ABSTRACT

The study on A Critical Study of English Language Teaching in Higher Secondary Schools in Thailand attempts to study objectively the status of English Language Teaching in Thailand, particularly in Ubon Ratchathani, the northeastern part of Thailand. The study attempts to evaluate the English Language Teaching Programme in Thailand with special reference to the objectives of teaching English as defined by the Government of Thailand. It attempts to test the hypothesis that the present syllabus consisting of books 4, 5 & 6 in the ECW (English for Changing World) series is an adequate document for teaching learning of English in Thailand. The sample of selected students, however, represents a fairly comprehensive sample of male and female students from urban, semi-urban and rural areas. The students have studied English as a compulsory foreign language for one full academic year of two consecutive semesters of nearly four months each. They come from different governmental schools where Thai is the only medium of instruction and the official language of the country as well. The research intends to find out the English language learners performance in listening, communicative speaking, reading comprehension as well as guided and free composition. Moreover, it aims at finding the extent of influence the Mother Tongue (MT, SL, L1) has in the writing process. The study aims at suggesting measures to reduce the errors and to get the English Language Teaching and learning situation move in a desirable direction.

The dissertation is divided into Five Chapters of miscellaneous lengths which are as follows:

Chapter I: Introduction: Thailand

This chapter is of four sections. Section one describes the location, geography, climate, population, government, language, religion and modern monarchy of Thailand whereas the section two traces the history of Thailand
in the past and also outlook of Thailand at present as well as its literature. *Section three* discusses the education in Thailand briefly from the primary level and secondary level up to higher level. *Section four* discusses the role of English language in the world, the history of English language teaching in Thailand and also the status of English language in Thailand at present.

**Chapter II: Methods and Approaches of English Language Teaching**

This chapter is of *five sections*. *Section one* discusses briefly about the perspectives of the methods and approaches of English language teaching. The implicit language learning such as the direct method, the communicative approach and the natural approach are described as well as the explicit language learning the grammar translation method, audio-lingual method and the structural approach are described. The eclectic approach is also discussed. Moreover, the reasons of need of second language teaching, nature of language and language learning, general principles of second language learning and teaching of four skills are also discussed. *Section two* deals with a typology of learning strategies. *Section three* shows the language nature and learning of a language. *Section four* attempts to define the aims and objectives of teaching of English in Thailand. The aims of English language teaching in the national syllabuses including upper primary schools and lower and higher secondary schools are given. Finally, *section five* offers the objectives of the teaching of English in classes 10, 11 and 12. The hypothesis of the research is also given at the end of the chapter.

**Chapter III: Design of The Research**

This chapter gives details about the aims, procedures and scheme of the research work which was undertaken by the researcher. The research is aimed at studying objectively the present English Language Teaching (E.L.T) situation in Ubon Ratchathani province in the northeastern part of Thailand. The researcher decided to investigate into the prevailing conditions in the Higher Secondary Schools, Mathayom 4, 5 & 6, (10th, 11th & 12th Standard
class). These are the stages where foundation of any second or foreign language is laid on.

Objectives of the Study:

The researcher proceeded with the following objectives:

1. To study the teachers’ academic and professional qualifications.
2. To study the objectives of teaching English at the higher secondary school level.
3. To investigate the following parts;
   a) Curriculum
   b) Teaching Material
   c) Content of English subject
   d) Learning-teaching activities and
   e) The evaluation.

Such data might make it possible to answer with some more confidence such questions as:

1) Does the course teach it?
2) Does the course teach it properly?
3) Is the system of evaluation adequate to judge whether the students have achieved it or not?
4) Is the methodology given in the textbook including the teachers’ manual adequate?

Population

In order to eliminate the effect of extraneous variables such as the differences in education, syllabus pattern, medium of instruction and in order to have a homogenous sample, it was decided to select Government Schools, all 10th 11th and 12th standard classes, in Ubon Ratchathani province for the study. Thus, the schools, heads of schools, teachers and students of Ubon Ratchathani province of Thailand formed the population.
Sample

The sampling in this study was based on stratified random sampling of heads of schools, teachers and students population of the Higher Secondary levels of schools in Ubon Ratchathani province of Thailand. The survey represented various parts of the province on the basis of representative random sampling.

Preparation of Tools

The present research was based on Survey method as well as Library or Historical method. For the former one, the following tools were employed to accomplish it:

1. Questionnaires for Teachers of English of Higher Secondary Schools (10\textsuperscript{th}, 11\textsuperscript{th} & 12\textsuperscript{th} Standard Class).
2. Tests in English for the Higher Secondary Schools students (10\textsuperscript{th}, 11\textsuperscript{th} & 12\textsuperscript{th} Standard Class).

Administration of Questionnaires

On the basis of the stratified random sampling adopted in the study, the questionnaires were administered in various schools in different parts of Ubon Ratchathani province of Thailand. Questionnaires were administered by personal contact, postal services and with arrangement of visiting educators and the rate of responses in general was adequate for the purpose of the survey. The researcher received responses from one hundred teachers of English of higher secondary level from all over the area covered in Ubon Ratchathani province.

Administration of Tests

Since the purpose of the tests was to get the real features of English Language Teaching situation, it required a representative sample. Various places in Ubon Ratchathani province were selected for the administration of the tests. The tests were administered in ten schools of each class and in various places in Ubon Ratchathani province. The tests were administered
on 150 students from 10th standard class, 150 students from 11th standard class and 150 students from 12th standard class as well. The number of the students from three classes was considered adequate for the purpose of the study. This chapter also points out the limitations of the research. All these have been discussed in detail in this chapter.

Chapter IV: Analysis of Data

This chapter deals with the analysis of the questionnaires of higher secondary schools teachers as well as the tests administered to students of higher secondary schools (10th, 11th & 12th standard class). The real features about the English Language Teaching situation in Ubon Ratchathani province were inferred.

Chapter V: Conclusion and Suggestions

In this chapter the conclusion is shown on the basis of the data analysis, interpretation and findings. However the aims which were formed in the beginning have been clearly sustained by the findings of the research such as the problems revealed regarding the teachers’ academic and professional qualifications, the aims and objectives of English language teaching at the higher secondary school level, the investigation on curriculum teaching material content of English subject learning-teaching activities and the evaluation, and the extent of availability of provisions necessary for effective teaching of English. However, the poor performance of students in the tests supplemented the findings of the survey of English language teaching. The researcher concluded that in such ELT situation good teaching and learning of English are still not achievable in some aspects. Various suggestions for the improvement of English language teaching have been offered. Moreover, this chapter also provides suggestions for further research.