THE AFFECT FACTORS OF LEARNING ENGLISH LANGUAGE FOR EARLY CHILDHOOD

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Abstract- The research aimed to study The affect factors of Learning English language for Early childhood. There were several important aspects factors of family's childpeople, friends, teachers and environmental factors. The data of activities were collected from the children's school atLomrak, Daodong, Tamnimit (Pokautit) school. The sample groups were 134 people. The data activities analysis were performed using the statistical frequency, percentage, mean, standard deviation and Oneway ANOVA test to determine the statistical significance at level 05.

The results showed that the factors which affected of the Learning Englishlanguage for Early childhood were familypeople and friends in high level, followed by teachers and the factor of environment were medium level . The factors of family people were encourage to listen some English songs at high level, followed by admiring of speaking English, and encourage to have foreigner friends. The factors from friends showed that speak with friends and closed friends with English language were in high level, and followed by studying with foreigner. The factors from teachers showed that learning English language from English media functions were high level and followed by English language activities. The factors from environment showed that the comfortable place were high level and followed by time to study.

Base on the results, the family peoplewere the main importance factor and followed by friends, teachers and environment factors in order to motivate, support and encourage early childhood of Learning English Language at the beginning level. So,we should focus for all activities, especially, family people for the most keys important factor in developing early childhood to be the high value generation.

Keywords- Learning English Language, Early Childhood, English By Family.

I. INTRODUCTION

The early childhood or the age before study (pre-school age) which the age during 2-6 years.The age of physical development and the intelligence (Kiattikun and PongtongPaipiboon, 2557) which will have the development of the muscle (gross and fine motor)include communicational and English language, sociable,emotional, the intellectual and cognitive, well virtue and moral (KornwipaToretha,2555) by progress rate and the development of the childhood at the beginning of a child each person will different but, will have ordering development and customarily , (ManaAmamoon, 2557) . Now the government and all leader especially the country where have already developed many country differ to give precedence with concern with the development every a side of the childhood at the beginning the development of the childhood at the beginning composes many functions , particularly the educational development, (kanokwan,1991**)**

The total of holistic development, must befully developing in every function which concerned body , mind ,emotion, intelligence ,social, and virtue morality. The childhood development at the beginning must consider the factors that were related to and affect the function. So, should start with family , educational institution , sociable institute , economy , culture , religion , community , environment , the policy of the government sector , and the development of the Technology , international languages instruction with the childhood at the beginning were delicate things , teachers must pay attention to every teaching subjects in order to develop of the childhood at the beginning, (www.britishcouncil.or.th/teach/our-work/cefr-thailand)

So, both of the intelligence and body, age of child will learn with reason at the same time, The imagination was belong to themselvesalso, by the childhood at the beginning can tell that , at present a child can understand the movement status and still use the mother language communicate with a person.

Furthermore, the environmental studying in the feeling and learning of the childhood at the beginning level. (https://sites.google.com/site/surirat249/thvsti-phathnakar-dek-pthmway)

So,weshould focus the environment in the school in the same way withboth of within a classroom ,and outside classroom inorder to encourage and give the childhood at the beginning level which try to learning and get more the experience from coexisting with others , for encourage and child developmentto learning fully the latency , which correspond the theory, wait for, enjoy , trace, (Friedrich Froebel). To believe that, the nature development of child may push of the childhood at the beginning with the stimulation are born the creativity , use playing and the activities are tools (In M. C. Lovett & P. Shah (Eds.) besides place arrangement ,the environment peacefully help to encourage develop of a child ,

(SunikdaChinsilapa , 2555)

Furthermore, ASEAN which start at the end of year 2558 (ASEAN Economic Community : AEC)with include 10 nations.Theformal working of ASEAN language shall be English. So, English is an international language.(Somkiat Onwimon,2555) and should start learning English in order to develop the education. So, in order to find the objective of the research which aimed to study the factor that affect English learninglanguageof the childhood at the beginning.

As the research of TheLearning Englishlanguage of the childhood at the beginning level which depends on family people, friends, teachers and environmental factors are the keys to support and encourage people to achieve the purpose to understand and have knowledge of English language.

DETAILS

The personal factors which segregation were girls 51.5 % and the least were boys 48.5%. The age were during 3.66 years old, to stay with parents were 45.5%, 32.8% stay with grandparents, and the least to stay with cousins. The English language skill was 67.2% like to study English, and the least was 32.8% did not like this subject.

