CHAPTER II

EDUCATIONAL DEVELOPMENT AND ENGLISH LANGUAGE TEACHING IN THAILAND

2.1 Preview

This chapter is divided into three main parts of discussions. Part A focuses on the history of educational development and English language teaching in Thailand. The headings are mainly on an outline of Thai education development and structure of educational system. Second part (Part B) deals with history of English language teaching, English language teaching methodologies and historical background of English language teaching as a foreign language (TEFL) in Thailand including the current policy on teaching of English language. Part C focuses on English language teaching as described in the syllabus structure at Naresuan University, Phayao Campus, Thailand.

2.2 Part A: A history of the educational development in Thailand

The first part of this chapter focuses on a history of educational development and English language teaching in Thailand. According to Thai history, Buddhism has played the key role in Thai society as far as the education and a centre of learning are concerned. Temples became the educational centre education of both secular and religious studies. From very beginning, this traditional education was started in Buddhist monastery, palace, and the family through the modernized education. Based on the history of education development, the related data has been clearly given by the Office of the National Education Commission, Office of the Prime Minister, Thailand (1999 -2000).
Table 2.1 The Development of Education in Thailand

<table>
<thead>
<tr>
<th>Period</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Traditional education</strong></td>
<td>1220 -1868</td>
</tr>
<tr>
<td>2. Foundation of formal education</td>
<td>1850</td>
</tr>
<tr>
<td>- Missionary impact</td>
<td>1868</td>
</tr>
<tr>
<td>- King Chulalongkorn’s determination to launch educational reform</td>
<td>1884</td>
</tr>
<tr>
<td>- The first public school for the commoners established</td>
<td>1898</td>
</tr>
<tr>
<td>- The 1st National Plan</td>
<td>1913</td>
</tr>
<tr>
<td>- A new educational system formulated pursuant to the new Education Plan</td>
<td>1917</td>
</tr>
<tr>
<td>- The first university in Thailand established</td>
<td>1918</td>
</tr>
<tr>
<td>- The Private School Act Promulgated</td>
<td>1921</td>
</tr>
<tr>
<td>- A law on compulsory primary education issued</td>
<td>1932</td>
</tr>
<tr>
<td>3. Modernized education for national development</td>
<td>1936</td>
</tr>
<tr>
<td>- Compulsory education increased to six years</td>
<td>1951</td>
</tr>
<tr>
<td>- The National Scheme of Education dividing the educational system into general and vocational streams</td>
<td>1952</td>
</tr>
<tr>
<td>- The National Scheme of Education promulgated starting educational development as the prime concern of the government</td>
<td>1960</td>
</tr>
<tr>
<td>- Establishment of the Office of the National Educational Council later named as the Office of the National Education Commission</td>
<td>1960</td>
</tr>
<tr>
<td>- The National Scheme of Education promulgated as the long term policy framework</td>
<td>1961</td>
</tr>
<tr>
<td>- Under the 1960 National Scheme of Education (1960-1976), three five-year educational development plans promulgated to support manpower needed for growing economy</td>
<td>1961</td>
</tr>
<tr>
<td>- The 1st National Economic and Social Development Plan (1961-1996) formulated</td>
<td>1977</td>
</tr>
<tr>
<td>- Under 1977 National Scheme of Education (1977-1991), three five-year educational development plans (the 4th, the 5th and the 6th National Education Development Plans) and policy agenda began to widen its scope to address poverty and inequality issues</td>
<td>1992</td>
</tr>
<tr>
<td>4. The new period of national education</td>
<td>1999</td>
</tr>
<tr>
<td>- The 8th National Education Development Plan (1997-2001) aimed at preparing Thai people to cope with a rapidly changing world in the 21st century strongly emphasizing that education system should facilitate the country’s development process towards self-reliance, sustainability, and enhance global competitiveness</td>
<td>1999</td>
</tr>
<tr>
<td>- National Education Act</td>
<td></td>
</tr>
</tbody>
</table>

*Source:* The Office of the National Education Commission, Office of the Prime Minister, Thailand (1999 -2000)
With regard to period of development, Thai educational development is divided into four distinct periods, traditional education, the foundation of formal education, modernized education for national development, and the new period of national education. (See Table 2.1)

2.2.1 The Thai educational development

Based on four distinct periods of the development of Thai education, this section devotes a brief account of the educational systems. According to the Office of the Education Council (OEC) (2004), in the present educational system, various types and methods of learning are offered to learners regardless of their economic, social and cultural backgrounds. Access to all types and levels of education as well as the transfer of learning outcomes and validation of experience have made lifelong learning possible for all Thai people and thus help transform Thailand into a learning society.

Thai education is classified into three types: 1) formal education; 2) non-formal education; and 3) informal education. In this study, the brief account of the said educational system is summarized and presented below. (Also see figure 2.3)

2.2.2 The educational system in Thailand

2.2.2.1 Formal education

Formal education specifies the aims, methods, curricular, duration, and assessment and evaluation condition to its completion. Through both public and private bodies, formal education services are provided to those inside the school system, i.e. early childhood development institutions and schools. It is divided into two levels: basic education and higher education.

2.2.2.2 Basic Education

Basic education is provided before higher education covering pre-primary,
6 years of primary education, 3 years of lower secondary education, and 3 years of upper secondary education.

a) The Primary Level

The primary level is divided into two levels; Pre-school education and Primary education. Pre-school education is provided for three to five year old children to encourage the harmonious physical, intellectual, emotional and social development of children prior to formal education. (Daroon, 2003, p.12) It is important to note that this system is optional, the private institutions can come to organize and manage the pre-school education as well side by side the state sector in Thailand.

At primary education the emphasis is on teaching of literacy, numeracy, communication skills and ability relevant to future occupational roles. Moreover, this educational level become compulsory for children aged between six and eleven years and also the government funds fully this level.

The main objective of this system is to provide learning experiences in five areas namely; basic skill development, life experience, character development, worked-oriented education and special experiences. There is certain flexibility for students who are from different background in different regions to adapt national curriculum.

b) Secondary Level

At the secondary education, there are two levels: low level and upper level. Each period comprises three years. The lower level aims to develop learner’s intellect, ethics and basic skills. In addition to this, the learners will also be given an opportunity to explore their own interests and aptitudes via both academic and
vocational subjects. The upper level emphasizes the appropriate academic and vocational knowledge and skills relevant to the interests and aptitudes of learners.

