

Exploring Teachers' Perspectives and Practices of Play Based Learning to Enhance Oral Communication Skills of Young Learners

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Abstract

This qualitative study examines teachers' perspectives and practices regarding play-based learning (PBL) as a pedagogical approach to enhance oral communication skills among young learners aged 3–7 in a Thai international school. Drawing on Vygotsky's (1978) Sociocultural Theory, Krashen's (1983) Affective Filter Hypothesis, and Cummins' (2000) BICS/CALP framework, the study investigates two research questions: (1) What are teachers' perspectives on PBL for oral communication development? (2) How do teachers implement PBL in their classrooms? Data were collected from twelve teachers of diverse nationalities through eight classroom observations, semi-structured interviews, and reflective journals, and analyzed using Braun and Clarke's (2006) six-phase thematic analysis. Six themes emerged: PBL as a catalyst for oral communication, oral language development through playful interaction, systemic challenges and constraints, teacher adaptation and reflective pedagogy, collaborative and social dimensions, and affective outcomes. Findings suggest that PBL may lower affective barriers and foster spontaneous, authentic language use; however, curriculum pressures, parental expectations for traditional instruction, and limited institutional support constrain consistent implementation. Crucially, teacher adaptation – embedding language objectives within play contexts – appears to be the primary mechanism sustaining PBL within this setting. The study contributes context-specific insights to qualitative research on PBL implementation within Thai international schools, a setting underrepresented in second language oral communication literature.

Keywords: Play-based learning, oral communication skills, teachers' perspectives, early childhood education, Thai international schools, second language acquisition

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Introduction

Play-based learning (PBL) is a holistic pedagogical approach in which children actively construct knowledge and language through playful engagement. Its theoretical foundations are grounded in Vygotsky's (1978) sociocultural theory, which positions play as a site for social co-construction of cognition and language, and Krashen's (1983) Affective Filter Hypothesis, which identifies emotional safety as a precondition for language acquisition. Research consistently indicates that PBL may support vocabulary development, conversational fluency, and communicative risk-taking among young learners (Roskos et al., 2019; Taylor & Boyer, 2020). Yet the effectiveness of PBL is not inherent: it is shaped by teacher beliefs, contextual realities, and institutional structures that either facilitate or constrain its realization.

In Thailand's growing international school sector – over 162 institutions by 2023 – educators face a dual mandate: developing English oral communication skills among young A1–A2 CEFR learners while satisfying institutional demands for measurable written outputs. This context generates particular pedagogical tensions that remain underexplored in existing research. Three specific gaps motivate the present study. First, while quantitative studies document PBL's general effects on learning outcomes, they do not capture how teachers navigate the qualitative complexity of implementing PBL for second language oral communication specifically. Second, oral communication in PBL research is frequently treated as a unidimensional outcome, overlooking its interpersonal, presentational, and affective dimensions as a unified construct. Third, qualitative research examining beliefs-to-practice alignment among early years educators in Thai international settings – where second language instruction intersects with cultural hybridity and exam-oriented pressures – is limited (Lungka et al., 2026; Ngotngamwong, 2026).

This study addresses these gaps by investigating twelve teachers' perspectives and practices regarding PBL as a tool for oral communication development among learners aged 3–7. The research questions are: (1) What are the perspectives of teachers regarding the use of PBL on the oral communication skills of young learners? (2) How do teachers implement PBL practices to develop the oral communication skills of young learners?

Literature Review

This review draws on three bodies of literature, each addressing one of the gaps outlined above. Sociocultural and constructivist accounts of play establish the theoretical case for treating PBL as a legitimate site of language learning rather than a peripheral activity – the premise this study builds on. Affective and linguistic frameworks then break that premise down into mechanisms, offering a basis for treating oral communication as a multidimensional construct rather than the single outcome most PBL research reduces it to. Finally, literature on teacher beliefs and guided play moves from theory to practice, situating these mechanisms within the classroom realities – curriculum pressure, parental expectation, institutional constraint – that determine whether PBL survives contact with an actual Thai international school setting.

