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COMPETENCY-BASED ENGLISH INSTRUCTIONAL MANAGEMENT IN THAI PRIMARY EDUCATION: A SINGLE CASE STUDY OF PLANNING, CLASSROOM IMPLEMENTATION, AND EVALUATION

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Abstract

In Primary Education in Thailand, where instruction is transitioning toward Competency-Based Education (CBE), the instructional management of English language learning is oriented toward memory rather than authentic communication. This study aims to analyze CBE-based instructional management of English language learning at a primary school in Southern Thailand. This qualitative study, employing a single instrumental case study methodology, was limited to a fifth grade English learning program for the duration of one semester. Participants were selected through purposive sampling and involved one curriculum coordinator, two English teachers, and 37 fifth-grade students. Data were collected through semi-structured interviews, structured observations, and document analysis. Data were analyzed using a qualitative thematic analysis model based on the stages of instructional management, which include planning, implementation, and evaluation. Data validity was checked through triangulation of techniques and sources and audit trail. The results of the study indicate that instructional planning has been aligned with competency standards. The implementation is student-centered and supported by collaboration with teachers, media, and pedagogical translanguaging as scaffolding. Evaluation is performed formatively, based on corrective feedback and teacher reflection. This study contributes to enriching the literature on CBE instructional management at the primary school level and provides practical and evaluative references for aligning the English curriculum context of multilingual education in Southern Thailand.

Keywords: Competency Based Education; Instructional Management; English Education; Thailand
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INTRODUCTION

The implementation of a competency-based curriculum (CBE) in primary school English instruction in Thailand faces challenges in pedagogy. English language learning at the primary level focuses on developing communication skills to interact adaptively in various situations. The global challenge in English language instruction is the move towards English as a Lingua Franca (ELF). The indicators of successful ELF are the effectiveness of interaction and the negotiation of meaning to achieve mutual understanding, exceeding the standards expected of native speakers. The relevance of ELF in the context of primary education in Thailand aligns with global linguistic demographics. According to linguistic data, Mandarin has the largest number of native speakers in the world at approximately 940 million, while English tops the list with a total of over 1.4 billion speakers, most of whom are second-language or foreign language learners (Global, 2026). English is used as an international bridge connecting people from diverse backgrounds, cultures, languages, and groups with different native dialects (Hidayat et al., 2026).

Report English Proficiency Index/EF EPI 2025, Thailand placed 116th with a score of 402, categorized as "very low proficiency," below other Southeast Asian countries such as Malaysia (score of 581, categorized as "high") and the Philippines (score of 569, categorized as "high"), with the global top position held by the Dutch with a score of 624, categorized as "very high proficiency" (EF, 2025). The EF EPI data measures English proficiency based on a voluntary online self-assessment test participated in by the adult population, but the proficiency level data remains relevant as an indicator of the macro-sociolinguistic environment in Thailand. The low proficiency level among the adult population reflects limited exposure to English in everyday social interactions. These limitations in the social environment place primary education institutions in a crucial position as the main domain for providing natural language input and structured, contextual language experiences for students.

The Thai government is encouraging a transition in the national curriculum toward strengthening practical, real-life skills through the provision of contextual language experiences. A policy document from the Ministry of Education in Thailand identifies that traditional learning focused on rote memorization needs to be realigned to empower students with 21st-century skills (OBEC, 2022). The need to minimize the gap in the global society has motivated the reform of the instructional framework at the primary education level through the designing of Competency-Based Education (CBE) (Thummaphan et al., 2022). Policy reforms are designed to facilitate more contextual, integrated, and student-centered learning by strengthening students' critical thinking skills and adaptability from an early age.

The main framework of the reform, CBE, is oriented toward developing students' ability to integrate knowledge, skills, and attitudes to achieve learning outcomes that are applicable in real life. Learning based on CBE is designed with consideration for students'

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characteristics and needs, providing opportunities to apply knowledge to real-life situations, and utilizing ongoing evaluation to support the development of students' competencies (Prasansaph, 2025). Basic Education in Thailand integrated the CBE framework into the Basic Education Core Curriculum. English language learning in fifth grade focuses on using the language to communicate information and interact in daily life, such as understanding common expressions, responding with simple sentences to express thoughts and feelings, communicating personal information, and understanding phrases and short sentences. Instruction is categorized as CBE-oriented if it fulfills aspects of planning that align learning objectives, content, and activities with specific competencies, implementation that provides students with opportunities for active and meaningful communication, and evaluation that serves as a benchmark for students' achievement of competencies (OBEC, 2022).