Figure 2.1 Objectives and Policy Guidelines of the National Education Plan

<table>
<thead>
<tr>
<th>All-round and Balanced human Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing all people to have access to learning;</td>
</tr>
<tr>
<td>2. Learning reform for the benefit of learners;</td>
</tr>
<tr>
<td>3. Inculcating and strengthening morality, integrity, ethics, and desirable values and characteristics;</td>
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</table>

<table>
<thead>
<tr>
<th>3 Objectives</th>
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</thead>
<tbody>
<tr>
<td>Building a society of morality, wisdom and learning</td>
</tr>
<tr>
<td>5. Developing a learning society to create knowledge, cognition, the good behavior and integrity of the people;</td>
</tr>
<tr>
<td>6. Promotion of research and development to increase the knowledge and learning of Thai people and Thai society;</td>
</tr>
<tr>
<td>7. Creation, application and dissemination of knowledge and learning;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development of social environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Promotion and creation of social and cultural capital limitation;</td>
</tr>
<tr>
<td>9. Limitation, decrease and elimination of structural problems for social justice;</td>
</tr>
<tr>
<td>10. Development of technologies for education; and</td>
</tr>
<tr>
<td>11. Systematisation of resources and investment for education, religion, art and culture.</td>
</tr>
</tbody>
</table>

Based on the principles and guidelines provided by the 1997 Constitution and the National Education Act, it is hoped that the National Education Plan will 1) lead to a knowledge-based economy and society; 2) promote continuous learning; 3) involve all segments of society in designing and decision-making concerning public activities. It is also expected that the National Education Plan will empower Thai people so that they will be able to adjust to world trends and events while maintaining their Thai identity as well as to develop desirable characteristics including virtue, competency, happiness and self-reliance.
OEC (2004) states that Basic education is provided by the following institutions:

*Early childhood development institutions* i.e. childcare centres, child development centres, initial care centres for disabled children or those with special needs and early childhood development centres operated by religious institutions or by other agencies.

*Schools* such as state schools, private schools, and those under the jurisdiction of Buddhist or other religious institutions; and

*Learning centres* i.e. those organized by non-formal educational agencies, individuals, families, communities, community organizations, local administration organizations, private organizations, professional bodies, religious institutions, enterprises, hospitals, medical institutions, welfare institutions and other social institutions.

Previously covering only 6 years of primary education, *compulsory education* has been extended to 9 years covering 6 years of primary education and 3 years of lower secondary education as stipulated in Chapter 3 of the *1999 National Education Act*. This requires children at the age of 7 to enroll in basic education institutions until the age of 16 except for those who have already completed grade 9.

c) **Higher Education**

The higher education is the last level of formal education and it deals with the full development of human intellect and the advancement of knowledge and technology. Higher education is provided at universities, institutions, colleges or other types of institutions. It is divided into two levels: associate degree and degree levels.
- **Associate’s Degree or Diploma Level**

  Higher education at associate’s degree or diploma level is mainly offered by colleges and institutions i.e. *Rajabhat Universities, Rajamangala Institute of Technology*, state and private vocational colleges, as well as colleges of physical education, dramatic arts and fine arts. The majority of courses offered are related to vocational and teacher education which require two years of study. In short, lower than bachelor’s degree level aims to promote learners’ knowledge and vocational skills at middle level. According to classification of higher level, there are three levels; lower than bachelor’s degree level, bachelor’s degree level, and postgraduate level.

  The study programmes require 2 years of study for students who have completed diploma courses, and 4-6 years of study for those finishing upper secondary education or equivalent courses. The first professional qualification is a bachelor’s degree obtained after four years of study. In the fields of architecture, painting, sculpture, graphic arts, and pharmacy, five years of study are required for a bachelor’s degree. The fields of medicine, dentistry, and veterinary science require six years of study. In some of these professions, additional study is required before professional qualifications, allowing the candidate to practice in his or her field, are awarded. Advanced studies of at least one but generally two years, combined with a thesis, lead to the award of a master’s degree. A doctorate is awarded in some fields and requires additional three years of study following a master’s degree. (OEC, 2004, pp.21-23)

  Bachelor’s degree level aims to promote learners’ higher level of knowledge and skills in various disciplines. Postgraduate level aims to promote learners’ specialized knowledge and skills; to strive for academic progress and excellence, especially in studies, research and development of knowledge and technology.
Naresuan University where this experimental study is held is one of the state universities. Currently, there are 78 state universities, 68 private universities and colleges in Thailand. In addition, there are 18 community colleges, 44 nursing colleges under the Ministry of Public Health. Besides, there are two international higher education institutes which are under international agreement and cooperation (not under the Ministry of Education of Thailand). (Commission on Higher Education, 2008).

In addition, the provision of formal education mentioned above can be classified into the following types:

1. Special and Welfare Education
2. Vocational Education
3. Special Vocational Education
4. Education for Ecclesiastics
5. Specialized Education includes Curricula for the production of professional soldiers and police, Curricula for specific technicians for training military technicians to work in the Armed Forces, Irrigation College, Railway Technical School, etc., Medical science curricula, Curricula for other specific purposes such as the Merchant Marine Training Centre, Cooperatives School, Postal School and Civil Aviation Training Centre, etc.

2.2.2.3 Non-formal Education

Non-formal education services are provided by both public and private bodies to those outside the school system, i.e. early childhood population, school-age population who have missed formal schooling and over-school-age population:

1. Provision of Non-Formal Education for Pre-School Children
2. Provision of Fundamental Education for Literacy
(3) Provision of General Non-Formal Education
(4) Vocational Non-Formal Education
(5) Quality of Life Improvement Activities

2.2.2.4 Informal Education

Informal education enables learners to learn by themselves according to their interests, potential, readiness and the opportunities available from individuals, society, environment, media or other sources of knowledge from informal education programmes provided by libraries, museums and science/technology centres, etc. as well as by mass media i.e. radio, television, newspapers and magazines, etc. informal education programmes of community learning networks i.e. community learning centres, village reading centres, sub-district health offices, sub-district agricultural offices, as well as natural learning sources in each community, and learning from various sources as follows: 1) local wisdom which includes culture and the body of knowledge in each community; 2) local media which plays an important role in passing on knowledge and social values through several kinds of performance; 3) families which are learning sources from birth for all people; and 4) networking through cooperative activities. (See Figure 2.2, 2.3)

2.2.3 Grading system profile in Thai education

According to International Association of Universities (IAU), World Higher Education Database (WHED) (2005), usual grading system in secondary school is given in the following ways:

- Highest on scale: 4
- Lowest on scale: 1

2.2.3.1 Main grading system used by higher education institutions

Full Description: Grading at all universities is based on credit points system.
Evaluation for each subject is done by grade and grade points for the course's credit hours as follows: A=Excellent (GP=4), B+ = Very Good (GP=3.5) B=Good (GP=3), C+= Fairly Good (GP = 2.5) C=Fair (GP=2), D+=Poor (GP=1.50), D= Very Poor (GP=1) F=Fail (GP=0).