Sociocultural and Constructivist Foundations

Two complementary theories frame the relationship between play and language acquisition. Vygotsky's (1978) sociocultural theory argues that cognitive and linguistic development are socially mediated: through play, learners operate within the Zone of Proximal Development (ZPD), where interaction with more knowledgeable others enables linguistic advancement beyond current independent ability. Piaget's (1962) constructivism similarly recognizes play as the primary mode through which children assimilate and accommodate new knowledge, distinguishing itself from Vygotsky in its emphasis on individual discovery alongside social facilitation. Together, these perspectives position play as both a social scaffold and a cognitive tool: children do not merely play while learning but construct language and meaning through play itself.

Affective and Linguistic Dimensions of PBL for Oral Communication

Krashen's (1983) Affective Filter Hypothesis provides a crucial link between play and second language oral production: a low-filter environment – characterized by reduced anxiety and heightened motivation – is argued to be a precondition for comprehensible input to become acquisition. PBL creates such conditions through joyful, low-stakes engagement. At the linguistic level, Cummins' (2000) distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) is highly pertinent. Play-based scenarios typically

develop BICS (conversational fluency and everyday communication) while also scaffolding early CALP through descriptive, comparative, and cause-effect language embedded in narrative and role-play (Roskos et al., 2019). Taken together, these frameworks suggest that PBL may support a developmental pathway from basic interpersonal interaction toward more elaborated academic language, even at pre-primary levels.

Teacher Perspectives, Guided Play, and Contextual Constraints

Teacher beliefs are central to PBL implementation. Pajares (1992) argues that beliefs function as practical frameworks guiding instructional decision-making, often more powerfully than formal training. When teachers perceive play as academically valid, they are more likely to design intentional, language-rich play contexts. Pyle and Danniels (2017) propose a continuum of PBL ranging from free play to structured instruction, with guided play identified as most effective for language outcomes, as it combines child-led exploration with intentional scaffolding. Weisberg et al. (2016) affirm this, demonstrating that guided play yields stronger communicative outcomes than either extreme. However, Pyle et al. (2020) document that assessment and curriculum pressures frequently disrupt teachers' capacity to sustain PBL. In the Thai context, Lungka et al. (2026) found that teachers value play but face systemic expectations for tangible academic outputs, while Wood (2022) shows how policy and curriculum outcomes create tension between free play and educational play. The present study extends these insights by investigating how teacher beliefs, constraints, and adaptive strategies interact within a Thai international school context.

Methodology

Research Design

A qualitative design was adopted to investigate teachers' perspectives and practices with depth and contextual sensitivity. Qualitative inquiry enables access to tacit knowledge, emotional dimensions, and contextual reasoning that quantitative methods cannot capture (O'Leary, 2021), making it appropriate for examining the complex alignment between teacher belief and classroom practice.

Participants and Context

The study was situated in an International Baccalaureate Primary Years Programme (IB-PYP) International School in Thailand where English is the medium of instruction. Twelve teachers participated: four active PBL practitioners (directly observed in classrooms) and eight with prior PBL experience (contributing through interviews and reflective journals). Participants represented diverse nationalities (British, Australian, Canadian, American, Thai, New Zealander), qualifications (M.Ed. to B.Ed.), and 5–15 years of teaching experience. Kindergarten students aged 3–7 were at A1–A2 CEFR levels, as determined through the school’s CEFR-aligned progress descriptors and teacher-recorded observational checklists completed at the start of each academic year. The split between 4 observed and 12 interviewed reflects a practical constraint rather than a design limitation – classroom observation required repeated, in-person visits scheduled around each class’s, which was only feasible within the study’s timeframe for a subset of participants. One classroom was therefore selected from each grade level – Nursery, Kindergarten 1, Kindergarten 2, and Kindergarten 3, spanning the full 3-7 age range under study, to ensure observational depth was distributed across levels rather than concentrated in one. The remaining eight teachers, drawn across these same grade levels, contributed through interviews, capturing a wider range of beliefs and experience across the staff.