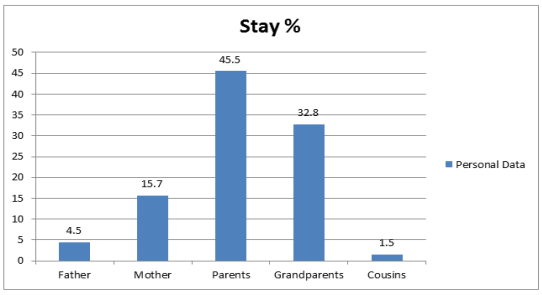

Table 1: Personal data of child.

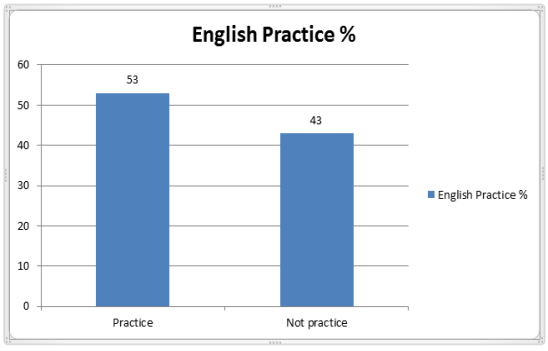

Table 2: English practice for child.

The factors that used in a research werethe questionnaire with divide dataof two parts .They were1)The general data part was about person which answer questionnaire in general data of gender ,age the education , ... , 2) Factors that affect to build the motivation of the children at LoomrakMeklongDaodong high school andDharmautit school.

The second questionnaireswere concerned with family people for 5 level practice, 4 level for friends, 5 level from teacher and 4 level from environment.

RESULTS AND DISCUSSION

The family (parents) advised the child to know the advantage and the importance of Learning English, and Use English-as-a-second-language. (Fries, Charles C.,1945). The parents support and let the childto have foreignerfriends ,to listen some music songs and watch some television programs, or CDs and VCDs. ALL the digital video discs that were in English, Furthermore, the teachers can play for activities in helping children during the second-language-learning processes. (Tabors, Patton O, 1997) they praises when , the child could speak English ,to attend English activitiesfor more language skill , they trained English subjects with the child regularly , to have the activities that encourages English language, such as , learning the some vocabularies , or some English gameswith talking with the child by generallyused English language. The average data for all activities were 3.52.

So, when we pay attention tofocus by English language activities, to listen some music songs and watch some television programs, or CD and VCD. ALL the digital video discsthat inEnglish and encourageLearning English Language, such as , learning the vocabulary was 3.68 with the maximum score, but the lowest one was to tell for the important of Learning English language, the data was 3.28.respectively.

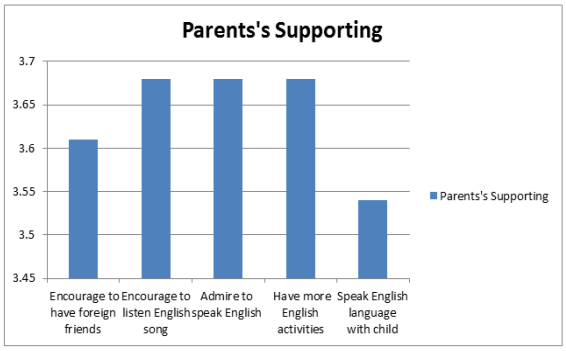

Table 1: Learning English Parents's supporting

The relation and supportingfrom friends in the sense of English learning , the child had studied to cooperate with foreigner friends , to have close students with who liked to study English generally. The average was 3.41. The data showed that high level wasmore related with close friends who liked English was3.55, the data of the child has some friends who liked to study English language was3.49, the child had some foreigner friends was3.19with low level respectively.