- Highest on scale: 4
- Lowest on scale: 1

2.2.3.2 Other main grading systems

Sukhothai Thammathirat Open University uses the following grading system: H Honor, S Pass, U failure, I Incomplete. Ramkhamhaeng University uses G Good, P Pass, F Failure or 75-100%, 60-74%, 0-59%.
(Source: http://www.unesco.org/iau/onlinedatabases/index.html)

2.2.4 Educational Reform

With development of a constitution for education in 1997, an enactment of the Constitution National Education Act has been done and this led to the commencement of comprehensive reforms to Thai education to meet the challenges of the 21st century. The first successful attempt at educational reform was the inclusion of various provisions relating to education. (ONEC, 1997)

Among provisions there are two provisions which have crucial impacts on Thai education: Rights and Liberties of the Thai People as stated in Section 30 as given below.

**Section 30** All persons are equal before the law and shall enjoy equal protection under the law. Men and women shall enjoy equal rights

(Source: Constitution of the Kingdom of Thailand, B.E.2540 (1997), the Foreign Law Division, Office of the Council of State.)
Thai people have an equal right in receiving twelve years of basic education. The other impact is the enactment of the National Education Act in August 20, 1999. All stakeholders, government, Thai people, teachers and students expect this act to be an apparatus for educational reform for a better Thailand. According to ONEC, this Act has its aims as given below:

1. Ensured access to basic education for twelve years (nine year compulsory, previously six years were compulsory),
2. Reform of curriculum and learning processes,
3. Participation and partnership of all students in education,
4. Reorganization of the educational administrative structure,
5. Enhanced educational standards and equality assurance,
6. Teacher, faculty staff and educational personnel development and promotion,
7. Mobilization of resources and investment for education, and

Keawdang (2001) asserted that the National Education Act of 1999 is widely recognized as an educational reform act providing clear objectives and guidelines for education across Thailand. This attempts to improve the quality of education, if successful, will better position Thailand in the current globalization movement.

In conclusion, in this part, the main focus is on the history of the development of Thai education. Based on information from the Office of the Education Council (OEC), the system of Thai education as formal education, non-formal education and informal education is briefly discussed. At the end of the section, the educational reform is also given in summary account.
Figure 2.2 Organization of Ministry of Education at Central Level

**Independent Agencies:**
- Office for National Education Standards and Quality Assessment
- Teachers Council of Thailand
- Institute for Promotion of Teaching Science and Technology
- International Institute for Trade and Development
- Language Institute
- Mahidol Witthayanuson School
- Office of Welfare Promotion for Teachers and Educational Personnel
- Institute for Development and Promotion of Teachers, Faculty Staff and Education Personnel

**Government Supervised Agencies:**
- Institute of Technology for Education
- University/ government-supervised state universities

**Source:** Office of the national Educational Commission, Office of the Prime Minister (ONEC), 2001
Figure 2.3 Organization of the Present School System

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Pre-primary education</th>
<th>Primary education</th>
<th>Lower secondary education</th>
<th>Upper secondary education</th>
<th>Higher education</th>
</tr>
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</tbody>
</table>

- **Bachelor's level**
- **Post-graduate's level**
- **Vocational education**
- **Special vocational education**
- **Vocational education for specific group**
- **Short course training**

Approximate grade: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Approximate age: 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Source: Office of the national Educational Commission, Office of the Prime Minister (ONEC), 2001
2.3 Part B: A history of English language teaching in general and of English language teaching in Thailand in particular

This section deals with three main parts: part A deals with the significance of an English language as the global communication, education, trade and technology mainly in Asian countries, part B focuses on a brief account of English language teaching methods including English teaching methods and approaches. In addition, part C focuses on English language teaching as the second language in Thai pedagogical context including current English language teaching methods, and approaches.

2.3.1 Significance of English language

Based on theistic religious belief, language is the divine gift of God to the man. These only languages that make human beings differ from animals. (P.P. Khatri) With regard to communication, language is the means or primary tool between two persons, among human groups and society. Broomfield (2005) points out the significant role of language in human life. He comments “Language plays a great part in our life. Perhaps because of its familiarity, we rarely observed it. Taking it rather for granted, as we do breathing or walking. The effects of language are remarkable, and include much of what distinguishes man from the animals, but language has no place in our educational program or in the speculations of our philosopher” (p.3). Shankar (2007) points out nature of language stating that language is the combination means, speech and sounds into words, words are combined to sentences. These means give answer to idea and thoughts. Language therefore is used to communicate man’s thoughts and ideas and is sentential for survival and development as human beings (p.7).

According to Ethnologue information, the world today has about 5,000-6,000 different languages. (See figure 2.4 below)
The recent information from ethnologue.com (2005) reveals that the world today has about 5,000-6,912 different living languages. Africa has 2,092 languages, 1,002 in America, 2,269 languages in Asia, and 239 languages in Europe whereas Pacific has 1,310 languages. (http://www.ethnologue.com/)

And with regard to the large numbers of speakers in the world language as estimated above, there are about 200 languages that have a million or more native speakers. Mandarin Chinese is the most common, being spoken by around 874,000,000 people as a native language. English is a distant third with
approximately 341,000,000 native speakers and 104 countries with substantial numbers of native speakers. (*Ethnologue* Volume I: Languages of the World, 14th ed. (2000)).

Based on the latest information from the *website Language of the world* accessed March 26, 2008, the world today has 30 languages spoken by close to 5 billion, or by approximately 77% of the current world population of 6.5 billion people. Among these languages, total number of speakers of English language is 508 million, 340 million people use English as the first language and it is used as second language by 168 million use English.

Table 2.2 Languages with over 100 million speakers

<table>
<thead>
<tr>
<th>Languages</th>
<th>Speakers (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st language</td>
</tr>
<tr>
<td>Mandarin</td>
<td>873</td>
</tr>
<tr>
<td>English</td>
<td>340</td>
</tr>
<tr>
<td>Hindi/Urdu</td>
<td>242</td>
</tr>
<tr>
<td>Arabic (all varieties)</td>
<td>206</td>
</tr>
<tr>
<td>Spanish</td>
<td>322</td>
</tr>
<tr>
<td>Russian</td>
<td>145</td>
</tr>
<tr>
<td>Bengali</td>
<td>171</td>
</tr>
</tbody>
</table>

Source: http://www.nvtc.gov/lotw/months/november/worldlanguages.htm

From the latest information on the languages with over 100 million speakers, English is one of them. English is spoken as both first language and second language. As the actual fact revealed in the world of today communication, there is no negation from the world pertaining to the significance of the English language.
and its role. English is far more world wide in its distribution than all other spoken languages. Moreover, it is an official language in 52 countries as well as many small colonies and territories and it is the language referred and selected to be used as medium for communication United Nation countries members in 2001.