Research Instruments

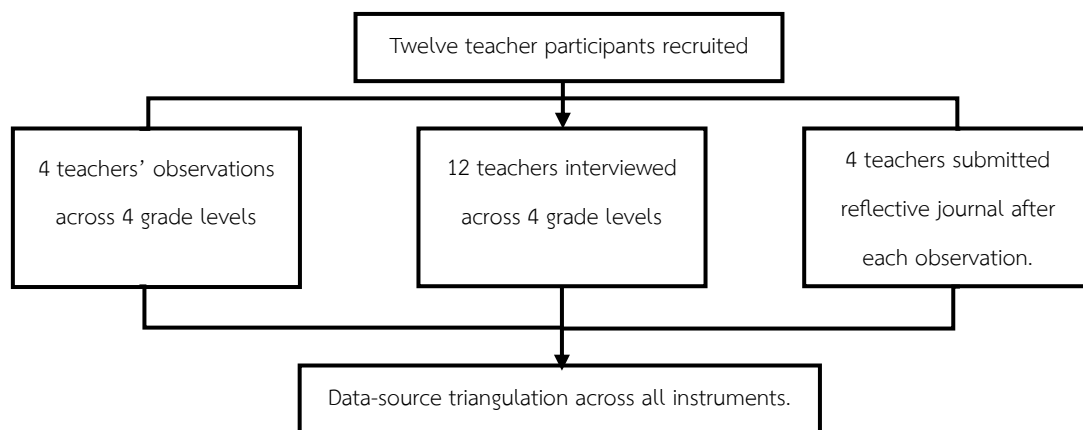
Three instruments were employed. Classroom observations (eight sessions across four classrooms, two per teacher) used structured field notes divided into descriptive (factual) and reflective (interpretive) sections, which were cross-referenced with lesson plans to examine alignment between planned and enacted PBL. Reflective journals, submitted after each lesson, were guided by open-ended prompts designed to elicit reflection on strategy, adaptation, and perceived impact on learner communication. Semi-structured interviews (averaging 35–45 minutes, face-to-face) explored beliefs, implementation practices, and institutional experiences. Interview items were validated by three ELT and early childhood education specialists using a content validity index procedure; all items yielded agreement scores of 0.67–1.00, with two items revised following expert feedback to enhance clarity and construct alignment. All teachers were

interviewed to strengthen data collected. See Appendix A for the interview protocol and Appendix C for the thematic coding summary.

A multi-instrument design combining observation, reflective journals, and interviews was chosen to triangulate belief (interviews), practice (observation), and in-the-moment reflection (journals) – the three data types most directly aligned with RQ1 and RQ2. Focus groups were considered but judged less suitable given the sensitivity of discussing curriculum-compliance pressures in front of colleagues, which could constrain candor. Other methods, such as video-stimulated recall were also considered; it was not adopted due to school-level restrictions on filming young children and the additional consent burden this would place on parents, which was beyond the scope and timeline of this study.

Figure 1

Data Collection Procedure



Data Analysis and Trustworthiness

Braun and Clarke's (2006) six-phase thematic analysis framework guided the analysis: familiarization, initial coding, theme search, theme review, theme definition and naming, and report production. Coding was applied inductively across observations, journals, and interview transcripts; initial open codes were iteratively refined through constant comparison across instruments and consolidated into six overarching themes. Rather than being predetermined, the

six themes emerged from the full corpus of collected data: codes were generated inductively across all observations, journals, and interview transcripts, then grouped according to the similarities and consistencies that recurred across data sources. Themes were retained where this cross-source consistency was evident, rather than through a formal saturation check partway through data collection. Four strategies enhanced trustworthiness: (1) data-source triangulation across observations, journals, and interviews; (2) member checking of emerging interpretations with selected participants to support credibility; (3) peer debriefing with a TESOL specialist serving as external auditor to support dependability; and (4) reflexive journaling maintained throughout data collection by the researcher – an insider-practitioner at the site – to identify and bracket potential bias. These measures collectively address credibility, dependability, and confirmability in line with established qualitative standards.

