speaking English in the real world and outside for the future of students. In this case such as confidence to use English in online communities, group activities at school or outside school. Then the challenge faced is that students lack support from teachers or classmates because not all students have a high interest in learning due to several factors such as, too much playing games, laziness and so on. Furthermore, based on their accent, the use of English when speaking has difficulty because they have to talk to fellow Thais so they do not get justified if there are pronunciation errors and letters that do not exist in Thai letters cause difficulty in pronunciation for students.

The data for part (Y) in this study has 8 statements regarding students' perceptions of participation in facing challenges and opportunities in English language learning. The results will be described by the graph below:

Mean = 30.91
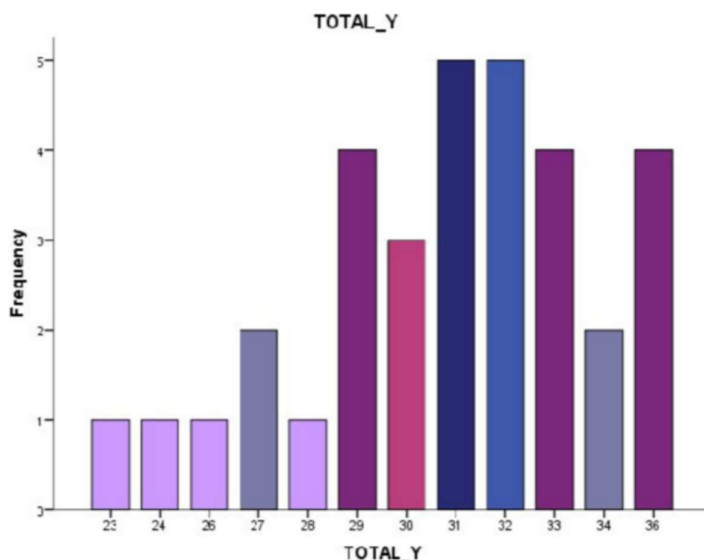
Std.Dev = 3.244

N = 33

Figure 3. Students' Perception About the Influence of Participation

The figure above shows students' perceptions of participation in facing challenges and opportunities in English language learning. The data results from 8 statements show the average answer is 30.91 with a standard deviation of 3.244 with respondents (N) 33 students. It can be concluded that in English, students have perceptions in the aspect of participation to find out the challenges and opportunities faced in learning English, students have opportunities in the use of English for their future with support from teachers in the form of support or feedback to improve their English skills, besides that students believe that by participating in activities such as exchange programs, cultural activities (watching films and listening to music), and collaboration with countries that have the ability to speak English as the researchers are doing, as well as adequate facilities can help them when practicing and improving students' English skills.

But besides that, students still face challenges with the lack of information and facilities that support student practice, besides that the role of teachers can be said to be lacking because teachers have a lot of work and classes and adequate facilities can help them when practicing and improving students' English skills. But besides that, students still face challenges with the lack of information and facilities that support student practice, besides that the role of teachers can be said to be lacking because teachers have a lot of work and classes. in schools consisting of kindergarten - junior high school only have 1-2 English teachers for all levels. besides that, workers and demands from the local education office sometimes make teachers not be in place so that students are displaced and practice is delayed.

Based on the three graphs above, the parts X1, X2 and Y have ratios, namely numbers that are mathematically related to the sum. it is known that the results of valid percentage data and cumulative percentage 33 respondents agree 100% with their opinion on the research study "Students' perceptions of the challenges and opportunities to learn English".

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Student perceptions of the challenges and opportunities to learn English not only have an average or mean value but also have other data values that can be classified or categorized in full which can be seen as follows:

Table 2. Summary Score of students' perception

Descriptive Statistics

Statements	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL_X1	33	20	28	23.67	2.189
TOTAL_X2	33	16	30	22.06	2.915
TOTAL_Y	33	23	36	30.91	3.244
Valid N (list wise)	33				

From the table above it can be seen that the average score of the results of the data that has been decided or selected by students or respondents by showing a relatively neutral nature on the research questionnaire in choosing perceptions of the challenges and opportunities to learn English.

Discussion

This study explores the intricate relationship between teaching approaches and students' perceptions of challenges and opportunities in learning English at Ban Kaeng Sri Phoom School. Its aim is to transcend the confines of traditional language education paradigms by uncovering the dynamics of this relationship and advocating for more suitable and effective approaches within this specific context. The study utilizes mixed methods to comprehensively explore student perceptions across three key dimensions: their perspectives on the learning process, their self-efficacy beliefs, and the perceived impact of their participation.