Crystal (2002) mentioned that current statistical wisdom suggests that about one in four of the world’s population (circa 1.5 billion) use English to some degree.

2.3.1.1 Role of English language today

The fact from real phenomena about the significance of the English language and its role indicates some useful information as far as the status of the English language in the global communication is concerned. Thorat (2005, p.4: Preface)) comments that the journey of English outside the English isles has also resulted into the emergence of innumerable varieties of English. Moreover, “English has become a world language because of its wide diffusion outside the British Isles, to all continents of the world, by trade, colonization, and conquest” (Charles Barber, 1993, p.235).

English language becomes the dominant language in electronic communication as well. According to Global Reach (2006), about 75% of the world's mail, telexes, and cables are in English. Approximately 60% of the world's radio programs are in English. About 90% of all internet traffic is in English as well. The most remarkable increasing of internet users who are not native English speakers is seen rapidly, especially in Asia. According to GlobalReach, a number of world online populations can be summarized by percentage as shown in table 2.3.
Table 2.3 Summary table by percentage of world online population

<table>
<thead>
<tr>
<th>Native Language</th>
<th>Number of people who have internet access</th>
<th>Percentage of world online population</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>287,500,000</td>
<td>35.8%</td>
</tr>
<tr>
<td>Other European languages</td>
<td>276,000,000</td>
<td>37.9%</td>
</tr>
<tr>
<td>Asian languages</td>
<td>240,600,000</td>
<td>33.0%</td>
</tr>
</tbody>
</table>

Source: Projected E-commerce figures by country, GlobalReach (global-each.biz/globstats)

Based on the global internet statistics shows that English shares around 36% of the total online language. (See figure 2.5).

Figure 2.5 Online language populations

Besides, English language also shares highest percent of the world book publication. The world book publication printed in different world languages. English shares 27% of publications. (See figure 2.6)

In the area of engineering English language also plays a great role as a language medium used in the engineering products. In other words, in the mid-1990s English language is the topmost among major languages used in engineering products. The figure 2.7 shown below reveals the fact.

Figure 2.6 World book publications

![World book publications pie chart]

Source: Figure adapted from Nagaraj (2008) English language teaching, approaches, methods, techniques. Orient Longman Private Limited, Hyderabad. p.4
2.3.1.2 English and its status in Asia: present and future

As mentioned, 189 countries members of the United Nations preferred to use English language for communication and as a result English becomes now the *de facto* lingua franca of diplomacy. In other words, it plays an important role in the world as far as the trade, tourism, business, education, technology, economics, and international relations are concerned. English language is very important in highly competitive and fast moving world especially for non native speaking countries like Thailand. To cope with such challenges in the ever-changing scenario, efforts have been made by the government to encourage the internationalization of English as a second language. This has become a trend in many developing countries especially in the East Asia notably in South East Asia. (Dorothea, 2004)
As far as the international relations, trade and tourism among APEC member countries where English is not spoken as the first language are concerned, there are likely some problems and barriers in terms of achieving aspired regional cooperation. In the global stage where high competition is a must, the importance of English language as the second language and as the communication mean is very much emphasized. Paul K. in his essay, \textit{That Certain Je Ne Sais Quoi od Les Anglophones adapted in Arnold King, The Language Barrier} \cite{Dorothea} pointed out the vital role of English language for the world economy.

\begin{quote}
\textit{There has been a lot of bad news in the world economy lately. Supposed economy superpowers like Germany and Japan have fallen on hard times; Asian tigers that thought the future belonged to them suddenly find that it belongs instead to the Westerners with ready cash; Latin Americans who thought they have put their past behind them are watching with horror as financial crisis strikes once again, Yet there are also some surprisingly happy economic stories out there. What do they have in common?.... the common denominator of the countries that have done best in this age of dashed expectations is that they are the countries where English is spoken.}
\end{quote}

The role of English can also be seen in various areas. In Asia, English and its role as the language of trade, finance and technology has gained widely recognition of its importance in the early 1990s. Duff \cite{Duff} states the highlight on phenomena on human migration and intense globalization within the Asian-Pacific Region where an appreciation of the multiple languages and cultures have been emphasized. The significance of the ability to communicate effectively with people
across language barriers is stated. The statement delivered by Ambassador Choi Seok Young in 3rd APEC Education Ministerial Meeting Santiago, in Chile 29 April 2004 indicated the significance of English in terms of medium of communication to increase the capacity of the people to communicate and exchange ideas and goods across borders. His statement also reveals that English in the era of globalization would increase people’s communication capacity. This statement also has been one of the groundwork for one of the sub-themes I-Teaching English and other foreign Languages of the 3rd APEC Education Ministerial Meeting. For the referencing purpose in this study, again the sub-theme of the 3rd APEC Education Ministerial Meeting is quoted.

_The ability to communicate across language barriers is essential to international trade and to building mutual understanding among interconnected global economies. Due to the primacy of English in diplomacy and trade, APEC Region members from Eastern economies have further stressed English language education._

Moreover, a number of challenges emerged under the four key themes discussed at the meeting. Here are the key themes:

_Improving the learning of English and other foreign languages at the school level is essential to ensure long-term impact. This will be achieved by setting and measuring clear standards and implementing context-relevant strategies for professional development of teachers. However, the importance of learning of English and other foreign languages is not limited to traditional students; it extends to workers, small business entrepreneurs, women, and disadvantaged groups, to enable them to interact_
successfully in a globalized world. Curriculum reform, notably in languages, the sciences and Mathematics, must be considered in the context of the community as a whole to overcome the weaknesses in a given system, while preserving the existing strengths.

In the meeting there was a part of recommendation on the development of English language as follows:

1) **Curriculum & Standards**

   Key priority should be given to develop clear standards and testing system to support teacher language accreditation, and to define clear standards for student learning and appropriate assessment systems.

2) **Exchange & Development**

   Materials, resources and teacher exchange information and on-line training programmes linked to EDNET Knowledge Bank.