The transition to a competency-based curriculum at the elementary education level in Thailand still faces a gap between policy demands and instructional realities at the school level (Sangwanglao, 2024). Challenges in instructional management, where schools, administrators, and teachers face capacity constraints in managing competency development and assessment (Thummaphan et al., 2022). In English language learning, this gap is reflected in practices that still focus on mastering conventional content and rote memorization, so that the use of language for authentic communication has not yet become a central part of students' learning experiences.

The challenges of instructional management based on CBE are not only related to the existence of policies but also to how competency principles are applied in a multilingual environment involving cross-linguistic influence between Thai as the first language and English (Thumvichit et al., 2026). The influence of cross-linguistic has an impact that depends on the usage. Transfer of language has the potential to trigger phonological and orthographic difficulties due to the structures of both languages (Sucandra et al., 2022). The first language is utilized as a pedagogical strategy through translanguaging to serve as scaffolding for clarifying abstract concepts, bridging vocabulary gaps, and encouraging active interaction in the classroom (Pawapootanon et al., 2025).

Failure to overcome these barriers to English proficiency has the potential to negatively impact students' academic development, lowering their self-confidence and motivation to learn English. The impact is clearly evident in classroom participation, students tend to be passive and rely on their peers, and they lack the initiative to understand the material, resulting in suboptimal learning outcomes (Safitri, Priyanto, and Kartinah 2025). Elementary school education faces the challenge of balancing the demands of the cognitive curriculum with the need to foster student motivation (Kos and Bergner 2026). The pressure to achieve high cognitive scores forces teachers to limit space for meaningful learning activities and ignore student centered approaches. Teachers often give difficult instructions and overly focus on

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linguistic accuracy, creating a gap between students understanding of the material and their actual abilities (Rayn and Deci 2020).

Competency-based English language learning has been advancing rapidly in Southern Thailand. Available are studies that deal with aspects of planning, implementation and evaluation of learning, but these are still limited and isolated from one another. Planning studies have been concerned with documents and administrative policies and not with the real flexibility of adaptation in the classroom (Abdussalam et al., 2026). In terms of implementation, research has successfully mapped classroom interactions and translanguaging practices, but not evaluated how far these activities are aligned with planning and assessment schemes (Mai et al., 2026).As for evaluation, the studies merely mapped implementation challenges and perceived constraints of teachers without analyzing the integration of continuous formative evaluation and monitoring of learning outcomes into classroom instruction (Thumvichit et al., 2026). This piecemeal approach does not consider the unity of the instructional cycle. Without integrated analysis, CBE implementation could be a bureaucratic formality. Therefore, the goal of this study is to combine planning, implementation, evaluation and multilingual practices into one adaptive instructional process.

This study aims to analyze instructional management of CBE-based English language learning in fifth-grade class at a private Islamic primary school in Southern Thailand. The study mapped instructional flow, which includes the planning, implementation, and evaluation stages, and identified factors influencing multilingual classrooms. To achieve these objectives and establish connections between the analytical framework, data collection, and research findings, this study formulates three research questions: (1) how is the instructional planning for fifth-grade English language learning designed and aligned with CBE standards within the Thai curriculum framework; (2) how are active learning design practices implemented in multilingual classrooms, including the use of Thai as a scaffolding language; (3) how the achievement of students' English language competencies is evaluated using established competency standards. This study is expected to provide a comprehensive picture of CBE instructional practices at the primary school level, while also serving as material for pedagogical evaluation and references for curriculum development environments in non-native settings.

METHODS

This study used a single-instrumental case study methodology with a qualitative approach (Creswell & Creswell, 2017) to analyze instructional management, including the planning, implementation, and evaluation of fifth-grade English language instruction based on CBE as the instrument. A private Islamic primary school in Southern Thailand was selected as the location for this study because it applied a CBE-based curriculum in a multilingual environment involving cross-linguistic interactions. The study focused on a single case during

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one semester of documentation and interviews. Field observations were conducted four times, with each 50-minute session to observe practices directly. The researcher acted as a participant observer, teaching practitioner, and observer. Observation data were collected using structured observation sheets, checklists, and field notes taken in situ, reinforced with documentation of photos and videos during interactions and learning activities.