The literature review meticulously examines language acquisition dynamics and student perspectives at Ban Kaeng Sri Phoom School. However, the focus on key aspects from previous research, particularly Vanessa's (2018) emphasis on communicative language teaching methods, could benefit from a more nuanced analysis. While highlighting classroom interactivity and fluency development, the study should acknowledge potential challenges in implementing such methods within the specific context of Ban Kaeng Sri Phoom School (e.g., resource availability, teacher training). Similarly, drawing on Brown and Lee's (2019) work on teacher-student interaction is valuable. However, the emphasis on positive communication, constructive feedback, and personalized attention warrants further exploration. The study should address potential difficulties in establishing these practices, such as large class sizes or limited teacher time.

The exploration of technology's role in language education, referencing Johnson et al. (2020) and Nova Diana, W.Y. (2021), offers valuable insights. However, a critical comparison of these studies is crucial. While Johnson et al. highlight positive correlations between digital tools and language proficiency, Nova Diana highlights challenges associated with applications like Google Classroom, particularly in online learning environments. This contrast underscores the importance of tailoring technology integration to address the specific needs and challenges of Ban Kaeng Sri Phoom School, including potential infrastructure limitations.

The study rightly emphasizes the importance of understanding the local context, as highlighted by Martinez and Nguyen (2018). Tailoring the teaching approach to address socio-economic factors and cultural nuances unique to Ban Kaeng Sri Phoom School is crucial. However, the focus on community involvement in promoting education and English usage warrants further exploration. Concrete examples of such involvement, along with potential challenges and benefits, would strengthen the analysis. The study's reliance on questionnaires and structured observations, while insightful, has limitations. Self-reported data may introduce bias, and observations may not capture the full complexity of the learning environment. Future research could explore alternative data collection methods, such as student interviews or focus groups, to gain deeper insights.

The study suggests concrete steps, such as diverse teaching approaches, enhanced teacher-student interaction, and technology integration tailored to Ban Kaeng Sri Phoom School's needs. These recommendations hold merit, but future research could explore their effectiveness further through implementation and evaluation studies. Additionally, investigating specific aspects like technology integration's impact or community engagement programs' role would be valuable. Finally, research into recommended measures' long-term sustainability could provide significant contributions. This study acknowledges the complexity of language education at Ban Kaeng Sri Phoom School and offers recommendations informed by a humanitarian approach. It emphasizes the need for tailored approaches, thoughtful technology integration, and improved teacher-student interaction to optimize language learning within this unique context. By critically engaging with existing research and acknowledging limitations, the study paves the way for future research and improved English language education practices at Ban Kaeng Sri Phoom School.

Conclusion

This research aims to explore the relationship between teaching approaches and students' perceptions of challenges and opportunities in learning English at Ban Kaeng Sri Phoom School, Thailand. Current teaching methods have shortcomings, such as lack of interaction and insufficient focus on communication. More communicative and interactive teaching approaches can enhance motivation and effectiveness in learning English. Lack of student motivation is one of the main challenges in English language learning. Increasing student motivation can be

achieved by creating a conducive learning environment and enhancing teacher-student interaction. Students have low confidence in using English. Improving students' skills and confidence can be done by providing more opportunities to practice speaking English. Lack of teacher support and adequate infrastructure are other challenges in English language learning. Improving teacher support can be achieved through training and professional development. Better infrastructure can be created by providing more comprehensive facilities and learning resources. Lack of community involvement in English language learning can hinder students' progress. Increasing community involvement can be done by developing community programs that support English language learning.

The findings of this research have important implications for English teaching practices at Ban Kaeng Sri Phoom School and other schools in Thailand. These findings indicate that effective teaching methods, student motivation, students' skills and confidence, teacher support, adequate infrastructure, and community participation are important factors in improving the quality of English language learning. This research contributes significantly to understanding the factors influencing students' perceptions of challenges and opportunities in learning English in Thailand. The findings of this research can be used to develop effective strategies to improve the quality of English language learning in Thailand.

This research has some limitations, such as the use of questionnaires and structured observations that may introduce bias, and a lack of in-depth exploration of the role of community involvement. Future research could use alternative data collection methods, such as student interviews or focus groups, to gain deeper insights. Future research could explore the effectiveness of the recommended recommendations through implementation and evaluation studies. Research on the impact of technology integration or the role of community engagement programs in English language learning would be valuable. Research on the long-term sustainability of the recommended actions could make a significant contribution.

In conclusion, this research provides important insights into the factors influencing students' perceptions of challenges and opportunities in learning English at Ban Kaeng Sri Phoom School. The findings of this research can be used to improve the quality of English language learning in Thailand.

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