   Link APEC Foreign Language Teachers with internationally recognized language teaching association, such as IATEFL or TESOL, to organize English language teachers’ workshops, symposium and other training programmes relevant to foreign language teaching, research and publication under the auspices of APEC EDNET (as endorsed by APEC HRDWG)

   Support APEC -wide events to create a “language star culture” that lauds achievement in foreign language (such as offering rewards, sponsoring contests, debates, etc.).

   Promote e-learning strategies for language teachers’ professional development and creativity in classroom instruction.

   Create network of returning graduate students and exchange of foreign language educators and students within APEC economies.
3) Research

Cooperate in relevant research projects, with clear identification of collaborative roles. The following initiatives are recommended:

Study use of foreign language e-language learning, web sites and distance education programs to compensate for limited number of teachers and resources.

Assessment of communication skills, especially in large classes, and the possibility of collaborative assessment tools, along with associated impact studies and lastly development of a collaborative foreign language teacher’ standards.

Although English language has played a crucial role in Asia in the area of trade, education and becomes the language of communication, the problems and barriers also have been found among these countries while communicating. Thus, each government from East Asia mainly South East Asia has launched an effective model project to encourage the internalization of the English as a second language. The mentioned phenomena become a trend in many developing countries indicated above. In fact in APEC Member economies, the actual data reveals the use of English language as both official language and language for working and business. (See table 2.4)

2.3.1.3 English language as a global language and reasons behind

So far as the status of English language as the global language is concerned, Gokhale (2008, p.1) comments “The pressure of globalization has led to a worldwide upheaval in almost all spheres of human interaction. One of the most notable charges during the past few decades relates to the way English has become increasingly global. It has assumed an unprecedented global presence due to its wide demographic and geographical spread.
Table 2.4 Languages in APEC Member Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>English</td>
</tr>
<tr>
<td>Brunei Darussalam</td>
<td>Malay (official), Chinese, English</td>
</tr>
<tr>
<td>Canada</td>
<td>English, French (both official)</td>
</tr>
<tr>
<td>Chile</td>
<td>Spanish</td>
</tr>
<tr>
<td>China</td>
<td>Chinese, Mandarin, also local dialects</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Bahasa Indonesia (official), Dutch, English and more than 583 languages and dialects</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
</tr>
<tr>
<td>Korea, Republic</td>
<td>Korean</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Malay (official), Chinese, Tamil, English</td>
</tr>
<tr>
<td>Mexico</td>
<td>Spanish, Indian language</td>
</tr>
<tr>
<td>New Zealand</td>
<td>English (official), Maori</td>
</tr>
<tr>
<td>Papau New Guinea</td>
<td>English, Tok Pisin (a Melanesian Creole English), Hiri Motu, And Creole English, Hiri Motu, and 717 distinct native languages</td>
</tr>
<tr>
<td>Peru</td>
<td>Spanish and Quechua (both official), Aymara, and other native languages</td>
</tr>
<tr>
<td>The Philippines</td>
<td>Filipino (based on Tagalog) and English (both official); regional languages: Tagalog, Ilocano, Cebuano, others</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian, others</td>
</tr>
<tr>
<td>Singapore</td>
<td>Malay, Chinese (Mandarin), Tamil, English (all official)</td>
</tr>
<tr>
<td>Taiwan</td>
<td>Chinese (Mandarin)</td>
</tr>
<tr>
<td>Thailand</td>
<td>Thai (Siamese). Chinese, English</td>
</tr>
<tr>
<td>United States</td>
<td>English, sizable Spanish-speaking Minority</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Vietnamese (official), French, English, Khmer, Chinese</td>
</tr>
</tbody>
</table>

Quirk et al. (1985, p.1) speak of English as ‘the language on which the sun does not set’. Gokhale (2008) again points that “it is remarkable that English which was once a language of a single country, is now being used as an official language in about forty countries. The spread of English to different parts of the world is one of the striking examples of ‘language expansion of the twentieth century’ (p.1).

Various reasons why English language becomes global language were given by several researchers. Language becomes popular due to its inherent structural openness, phenomenon to the economic and cultural dominance of the English-speaking countries. The reasons given can be summarized as Watson’s (quoted in Lanlin Zhang (2003) cited in Dorothea (2004, p. 3) with five reasons below:

a. flexibility of the English language itself, which has been prepared to absorb words from many different languages;
b. the process of economic globalization, part of which use the process of control of aspects of the global economy and hence an external penetration of internal economies by transnational corporations, the media and international organization;
c. the economic dominance of the United States and the influence of US culture spread around the world;
d. the growth of mass tourism and advertising has advanced the spread of English; and
e. migration to Canada and the United States has created a segment of the world population whose aim is to learn English for survival purposes.

As in previous discussion, English is regarded as the global language with reasons given above for its popularity and recognition. The area where English language plays a key role can be viewed in terms of trade, finance and technology.

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Through knowledge of languages, most governments can gain advantages from the countries with which they communicate.

In the linguistic phenomena in Asia, the remarkable emergence of English language as a world language takes place in the twentieth century. As Thorat (2005) states, the journey of English outside the English isles has also resulted into the emergence of innumerable varieties of English. The new Englishes are locally developed and they fulfill different community specific and culture specific function. The acceptance and usage of English in spheres such as education, technology, creative writing, etc. by non-native groups have been generating a kind of sensibility detached from native (i.e. British) model and a sense of ownership of this foreign language has grown.

Numberg (1996) expresses the view that the English should be renamed as ‘globalese’. Krishnaswamy and Krishnaswamy (2006) refer to the spread of English as ‘The Tsunami’, ‘The English Tsunami is lashing every country in the world’ (p.154). Svarvik and Leech (2006) point out the influence of British colonial power and the economic, military and scientific power status in 20th century of the United States pave the way to the development of English as a global language. Crystal (2006) opines and observes that around 1,400 million people use English in the world for international and intranational purposes. English is used as the first language in the United Kingdom, the United States, New Zealand and Australia whereas Singapore, Nigeria, Pakistan and India use English as second language. Countries like China, Sweden, Germany, Belgium, Denmark etc. use English as a foreign language. With regard to future of English, Graddol (2006) comments that Asia in general and India and China in particular now hold the key to long-term future of English as a global language. At the international status, English language
is regarded as indispensable medium for international economy, diplomacy, science and media, and education.

To some scholars, Fishman (1996), for instance, English language is considered as a killer language. He states “Whether we consider English as a killer language or not, whether we regard its spread globalization or linguistic imperialism, its expansive reach is undeniable and for the time being unstoppable” (p.97).