The participants in the study were selected using purposive sampling (Miles et al., 2014), including 1 curriculum coordinator as a management representative to provide insight into curriculum development and implementation, 2 English teachers with direct teaching experience, and 37 students through the inclusion of an entire class to obtain a comprehensive and realistic view of the situation.

This study obtained approval from the institution through written consent from the school principal, responsible for student supervision within the school, in coordination with the curriculum coordinator and the participating teachers. To maintain confidentiality, the researcher has changed the identity of the study location to "a private Islamic primary school in Southern Thailand." The participation of underage students was based on willing verbal consent without pressure, with guarantee of their fully right to refuse without the threat of academic sanctions or changes in how they are treated at school. To protect the privacy of all involved, the informants' identities were disguised using pseudonyms. The confidentiality criteria are presented in Table 1.

Table 1. Informant

No	Informan	Male	Female	Characteristics
1.	Curriculum Coordinator (K-1)	-	1	Holds structural authority in planning, coordinating, and supervising curriculum standards.
2.	English Teachers (GB-1 and GB-2)	-	2	Hold a bachelor's degree in English Education with ≥ 3 years of teaching experience, possess professional academic and pedagogical competencies in implementing the CBE, and are proficient in English.
3.	Students (S-01 to S-37)	18	19	Active students aged 10-11 years with beginner, developing, and high proficiency levels. Thai is their primary language, with exposure to English occurring during formal instruction
Total		40 informant		

The informed data in Table 1 subjects are directly involved in the learning process and the school environment. The selection of informants was based on their relevant roles and experiences in line with the research focus, giving an overview from various perspectives. Informant data served as the basis for determining data sources during data collection, in accordance with the characteristics of the sources and the research needs.

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This study employed qualitative thematic analysis. The analysis process focused on identifying and grouping data codes into the main themes of learning management, planning, implementation, and evaluation. The coding process was applied to observational data, interviews, and document analysis. The documents analyzed included 1 semester plan, 3 lesson plans, 3 teaching materials, 3 worksheets, and 3 lesson reflections, for a total of 13 documents. All documents were coded based on the domains of planning, implementation, and evaluation to test the consistency between interview and observation data to support the evidence of the findings. The relevance of the data obtained in this study is presented in Table 2.

Table 2. Data Collection

Research	Informants	Observation	Documents	Analytic
Planning (P)	K-1, GB-1, GB-2	Pedagogical reasoning and instructional planning	1.Semester plan (SP-01) 2.Lesson plans (LP-01-03) 3.Teaching materials (TM-01-03)	Interview transcripts, observation notes, and planning documents
Implementation (L)	GB-1, GB-2, S-01 to S-37	Classroom management, collaborative interaction, media utilization, and language learning activities	1.Lesson plans (LP-01-03) 2.Teaching materials (TM-01-03) 3. Students worksheets (WS-01-03)	Interview transcripts, field notes, and implementation documents
Evaluation (E)	GB-1, GB-2, S-01 to S-37	Learning assessment students responses, reflection, and follow up actions	1.Students worksheets (WS-01-03) 2.Lesson reflections (LR-01-03)	Interview transcripts, observation notes, and evaluation documents.

In Table 2, interview data were used to obtain information about planning, implementation, and evaluation. Observational data to watch learning practices and student responses during the instructional process, and document analysis, were used to verify the findings. All data sources were analyzed to identify consistency in the data triangulation process.

Interview data collection was conducted using an adaptive multilingual approach based on the informants' linguistic realities. Individual interviews, duration ±60 minutes, were conducted with the curriculum coordinator and two English teachers using a combination of English and Malay. Interviews with students were conducted through small-group discussions

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lasting ±20 minutes, involving six students with varying skill level, from beginner to advanced, using Thai as the main language with English inserts to confirm their understanding and learning experiences. To resolve language barriers and maintain the authenticity of meaning, the researcher utilized a translation app and was accompanied by an English teacher to facilitate clarification. All interview recordings were transcribed verbatim in the source language and then translated into English for manuscript drafting. Equivalence of meaning was ensured through the use of both languages. Interview results were compared with observation notes and other documents to verify the consistency of the findings.