Ethical Considerations

Ethical approval for this study was granted by the school and participants for the purpose of data collection. All participating teachers provided informed written consent prior to data collection, having been briefed on the study's purpose, their right to withdraw at any time without penalty, and how their data would be used. Pseudonyms (Teacher A–L) were assigned to protect participant anonymity, and identifying details about the school were minimized in reporting. No data involving students were collected directly; observational notes focused on teacher practice, and any incidental references to student behavior were anonymized for the purpose of confidentiality.

Findings

Six themes emerged from the thematic analysis of observations, reflective journals, and semi-structured interviews. Each theme is presented below with supporting evidence and analytical interpretation.

Theme 1: PBL as a Catalyst for Oral Communication

Across all three data sources, PBL was consistently associated with increased spontaneous English production. Students who remained silent during formal instruction became communicatively active during role-play. Teacher F articulated the mechanism:

Play lowers the affective filter. My students are much more willing to speak English when they are pretending to be characters – they don't focus on mistakes, they focus on the story.

Observational data corroborated this: students in a shop role-play scenario voluntarily initiated English exchanges without teacher prompting, employing requests and turn-taking conventions organically. These patterns suggest that PBL may create the psychological conditions for communicative risk-taking theorized by Krashen (1983), transforming language production from an evaluative performance into a purposeful social activity. Critically, this shift was most pronounced when play was sustained and child-led, indicating that duration and authenticity of play context mediate its communicative effects.

Theme 2: Oral Language Development Through Playful Interaction

Play generated authentic linguistic contexts that elicited extended, creative speech beyond scripted lesson material. Teacher D observed:

"Students retained vocabulary more effectively in playful contexts, often repeating new words from peers later in the week.

Comparative and causal structures:

It's taller than yours"; "The dragon is chasing me because I stole his treasure.

Oral communication in this context emerged organically, reflecting early CALP development within predominantly BICS-focused interaction (Cummins, 2000). Peer correction also occurred naturally: one student self-corrected a peer's "I goed to the park" to "No, you went to the park," illustrating Vygotsky's (1978) ZPD in horizontal (peer-to-peer) operation. These patterns indicate that PBL may scaffold a developmental continuum from conversational fluency toward more elaborated academic language, even without explicit teacher instruction.

Theme 3: Challenges and Constraints

Despite recognizing PBL's communicative value, teachers reported persistent systemic barriers. Play activities were observably curtailed in approximately half of observed sessions to meet curriculum demands. Teacher H reflected:

The curriculum is packed – I often feel pressured to move quickly to phonics or writing tasks.

Cultural expectations compounded institutional pressures: Teacher G noted that parents frequently questioned why children were "only playing," expecting visible written outputs consistent with Lungka et al.'s (2026) finding that Thai teachers face expectations for tangible academic outputs (see also Ngotngamwong, 2026). These pressures produced what teachers described as "teacher guilt" – a professional dissonance between belief in PBL's communicative value and institutional accountability demands. This tension is not simply attitudinal; it reflects structural misalignment between child-centered communicative pedagogy and exam-oriented institutional frameworks, making it a systemic rather than individual problem.

Theme 4: Teacher Adaptation and Reflective Pedagogy

In response to structural constraints, teachers developed hybridized strategies embedding language objectives within playful contexts. Teacher D converted a phonics worksheet into a treasure hunt; Teacher C used "mini-objectives" (e.g., embedding target phrases such as "Can I have...?" into restaurant role-play) to satisfy curriculum requirements while sustaining communicative focus. Teacher B described the underpinning reflective process:

I constantly reflect after every lesson – what worked, what didn't. Reflection helps me fine-tune the balance between letting children lead and ensuring objectives are met.

These strategies align with Richards and Rodgers' (2014) emphasis on contextually responsive pedagogy. Notably, adaptation here is not a pedagogical compromise but an act of professional agency: teachers actively reshaped institutional constraints to preserve oral communication as a pedagogical priority, enabling PBL to survive within a rigorous academic environment.