Ghokhale (2008) comments “The journey of English outside the English isles has led to the emergence of innumerable variety of English as far as the regional variation is concerned” (p.6). Further, she categorizes the variety of English in two main groups ‘the centre’ and ‘the periphery’. Countries like Britain, Australia and America belong to the centre as English is used as a first language. (p.8) With regard to the classification the peripheral variety of English language, Quirk (1990) gives the two main divisions of the peripheral varieties of English. First, countries like India, Singapore and Pakistan use English language as a second language and secondly English is used as a foreign language in countries like China, Japan, Korea and Germany.

When English language becomes ‘globalese’, the issue of the ownership of the English language has also been raised. In this regard, Strevens (1982) points out “whose language is it? It is ours and everyone’s; English language is truly as world possession” (p.427).

Edge (1993) (as quoted in Nagaraj, 2008 p. 1) opines ‘An international language belongs to its users, not to the countries whose national languages have become internationalized’. Thus, ‘the position of English in the world has changed to greatly, and the number of L2 speakers has increased so rapidly that all the
descriptions of the place of English among world languages need to be written’ (p.1).

According to Kachru (1985), (quoted in MS. Gokhale, 2008, p.9) the spread of English around the world can be visualized in the form of three concentric circles representing different ways in which the English language has been acquired and is currently used, viz. ‘the inner circle’, ‘the outer circle’, and ‘the expanding circle’. These three concentric circles represent English users in three different parts of the world. Inner circle consists of USA and UK etc. where English is used as native or first language by 400 million people whereas the outer circle refers to the countries like India, Singapore with 400 million people and English is used as a second language. The expanding circle consists of 600 million people from countries like China, Russia etc. where English language is used as international language. (See figure 2.8 below).

Crystal (1995) interprets three circle model of world English in terms of the way norms of usage manifest themselves:

1. Inner - circle - norm-producing  
2. Outer circle = norm-developing  
3. Expanding circle- norm-dependent

The emergence of Non-native Englishes in 20th century is an interesting phenomenon. Fishman (2000) estimates that about one and a half billion people speak English in the world, out of which one third are native speakers of English and the others are non-native speakers of English.

Gokhale (2008) points out ‘Since the 1905’s the non-native varieties of English have been growing in importance and productivity. The past few decades have witnessed a considerable amount of research on the non-native varieties of English (p.13). She further states that New Englishes include countries like Indian

Figure 2.8 Kachru’s Model of the three concentric circles of English (arrow added)

According to Broomfield (2005), “English is spoken by more native speakers than any other language except, presumably, worth Chinese; if we count for important factor of foreign speakers, English is the most wide-spread of language.
The number of native speakers of English was estimated for 1920 at about 170 millions (§ 3.2). Almost all these speaker are standard or sub-standard English; local dialects are of small extent and for the most past mutually intelligible” (p.57).

Larry E. Smith, (2005) in his lecture on English as an Asian language comments on native speakers of Asian Englishes and World Englishes. According to him, at least two major results of varieties of English: (1) an expanded definition of “native speaker native speaker” and (2) the terms “world Englishes” and “Asian Englishes” have developed over the last few decades to emphasize the cultural pluralism of English in international contexts. With regard to future of English in Asia, he also states that English in Asia will continuously increase in terms of its use and variation. He predicts that by the year 2010, 30-35% (vs. 8- 10% today) of the population will use English daily. No longer strange to hear, “English is an Asian language.”

2.3.1.4 The future of English

With regard to the future of English, well-known linguists like Crystal (2004) and Svartvik and Leech (2006) (quoted in Gokhale (2008, p.17) predict that the future of English is inextricably tied up with the future of non-native varieties of English. Hence rather than regarding these varieties as corrupt, distorted and debased versions of the standard native forms, it is necessary to develop a positive attitude towards non-native varieties. It is felt that extensive research should be carried out at different levels of linguistic organisation for the growth and development of the non-native varieties of English.

Graddol (2006) also predicts that by 2015 there will be about 2 billion people from Asia and non-English-speaking Europe learning English. However, that is not necessarily good news for native English speakers. Instead, it could come as a big
blow because they can no longer look the other way, celebrating the rising hegemony of their language.

Graddol comments that as English becomes more widely used as a global language, it will become expected that speakers will signal their nationality, and other aspects of their identity, through English. Lack of a native-speaker accent will not be seen, therefore, as a sign of poor competence.

Basu (2006) opines that native English is losing its power. According to her observation, even as the English language continues its meteoric global rise, native speakers such as the North Americans, British and Australians will soon become a rare breed, overwhelmed by the many millions who have started speaking English as their second language. Moreover, “native English speakers also face a bleak economic future as qualified multilingual speakers from other countries gain a competitive advantage in global companies and organizations, leaving native English speakers not only with increasing difficulty in employment, but also bewildered by many aspects of society and culture around them” (p.1)

In addition, demand in English in the world today is high. This may be a signal given to English teachers that they are about to be an endangered species. Craddol (2005) comments that this may be one consequence of a global shift towards the trend called Clil. According him, the trend is likely to transform the role of English teachers and their relationships to learners and institutions. As English becomes positioned as a generic learning skill, alongside basic literacy and maths, and is taught to ever-younger learners, English specialists may find themselves more marginalised and their professional knowledge and experience less influential in the way English curriculums are designed and delivered. Clil forms a central component in a new educational orthodoxy. "From English comes wealth,"
seems to be the mantra chanted by governments, employers, parents and learners alike - across Europe and the world.

Barber (1993) points out “in centuries where English is used as a second language, there has been a trend during the past half-century of local standards to become established, and for the language to develop independently of British or American English. If this trend continues, these local varieties may ultimately diverge widely form Standard World English, and become separate languages, just as the various Romance language evolved from Latin” (p.262).

According to Barber, some of changes are going on in lifetime to English language in Britain and the will happen to the rest of the English-speaking world. Some changes as pointed by him include the pronunciation and accent, vocabulary, meaning and grammar.

Crystal (2005) expresses the reasons and conditions for any language that would come up to the status of world language. According to him, English took nearly 200 years to be the international language. He also discusses past, present, and future of English. In the past, most pre-twentieth century onward English language played a very crucial role in politics, economics, the press, advertising, broadcasting, motion picture, popular music, international travel and safety, education and communication. For the future of English, the author focuses on English language in internet and the main language themes of twenty-first century. He also mentions that English may be replaced by other languages as the history of world language like Latin faced.