As an external cross-cultural researcher, a reflective journal was used to control for subjective bias and verify the authenticity of the local language facilitators' meaning. Qualitative analysis was conducted by coding and categorizing three main themes of learning management, including planning, implementation, and evaluation. This study examined the validity of the data using credibility criteria established through methodological triangulation by comparing the results of interviews, observations, and document analysis, and source triangulation between informants. This study involved peer debriefing with qualitative researchers to validate and review the results of the analysis. Dependability was ensured through the audit trail of data. Confirmability was ensured by retaining all transcripts, field notes, and coding sheets for traceability. Transferability was ensured by presenting the research context, including school characteristics, informants, English language learning, and classroom conditions.

RESULTS

This case study describes the planning, implementation, and evaluation of fifth-grade English language instruction at a private Islamic primary school in Southern Thailand. Result of an interview with K-1 stated that "Competency-Based Education (CBE) has been implemented in this school since 2024", the statement was supported by the operational curriculum document from 2024, which was aligned with the national policy framework of the Thai Ministry of Education. The school applied a multilingual environment, where Thai and Malay were actively used in daily social interactions. The research findings indicate that teachers have integrated the three instructional stages of planning (P), implementation (L), and evaluation (E). Field data show that the use of the mother tongue is still the primary choice in students' communication. Assessment documents reveal that 20 out of 37 students still respond to English instructions using Thai, which indicates a linguistic challenge in English proficiency.

Planning

Teachers organize the planning stage using structured instructional materials as a form of accountability to the school. "The planning stage requires the preparation of a semester plan, lesson plans, and lesson reflections" (GB-1). All instructional documents are systematically organized according to standard templates established by the school to serve as operational

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guidelines for maintaining consistency in classroom management. Evidence of instructional planning documents is presented in Table 3.

Table 3. Instructional Planning

Component	Definition & Scope	Core	Evidence
Semester Plan	Strategic academic plan for one semester (18 weeks/sessions)	Time allocation, learning topics, warm up activities, assignments, assessment instruments, and evaluation criteria.	"At the beginning of each semester, teachers must submit a semester plan and lesson plan. These documents serve as a guide for competency goals" (K-1).
Lesson Plan	Operational teaching guide for 1-3 classroom sessions	Competency-Based Education (CBE) targets (cognitive, psychomotor, and affective domains), time allocation, and instructional sequence (introduce, stimulate, learn, conclude, apply)	"At the end of the lesson, students are able to talk about their daily activity using simple vocabulary with confidence and responsibility" Topic "My Day" (LP-01).
Teaching Material	Instructional resources and supporting media utilized during the teaching process	Planned concrete and visual learning media (e.g., analog clock models, flashcards, etc.)	"Using visual materials is useful for helping students understand the meaning of vocabulary words before constructing sentences" (GB-2).
Lesson Reflection	Post-instructional evaluation and analytical assessment	Evaluate the process, student responses and enthusiasm, mastery of the material, and any instructional obstacles that arise.	"Most of the students had great enthusiasm… some of students had difficulty memorizing vocabulary words related to wild animals such as 'tiger' and 'lion" Topik dokumen "Wild Animals" (LR-01).

The data in Table 3 show that the four instruments have different scopes and temporal functions but are systematically interrelated with the principles of CBE. Achievement of student competencies is designed in a gradual, measurable manner and evaluated on an continuous basis. Teachers create adaptive lesson plans that prioritize an interactive approach through the selection of varied methods, models, and media. "I searched for learning resources on digital platforms such as YouTube, TikTok, and Instagram to create a varied and enjoyable learning experience, while also adjusting to students' developmental characteristics and learning preferences when creating lesson plans" (GB-2). Teachers design student engagement through various contextual learning activities, "such as singing, English songs, playing English games,

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discussions, collaboration, speaking, reading, or listening" (GB-1). The data proves that learning planning at this school has integrated CBE principles, including establishing competency targets, designing interactive activities, and providing reflective evaluation to support students' English proficiency.

Implementation

The implementation phase of English language learning focuses on fulfilling the semester plan targets designed for student-centered learning. Teachers act as facilitators through interactive communication to support the development of students' linguistic competencies, including through the use of flashcards. Integrated learning methods include videos, audio, concrete objects, and adaptive flashcards appropriate to the lesson material. The implementation process is supported by adequate school facilities, including digital televisions, textbooks, projectors, and printers to support teachers' creativity.