Theme 5: Collaborative and Social Dimensions

PBL generated authentic collaborative talk. Students negotiated roles ("You make the tiger cage, I'll make the monkey house"), resolved disagreements in English, and scaffolded peers with lower proficiency. Teacher H observed:

A stronger speaker would model sentences for a weaker peer, and gradually the weaker one started copying and producing the same patterns.

These dynamics exemplify Vygotsky's (1978) ZPD operationalized through peer interaction: more capable learners scaffold linguistic growth without teacher mediation, transforming the classroom into a community of practice. In the multilingual and multicultural context of a Thai international school, PBL also served as a medium for cross-cultural negotiation, extending its social function beyond language acquisition to intercultural communication.

Theme 6: Affective Outcomes

Strong affective outcomes were evident across instruments. Observations recorded enthusiasm, laughter, and sustained engagement during play that diminished markedly when activities transitioned to worksheets. Teachers noted reduced language anxiety, increased willingness to experiment in English, and heightened confidence. Teacher G reflected:

Students appeared more confident, showing less fear of mistakes and greater willingness to experiment with English – even those who usually hesitate began speaking in complete sentences during play.

These findings align with the motivational conditions identified in intrinsic motivation theory: play appears to support learner autonomy, competence, and relatedness, creating emotional conditions favorable to sustained communicative engagement. Importantly, teachers observed that confidence gains during play generalized to other instructional contexts, suggesting cumulative affective benefits.

Discussion

The findings collectively suggest that PBL holds considerable potential for oral communication development among young second language learners, while also revealing the contextual dependencies and systemic constraints that mediate its effectiveness in Thai international schools.

Themes 1 and 6 converge to support Krashen's (1983) Affective Filter Hypothesis: PBL appears to lower anxiety and foster communicative risk-taking by transforming language use from a performative act into a purposeful social process. These findings align with Weisberg et al.'s (2016) synthesis of guided play research, which identifies emotional engagement as central to communicative outcomes, and with Roskos et al.'s (2019) demonstration of oral language development through sustained play dialogue. However, the present study extends these findings by documenting their operation in a second language context, where learners navigate English as both a curriculum medium and a play language – a layer absent from most first-language studies. Furthermore, confidence gains were observed to generalize beyond play contexts, a finding not prominently reported in existing literature.

The BICS-to-CALP developmental pathway evident in Theme 2 extends Cummins' (2000) framework into the PBL domain by documenting empirically how conversational play interactions begin to elicit comparative, causal, and descriptive language characteristic of early academic proficiency. This aligns with Taylor and Boyer's (2020) evidence-based review, yet contributes micro-process detail – peer correction, incidental vocabulary uptake, narrative extension – through which broader linguistic outcomes are generated and that outcome-focused studies typically obscure.

Theme 3 extends prior research on PBL constraints (Pyle et al., 2020; Wood, 2022) by documenting a culturally specific dynamic: in this Thai context, "teacher guilt" emerges as a psychological consequence of tension between progressive play philosophies and locally entrenched expectations of formal rigor. This challenges the assumption – implicit in Finnish or Canadian PBL policy contexts – that teacher belief in play translates straightforwardly into practice. Here, belief and practice are mediated by institutional and cultural forces, producing a more complex implementation ecology. The finding that these pressures are structural rather

than attitudinal has direct policy implications: sustainable PBL requires systemic legitimization, not merely individual teacher commitment.

Theme 4's identification of teacher adaptation as the mechanism through which PBL survives structural constraints represents this study's most conceptually distinctive contribution. Rather than implementing PBL with fidelity or abandoning it under pressure, teachers developed what may be termed *adaptive pedagogy*: the deliberate fusion of play form with curriculum content. This extends Pyle and Danniels' (2017) continuum model by positioning adaptation itself as a theoretical construct – a professional mediating strategy between belief and context – rather than a mere compromise. Without institutional recognition of this adaptive work, however, the sustainability of PBL rests disproportionately on individual teacher agency.