MacArthur (2002) in his work entitled ‘English as an Asian Language’ indicates some recent trends in the use of English worldwide and its changing relationships with other languages. He also raises three options to ponder for English as the lingua franca of Asia. First, it might keep this role indefinitely. Second, it
might be supplanted by Mandarin. Third, there might not be any Asian lingua franca. The future if English is given with the findings. According to him, English in the future was:

- that the future development of English as a global language might be less straightforward than had been assumed.
- That the global spread of English raised not just linguistic, educational and economic issues but also cultural, political and ethical ones.
- That the key drivers of change were demographic, economics, technological and long-term trends in society.
- That the relationship between English and globalization was complex one, economic globalization encouraged the spread of English but the spread of English also encourages globalization.
- That the growth of China would have significant impact on the world in which English was used and learned.
- That countries like India in which English is spoken extensively as a second language will play a major role in the development of global English (p.9).

In education, Graddol (2006) points out the role of English in education. There will be the globalization of universities with international mobility, transnational-education and new higher education trends. Shankar (2007) also points out the significance of English language as a medium of instruction at universities. According to him, the use of English as a medium of instruction in educational institutions will expand and rapidly create a generation of middle-class professionals. Moreover, economic development will only increase the middle class, a group that is more likely to learn and use English in jobs (p.201).

When the role of English language in globalization is mentioned, the significant role in education is also discussed. The role of education in the context of
globalization in Asia is highly recognized by Asian governments. English language has been included in the policies of Asian governments as a foreign language or second language. With the significance of English language mentioned, “Thai government also acknowledges its role and enacted an education Reform Act in order to equip the students for the new economy; a new curriculum was enforced in 2002. English was chosen as one of the core subjects from primary level”. (Dorothea, (2004, p.13). The details pertaining to English curriculum will be discussed in section B.

In conclusion, this part deals with the significance of an English language as the global communication, education, trade and technology mainly in Asian countries. The spread of English in all major parts of the world with various reasons and takes varieties of forms. English becomes global language and is used as a second language in many countries and as a foreign language in several countries as well.

2.3.2 An account of English language teaching methods

In the current academic scenario, English language teaching is very important and gains more crucial status because of its role in the globalization and fast developing Information Technology Industry (IT). This fact is clearly revealed in integral part of the undergraduate and post graduate syllabus in universities and colleges. The significance of ELT is so highly emphasized that teachers, parents and citizens including government in every country are concerned with ELT.

As far as the ELT is concerned, the history of ELT is necessary as it indicates the respective development of English language teaching from the very beginning to the current time. History of English language teaching can be traced back to 17th century. Modern English is believed to have evolved from the parent language,
Indo-European which was spoken about 3000-3500 B.C. by nomadic tribes who wandered in the lands around the Black Sea (Sarojakumari, 2004). English language teaching began in England after long dominance of French language. In the time of King Henry V, English language became the language of all royal correspondence, the language of the nation and spoken by all from the king himself downwards. Till beginning of 17th century towards the end of the 17th century, the teaching of English language came into systematic form. Grammar texts like the work of Joseph Priestly ‘Rudiments of English Grammar’ appeared in 1761. And this continued to 18th century towards 19th century. By 19th century, Latin grammar played vital role as a model for every foreign language teaching. The main feature was the all grammatical rules were taught and explained in mother tongue of learners with very a simple way. (pp.7-13). This approach paved the way to an emergence of the language teaching which came to be known as the Grammar-Translation Method or GT-Method in later time.

In fact, there are many teaching methodologies in the field of English language teaching. Some are still active in some parts of the world.

According to Larsen & Freeman (2004), there are eleven methods of language teaching. The list is given below:

1. Grammar –Translation or GT-Method
2. Direct Method or DM
3. Audio-Lingual Method
5. Silent Way
6. Desuggestopedia
7. Community Language Learning  Comprehension Approach: Natural Approach, the learnable and Total Physical Response
8. Communicative Language Teaching
9. Content-based, task-based, and Participatory Approaches
10. Learning Strategy Training, Cooperative Learning, and Intelligences.

Nagaraj (2004) classifies English language teaching with approaches, methods and techniques according to type and period. The list is given as shown below.

1. The grammar-translation method
2. The Structural-oral-situational approach
3. Modern approach includes the notional-functional syllabus and the communicative approach
4. Humanistic approaches consist of the silent way, the community language learning (CLL), Suggestopedia and Total physical response.
5. Other methods are namely, the direct method, the audio-lingual method, the reading method, the bilingual method and communicational teaching.

2.3.2.1 The Grammar Translation Method (GTM)

The birth of GTM can be traced back to the 17th, 18th, and 19th centuries.” When foreign language learning was associated with the learning of Latin and Greek, these two languages were supposed to promote their speakers' intellectuality. To this end, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts” (Maleki, 2005)

In the same work, the author viewed that although one can say that the contribution of the Grammar Translation Method to foreign language learning has been very meager, it is still one of the most popular and favourite models of language teaching.
Practor & Celce-Murcia (1979) stated that before World War II, the Grammar Translation Method (GTM) had been the convention in foreign language teaching around the world. GTM focuses on the study of grammar, reading comprehension, and translation. Although GTM has been generally acknowledged to be the least effective teaching methodology, it is still broadly used in schools worldwide today.

Richard and Rodgers (1986) stated that this GTM is still widely used in Asia although it has been generally acknowledged as the least effective teaching methodology. The reason behind is that GTM provides an ease in composing exam questions and fairness in grading which are highly appealing in countries that favor regimented testing.

In introductory part of Grammar–Translation Method in the work entitled ‘Techniques and Principles in Language Teaching’ by Larsen –Freeman (2004, p.11) they mentioned that earlier in this century, GTM was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

According to Tickoo (2004, p.349), the GTM in practice lies in activities that specifically focus on translation and rules of grammar. How or how well each gets attention varies: from word-for-word translation into learner’s mother tongue to translation across the two languages with attention to meaning; from memorizing sentence-level rules of grammar to define the rules followed by examples an practice and to explaining and establishing rules with support in the learner’s first or second language.
With regard to how GTM came to ELT (English language teaching) in Asia, especially British colonies or even the Asian countries that had trade connection with British, Tickoo (2004, p.349) pointed out that GTM came into ELT in the most of Asia with support in the long-established tradition of teaching classical languages in the United Kingdom. The system of education in the country served as a model for schools in most of its colonies.