Class management involves collaboration between the teacher and teaching assistants to manage the class, such as addressing distractions, comforting students crying, or conflicts between students. While teaching, the teacher applied a bilingual approach, translated into Thai to ensure a clear understanding of the material. Each teaching and learning session lasted 50 minutes, which was divided into three parts: the introduction, the main activity, and the conclusion. The flow of the process is shown in Table 4.

Table 4. Implementation

Phase	Learning Activities	Observation Notes & Actions
Introduction	The teacher opens the class, conducts a mandatory 5 minutes apperception, facilitates an ice breaking activity, and communicates the learning objectives.	Students demonstrate discipline, sitting quietly and responding promptly to attendance checks and teacher instructions.
Core Implementation	Interactive learning (utilizing mini-lectures, discussions, dialogues, role plays, educational games, and visual media) encompassing: 1.Listening: Listening to audio trackes and song. 2.Speaking: Imitating audio prompts or reciting sentences. 3.Writing: Rewriting vocabulary words. 4. Reading: Reading short text passages.	Students encounter difficulties in accurately writing and pronouncing English vocabulary. Pronounciation errors primarily occur with word final consonants, such as articulating "milk" as "miw" Follow up: The teacher provides immediate corrective feedback by offering explicit spelling and pronunciation corrections.
Competency Mastery	Brief formative assessments conducted at the end of each unit to	Students struggle with task instruction comprehension: "I often get confused when I read the instructions on a problem, so

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Phase	Learning Activities	Observation Notes & Actions
	evaluate students' oral and written accuracy directly in class.	I don't know what to do first" (S-01). They also express frustration regarding the vocabulary load: "The vocabulary is too many to pronounce, and even harder to memorize, so I don't want to learn it" (S-09). Follow up: The teacher offers instructional translation support and periodic motivation.
Closure	The teacher and students collaboratively summarize the lesson, followed by vocabulary pronunciation drills.	Instructional reflection is conducted to reinforce students' retention of the learned material.

Based on Table 4, classroom instruction faces obstacles such as limited basic vocabulary, difficulty reading question instructions, discrepancies between the pronunciation and spelling of words, and continued use of Thai as the main language of communication. These conditions are consistent with the teachers' observations and assessments regarding student interactions and responses during English language learning, as shown in Table 5 below.

Table 5. Student Interaction and Responses

Category	Criteria	Interaction	Behavioral Attitude	Teacher's response
Advanced (high vocabulary) 17 Students	Able to understand spoken instructions without translation.	Actively responds to instructions in English and initiates simple interactions.	Demonstrates a confident, enthusiastic, and expressive attitude.	Provides reinforcement and assign peer tutoring roles.
Developing (common vocabulary) 11 Students	Understands instructions with the help of translation into their native language.	Uses a combination of English and Thai when asking and answering questions.	Shows hesitation when speaking, yet continues to make an effort	Provides language guidance, utilizes visual media, and offers step by step translation.
Beginner (limited vocabulary) 9 Students	Requires gestures/visuals to understand messages, with limited spoken responses (e.g., "Yes/No").	Responds minimally or mimics peers' response patterns during interactions.	Remains passive when prompted to respond.	Simplifies questions and checks for clarification to ensure student comprehension.

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The data in Table 5 show that students' vocabulary influences their level of initiative in oral communication in the classroom. The high proficiency group was able to respond directly to oral instructions in English, while the developing and beginner groups still required translation into Thai. The purpose of this grouping was to identify the pedagogical support needed by each group.

Teachers and assistant teachers use a combination of English and Thai to present the learning material. One example of a bilingual interaction recorded during classroom observations is as follows:

(GB-1) : "Today we're learning about 'Daily Routine.' What do you do in the morning? *อาหารเช้า (ahahrn chao)* or washing hands?"
Students: "*อาหารเช้า (ahahrn chao)*, eat breakfast!" (*students answer in unison*)
(GB-1) : "Great! 'Eat breakfast.' Repeat after me: I eat breakfast in the morning."