Themes 5 and 6 confirm the social and affective dimensions of PBL documented in the international literature, while the multicultural, multilingual character of the Thai international classroom adds an intercultural dimension: PBL functions not only as a linguistic scaffold but as a medium for cross-cultural negotiation and identity expression in English. This suggests implications for EFL pedagogy that extend beyond early years settings and merit exploration in future research.

Conclusion

This study contributes qualitative, context-specific evidence that PBL may be an effective approach for developing oral communication skills among young second language learners, while foregrounding the systemic and cultural constraints that shape its implementation in Thai international schools. The six themes identified –from affective empowerment to adaptive pedagogy – suggest collectively that PBL's communicative potential is not inherent but is realized through intentional teacher design, peer scaffolding, and institutional recognition of play as legitimate learning. The central finding is that teacher adaptation –the hybridization of play and curriculum content – is the primary mechanism through which PBL is sustained in this context. This places an unsustainable burden on individual teacher agency without systemic support.

Recommendations operate at three levels. Pedagogically, teachers should document and share hybridized strategies to build institutional knowledge. Institutionally, administrators should formally recognize play-based approaches as valid assessment modes for oral communication, provide protected time for sustained play, and engage parents through targeted communication

about the academic value of play. In terms of policy, curriculum frameworks in Thai international schools should align play-based pedagogies with communicative outcome standards. Future research should incorporate direct learner data, longitudinal tracking, and comparative studies across Thai public, bilingual, and international school contexts to strengthen the generalizability of findings and deepen understanding of PBL as a culturally responsive second language pedagogy.

Limitations

As with all single-site qualitative research, these findings are not intended to be statistically generalizable. Transferability to other settings depends on contextual similarity: schools sharing this study's IB-PYP framework, English-Medium instructions, and comparable institutional pressures around curriculum accountability may find the findings – particularly the concept of teacher adaptation as a survival mechanism for PBL – readily applicable. Readers in public school, non-IB, or non-Thai contexts should treat the findings as analytically generalizable hypotheses to test against their own settings rather than as direct predictions.

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AI Declaration Statement

During the preparation of this work, the authors used Claude to correct grammar, improve sentence structure, and summarize text solely to reduce the manuscript's word count. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Appendix A

A. General

What is your field of specialization and experience in kindergarten teaching/teacher education?

Which aspects of your teaching do you like? What kind of teaching and assessment practices are you using mostly in your teaching those courses?

B. Play-based pedagogy

B.1. Capability (skills and knowledge)

1. What is your view of what play-based learning is?
2. Explain in your opinion what is play-based approaches in teaching and learning?
3. Can you provide examples of embedding Play-based learning in your practices?
4. Have you ever been trained to teach in the Play-based approach?
5. What are the challenges that are related to Play- based learning in teacher education?

B.2. Opportunity (physical and social)

1. What do you think is needed to support you in facilitating a Play-based classroom environment in a Non-Native English Speaking environment (NNES)?
2. What support would educators need to ensure that Play-Based Learning is effective in oral communication skills?

B.3. Motivation (conscious planning, desire, need)

1. Would you be interested/motivated to learn more about play-based learning?
2. What do you want to modify in case of developing the Play-based approach in the Thai International school environment, explain?
3. Do you believe that there is value in developing play-based teaching/learning in teacher education programmes? If yes, have you seen improvements in the Early Years' context by using Play-Based Learning to develop oral communication skills?

Remarks: adapted from the appendix used in Aljanazrah, Ghadeer, and Murtagh's study on exploring teacher educators' perspectives of Play-Based Learning (2021).

Appendix B

Reflective journals (question guide)

1. Describe the lesson in which you implemented play-based pedagogy practice in your lesson.
2. Describe how play-based pedagogy influences planning or the delivery of your lessons.
3. Describe what went well and what did not.