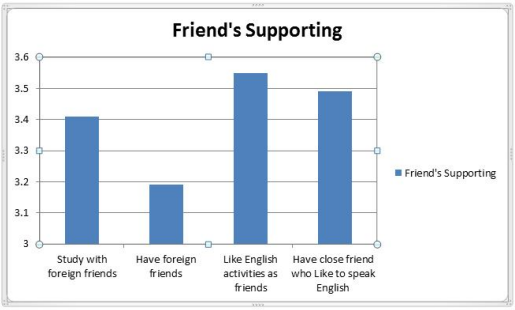

Table 3: Learning English Friend's supporting

The practiced of teacherswith supporting of English learninglanguage ,the teachers had communicated in English with the students by used the English language (Flege. J, 1987)that easily understood and distinct the teachers praise when the students could speak Englishlanguage correctly , the teachers hadmore the activities to encourage English language,such as , to learn vocabularies, writing from some music songs, to do the English language activities which importance all day , example, to have English's Day ,such as Christmas's Day,the teachers encouraged the skill by use English language competition for the students , such as , tell a tales, sing some funny songs and the teachersencouraged the students to listen English language from all media generally , andthey a well balanced combination of theory and practicetoo. (J Moon – 2005).

The average data was 3.55. When we focus of the data, the high score wasthe teachersencourage the students to listen English from all media with the data were 3.65, follow by the teacher has communicate in English with the student by use the language that easily understood and distinct the teachers praised when the students could speak English correctly , the teacher had more the activities to encouraged English, such as , to learn vocabulary, writing from the sound , the activity in important all day , such as have English's Day, example,Christmas's Day, the data by each activities were 3.54respectively.(English as a second language ,p. 95-126) .

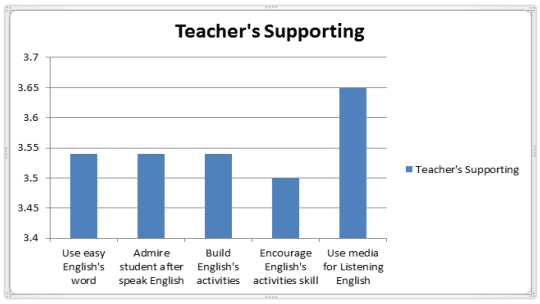

Table 3: Learning English Teacher's supporting

The environment in a classroom which to support learningEnglish language, the period of time studied English , the atmosphere in a classroom , comfortable room, the education within a classroom had the instructional media about English , such as , posters , charts , to have English music songs for the studentsfor listening , the students had pronouncing English in the classroom generally.

The average data was 3.57. When we focusthe high level score wasthe atmosphere in a classroom , comfortable the data was3.69, follow by, the period of time studies English languagewas3.6. andto have English music songs for the studentsto listen were3.57, within a classroom have the instructional media about English language , such as , posters , chartswere 3.51and the students have pronouncing English language in the classroom were 3.47respectively.

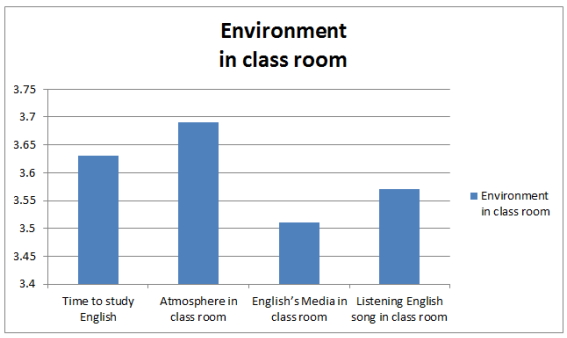

Table 4: Environment in class room

ACKNOWLEDGMENTS

The factors that affect Learning English language of the childhood at the beginning werefamily(parents) with high level follow by friends , teachers, and the environment factors respectively. So, to indicate that parents were theimportant factor to focus in order to improve Learning English language skills with followed by friends and teachers when they were at the school, and the entirely environment factors were the important things thataffectedlearning English language of a child. Furthermore, We should randomly assigned to receive Learning Englishlanguagestrategies training about vocabulary, listening, and speaking tasks for the child too.(J. MICHAEL O'MALLEY,2012).

At above data, we should provide and preparefor all awareness activities in learning English language of many students at thenational level points, but the result come out each year in the sense of English subject, remain in lowstandard level.

So, the focus in family people way, schools, teachersand an institute with high level with related education of the fundamental process for development were the gradual internalization and personalization than was originally a social activity. These are initially for child to be the adult (parents, teachers, etc.) that controls and guides for the child's

activities(C Ribeiro - Psicologia: Reflexão e Crítica, 2003 - SciELOBrasil) and should provide precedence with English language education of The early childhood , because we are AEC (Association of Southeast Asian Nations community) , which , English is very significant to use and communicate with people in AEC.(Dörnyei, Z. 1994)

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