In bilingual interactions, teachers insert Thai phrases between English instructions to help students understand the meaning of local vocabulary with the target language, while ensuring the instructions are fully understood.. The application of this strategy is based on the challenges of limited vocabulary, the powerful influence of the mother tongue, and language anxiety when students pronounce or spell English words. This anxiety is evident in the statement of one student: "I'm afraid to speak English because my pronunciation is wrong and my friends laugh" (S-03). This situation impacts on a decrease in student engagement and responsiveness during the learning process. The teacher utilizes the translanguaging strategy of scaffolding understanding to resolve the issues by ensuring that students' responses are not just formalities.

Evaluation

The evaluation process focuses on the achievement of speaking and writing competencies. Summative evaluation is conducted at the end of each topic, as middle-term exams, and as final-term exams. Formative evaluation is conducted through corrective feedback on pronunciation and direct interactive question-and-answer sessions. The initial formative results showed that students were struggling, as evidenced by their low response rates and inconsistent answers. Through review of the material in subsequent sessions, students began to provide more accurate responses. This was based on classroom observations conducted in collaboration with the teacher. Students who initially spoke in fragmented sentences, such as "I… sleep… late?", began to use more accurate, structured sentences, such as "I go to sleep at nine o'clock." The teacher used reflection sheets to analyze challenges and identify barriers occurring in the classroom. These reflection notes will be used as the basis for evaluating, modifying, and improving future lesson plans.

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DISCUSSION

Instructional practices for English language learning based on Competency-Based Education (CBE) are explicitly realized through the alignment of each stage of the learning process, which includes planning, implementation, and evaluation, as presented in Table 6.

Table 6. Learning Mapping

Stage	Field Practice	CBE Criteria	Alignment
Planning	Teaching module design estabilishes specific performance indicators (e.g., oral instruction responses and contextual vocabulary mastery, rather than textbook completion.	Clear, measurable, and mastery based competencies and performance indicators.	Aligned
Implementation	Utilization of interactive media and communicative activities as pedagogical scaffolding to build performative skills and mitigate language anxiety.	Student centered active learning oriented toward performative skills (OBEC, 2022).	Partially Alligned (Adjustments for individual learning pace remain constrained by collective class schedules).
Evaluation	Criterion referenced assessment and progressive performance observation, going beyond sole reliance on written diagnostic tests.	Criterion referenced assessment measuring the progressive demonstration of authentic competency mastery.	Aligned

In Table 6, the English language learning process focuses not only on mastering theoretical material but also on developing language proficiency through interactive media and contextual activities. The mapping of the planning, implementation, and evaluation stages not only fulfills the administrative aspects of the curriculum but also facilitates English language proficiency that is measurable and fulfills realistic criteria. The use of contextual media serves as pedagogical scaffolding that connects theory with reality. A teaching structure that is organized and communicative supports students' initial cognitive understanding through affective engagement and practice in real-world communication skills (Sipahutar & Harahap, 2025).

Teachers organize the planning stages by considering students' characteristics of readiness and learning needs. Schools have standard templates that include a mapping of content, activities, and student characteristics. Planning is not directed solely toward administration, but involves pedagogical adaptation. Young learners have diverse learning

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needs. The use concrete, contextual, and relevant activities aims to help students connect new knowledge with their prior experiences by reducing the cognitive load involved in understanding the material (Nakanishi & Takeuchi, 2026). The quality of planning is determined by the teacher's ability to adjust their instructional support to the students' learning context.

The use of translanguaging strategies in classroom interactions functions as a pedagogical framework to reduce cognitive load and minimize psychological barriers during the English language learning process (Putra et al., 2025). Through the use of the native language, teachers and teaching assistants facilitate the delivery of instructions, check understanding, and build students' confidence to actively participate in communicative activities. The native language serves as a phonological guide and a representation of temporary meaning when students face grammatical challenges or script transitions. The application of translanguaging brings pedagogical tension to the achievement of independent English proficiency. The challenge of transitioning from the Thai script to the English alphabet makes the native language an inevitably initial reference point for understanding the structure of the target language (Chang, 2019). This situation indicates the potential for linguistic dependence if not managed properly, thus requiring systematic scaffolding to gradually reduce this reliance. The use of the native language should not be treated as a permanent bridge but rather as a means to provide students with the space to independently construct their understanding and skills in English.