Remarks: adapted from Acevedo's study on teacher's implementation of play-based learning practices and barriers encountered in kindergarten classrooms (2022).

Appendix C

Thematic coding summary

Theme	Initial Codes (from data)	Data Sources	Illustrative Quotes	Synthesized Theme
1. PBL as a Catalyst for Oral Communication	Spontaneous English, risk-taking, role-play talk, lowered anxiety	Observations, Journals, Interviews	<i>“Even my quieter students began to speak when engaged in pretend play”</i> (Teacher C); <i>“Play lowers the affective filter”</i> (Teacher F)	Play fosters authentic, confident oral communication
2. Oral Language Development through Playful Interaction	Vocabulary growth, peer modeling, extended dialogues, creative language use	Observations, Journals, Interviews	<i>“Students used new words they picked up from peers”</i> (Teacher D); <i>“They weren’t memorizing; they were communicating”</i> (Teacher B)	Play develops fluency and vocabulary through meaningful contexts
3. Challenges and Constraints	Time pressure, curriculum demands, parental expectations, large classes	Observations, Journals, Interviews	<i>“I feel guilty if I let children just play when we have assessment goals”</i> (Teacher A); <i>“Parents ask why children are only playing”</i> (Teacher G)	Barriers limit consistent PBL implementation
4. Teacher Adaptation and Reflective Pedagogy	Lesson modification, structured prompts, reflective practice, balancing goals	Observations, Journals, Interviews	<i>“I integrated phonics into a treasure-hunt game”</i> (Teacher D); <i>“I constantly</i>	Teachers adapt creatively and reflectively to sustain PBL

Theme	Initial Codes (from data)	Data Sources	Illustrative Quotes	Synthesized Theme
			<i>reflect after every lesson</i> " (Teacher B)	
5. Collaborative and Social Dimensions of Learning	Role negotiation, peer support, shared problem-solving, community-building	Observations, Journals, Interviews	<i>"A stronger speaker modeled sentences for a weaker peer"</i> (Teacher H); <i>"Play creates a community feeling"</i> (Teacher A)	Play fosters collaboration and peer scaffolding
6. Affective Outcomes of PBL	Enjoyment, confidence, risk-taking, reduced anxiety, motivation	Observations, Journals, Interviews	<i>"Students appeared more confident, showing less fear of mistakes"</i> (Teacher G); <i>"When students are playing, they don't worry about grammar mistakes"</i> (Teacher C)	Play enhances motivation, confidence, and willingness to communicate

The thematic coding summary table illustrates the process of moving from initial codes in the raw data to the broader themes that structured the analysis. By organizing the evidence from observations, reflective journals, and interviews into coded categories, it became possible to identify patterns and consolidate them into meaningful findings.

Appendix D

Teacher Profile and Demographic Information

Table Teacher Profiles

Teacher ID	Gender	Nationality	Qualification	Years of Experience	Role / Grade Level	PBL Training
A	Female	British	M.Ed. Early Childhood Education	10	K1 Homeroom	IB-PYP Level 1
B	Female	Thai	B.Ed. English Education	8	K2 Co-teacher	School Workshop
C	Female	Australian	PGCE, TESOL	12	K3 Homeroom	International PD
D	Male	Canadian	M.A. Applied Linguistics	9	K2 Homeroom	IB Training
E	Female	Thai	B.Ed. Childhood Education	7	Nursery Co-teacher	School Workshop
F	Female	American	M.Ed. Curriculum & Instruction	14	K1 Homeroom	International PD
G	Female	Thai	M.Ed. Bilingual Education	11	K3 Co-teacher	IB Training
H	Male	British	PGCE, TESOL	6	K2 Homeroom	Regional Training
I	Female	Thai	B.A. English	5	Nursery Co-teacher	School Workshop
J	Female	New Zealander	PGDE Early Childhood	15	K3 Homeroom	International PD
K	Female	Thai	B.Ed. Early Years	8	K1 Co-teacher	School Workshop
L	Female	American	M.Ed. TESOL	13	K2 Homeroom	International PD