As a concrete effort to bridge linguistic barriers and enhance student engagement, teachers utilize flashcards with representative visual designs. The use of picture cards helps attract attention, facilitates vocabulary development, and reinforces conceptual understanding during the learning process (GoThai.io, 2025). The direct communicative feedback provided by teachers when using visual cards helps maintain focus and enhances students' memory retention of new vocabulary (Serfaty & Serrano, 2020). Teachers use the visual elements of the picture cards to demonstrate word meanings and structures, while teaching assistants support small groups to ensure that students' attention and understanding are maintained evenly across the class. The combination of triggers and contextual cues reinforces the formation of new knowledge in students. The synergy between interactive media and collaborative classroom management facilitates a smooth instructional flow without compromising students' understanding.

The limited time allocated for formal learning in this school during each session poses challenges in optimally facilitating the development of students' productive language skills. The limited duration pushes teachers to prioritize meeting daily curriculum targets, thereby shifting the focus away from in-depth interactive language practice. Articulative spaces such as role-play and storytelling become limited or cannot be fully completed by each group of students (Cai et al., 2026). In the context of learning at the research site, the duration of class time is insufficient to facilitate students' transition from passive communication responses to active speaking

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competence if it is only based on in-class interactions (Sriwichai et al., 2026). Teachers and teaching assistants address this issue by encouraging students' independent learning outside of school hours through digital media and assignments to support language exposure.

The evaluation process uses both formative and summative evaluations. The formative stage focuses on identifying conceptual difficulties and inconsistencies in answers, and through retention or repetition of the material, students are able to understand the material. Retention of topics indicates that formative evaluation instruments are ideal as diagnostic tools without the pressure of rigid grading. Repetition of material topics based on daily feedback can reduce students' language anxiety (Sugandi et al., 2026). The result of student assessments are used by teachers as feedback and for reflection to improve the quality of teaching and learning practices in the classroom (Adri, 2023). Formative evaluation results are converted into summative evaluations teachers are required to provide remedial instruction to help students catch up on their language skills before final assessments. Schools must authorize teachers to have full flexibility to conduct material review sessions if formative evaluation targets have not been achieved.

This case study provides a comprehensive overview of instructional management in English language learning at the primary school level, including the planning, implementation, and evaluation stages. The implementation of CBE in the field often faces challenges such as limitations in class hours, the need for translanguaging, and variations in students' affective readiness and participation levels. The success of CBE does not depend on strict adherence to the curriculum as a whole, but rather on teachers' adaptive ability to align competency requirements with students' linguistic and psychological realities.

This study has methodological limitations, such as the use of a single-case study design at one elementary school in Southern Thailand involving two teachers, one curriculum coordinator, and fifth-grade students, which makes the findings specific and not directly generalizable to educational ecosystems with different sociocultural characteristics. One semester of observation potentially did not capture the full range of classroom interactions and could have been subject to an observer effect, in which teachers and students might have adjusted their behavior during the observation process. This study focuses on the analysis of instructional processes and meanings without evaluating language achievement through standardized quantitative tests. The position of the researcher as an observer and practitioner involved in the school environment requires deep reflexivity to maintain objectivity and ensure accurate data interpretation. The limitations identified in this study open the door for future research to expand the diversity of research backgrounds and integrate a wider variety of research instruments.

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CONCLUSION

English language learning based on CBE at a private Islamic primary school in Southern Thailand is reflected through the integration of adaptive planning, implementation, and evaluation. During the planning stage, teachers create lesson designs that are responsive to student characteristics by constructing contextual activities focused on achieving specific performance indicators and reducing students' cognitive processing load. The participation of teachers and teaching assistants during the implementation stage is manifested in the management of varied communicative activities. The use of visual media such as flashcards and the application of translanguaging strategies serve as pedagogical bridges to reduce anxiety, facilitate language use, clear up early conceptual understanding, and build students' confidence in interacting. The use of the native language in translanguaging as temporary scaffolding needs to be gradually reduced to encourage student independence. The evaluation stage combines formative and summative assessments by conducting structured review of the material to observe students' conceptual understanding and linguistic performance.

AUTHOR CONTRIBUTION

The first author was responsible for designing the research framework, collecting the primary data, analyzing the qualitative data, and drafting the initial manuscript. The second and third authors acted as research guides, giving methodological guidance, supervising the research process, validating the findings, and critically reviewing the manuscript. The fourth author contributed directly by facilitating the research process and data collection at the research site. All authors declare that there are no conflicts of interest, whether financial, personal, or academic, that have influenced the conduct of the research, the analysis of the data, or the publication of this article.

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