As its title indicates, the main feature of GTM is on the study of grammar, reading comprehension, and translation. As Tickoo (2003) stated, this methodology is not offshoot of a theory of learning or an approach to language description. It is hard to clearly define a typical GTM class. The list of distinct features of most classroom in which TGM is employed are as follows:

a. The language most used in the classroom is the mother tongue rather than the language being learnt.

b. The texts serve mainly as supports to the analysis of grammar and may often not be selected to suit the learner’s level of ability, her age and interest.

c. Little or no attention gets paid to pronunciation

d. Translation of individual, often disconnected, sentences receive attention; so does explanation of the rules and intricacies of grammar.

e. The grammar taught is restricted to the sentence level with attention to word formation and the inflection of words.

f. In a teacher-centred class what matters is how much and what gets taught, in the belief that teaching guarantees learning.

g. Of the four language skills it is reading that receives the highest attention. Very often reading aloud by the teacher and by individual learners becomes a central activity (Tickoo, 2003, p.350).
2.3.2.2 Direct method

One of the demerits of GTM is that it was not effective in preparing student to use the target language communicatively. This leads to the existence of the Direct Method. This was from the reform movement of the late 19th century. At that time the demand of using language for communication was high due to the wave of increasing opportunities of communication in industrialization and international trade. In other words, The Direct Method came into being due to the need of teaching foreign languages to facilitate trade, commerce, travel, etc. The reformists introduced this method with the belief that a foreign language could be taught without translation and without the use of mother tongue, but the meanings could be conveyed via action and demonstration. This method can be called with various names such as Natural Method, Psychological Method, Reform Method, Phonetical Method or Phonic Method and Anti-grammatical Method. In brief, Mora (2002) states that this approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation.

The term ‘direct’ refers to the fact that the communication between learners and teachers with the target language is direct. According to the summary given by Nagaraj (2002), the direct method courses were characterized by exposure to the spoken form of the language, speaking before reading, even in reading, a link to be established between the spoken and written word, and direct association between foreign words and phrases, and objects and actions (p.139).
As Diller (1978) stated, basically, no translation is allowed but the target language can be directly done through the use of demonstration and visual aids. No role of the learner’s mother tongue is played (p.32). So far as the aim of teaching is concerned, this method aims at developing learners to have ability to think in the language naturally whether in speaking, reading or writing.

From the history of this method, there were some demerits or fallacies with various factors. One was from lacking of the teachers who should be qualified. The second difficulty was from the procedures or technique level. Teachers had to struggle hard to explain certain word from target language. The major fallacy was the basic belief that the second language can be learned as the way of the first language can be. But in reality and in practice it cannot be done due to less time and opportunity for learner than learning first language at home. Aslam (2003) observes that by the 1920s, the direct method lost its significance and modifications were suggested, especially in United State. The modifications were published with report conclusion that there was no one method could guarantee successful acquisition of a foreign language (p.46).

2.3.2.3 Audio lingual method

Based on the work of the structural linguists and cultural anthropologists, and of behavioural psychologists, in the United States there came the Audio-lingual method. As its practical aspect indicated, it is also an oral-based approach (Diane-Freeman, 2004). This method has successive interestingly development. First, Charles Fries of the Michigan University had applied the principles from structural linguistics while he was engaging to develop the method. His work sometimes has been called the ‘Michigan Method’. The second development took place when the principles from behavioural psychology proposed by Skinner were incorporated. The main concept is that language learning can be acquired through conditioning
which helps learners to respond correctly. On the other hand, learners themselves can eliminate the habits of their native language and create the new habits required to be target language speaker. The third principle was from anthropologists who carried out research on the pattern of human behaviour and culture. Human language learning is the actual process and can be seen in a social context.

In 1942, the Audi-lingual method became more popular, when the Linguistic Society of America had brought out a pamphlet by Bloomfield titled ‘An Outline Guide for the Practical Study of Foreign Language’. In the beginning of the Second World War, this pamphlet became the model programme for foreign language teaching to the American Armed Forces. Later after war this method came to be known among teachers and was applied in the language teaching. Though this method was said to be successful with systematic scientific aspect, there was a serious drawback.

In this regard, Nagaraj (2002) concluded that though students achieved a fair level of fluency early on the course through the use of mimicry-memorization techniques, they did not progress very far, because the method did not show how to make learners aware of the possibilities and limitation of the patterns they were practicing, through analogy. In terms of communicative competence, this was a serious drawback.

Saraswathi (2004) states “the advent of Chomsky rang the death knell of Audiolingualism on the theoretical front; on the practice front, many felt that it fell short of expectations. The method developed language-like behaviour in the leaner, rather than competence. The focus was on external manifestation rather than internal processes. The method assumed a one-to-one relationship between form and meaning, whereas, in reality, this was not true. (p.67)
Techniques employed to implement in class can be performed by using dialogue memorization with certain sentence patterns and grammatical points, backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple –slot substitution drill, transformation drill, question –and –answer drill, use of minimal pairs, complete the dialogue and grammar game. (Diane-Freeman, 2004, pp.47-49)

2.3.2.4 Silent Way (SW)

The title of this teaching method indicates its practical aspect. This method of teaching was developed in 1960 by Caleb Gattegno, a mathematic teacher. He proposed his method based on tenet ‘teaching must be subordinate to learning’. In this method, the teacher plays fewer roles in talking. Students do all speaking in the class. As Tickoo (2004) pointes out, SW is an approach to language learning in which learners are encouraged, as silently as possible by the teacher, to do most of the talking. What the teacher has to do is not to intervene and thus, facilitate learners’ own efforts at building autonomy and self-reliance, and to help them derive the rule and full satisfaction of their inner criteria. (Pp.364-365).

The most important tenet of SW can be seen from the basic belief that teaching must be subordinate to learn. The distinct feature is that to create errors while learning is not a major problem. In return, errors are regarded as indicators of the development of the learners’ inner criteria.

2.3.2.5 Suggestopedia

Dr Georgi Lozanov, a Bulgarian doctor of medicine, psychiatrist and parapsychologist, originated the teaching methodology based on the principle of ‘joy and easiness’ and with belief that language learning can occur at a much faster rate than ordinary transpires. According to Lozanov and others (1978), human uses only
five to ten percent of mental capacity. To make use of human mental capacity preserved, the limitations are needed to be ‘desuggested’. With this idea, the Desuggestopedia had come to be known.

Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. There are three main principles which are mostly related to psychological terms. They are:

1. Joy and psycho-relaxation: Learners will use their hidden potential only if they feel relaxed and happy. It is in such conditions that learners will be interested and involved in meaningful activities using the new language.

2. Gaining access to the reserve powers of the mind.

3. Harmonious collaboration of the conscious and the conscious.

The application of this method has been developed with the purpose of assisting learners to eliminate the feeling of fear in unsuccessful or negative association. In brief, it helps learners to overcome the barriers to learn. One of the ways that can stimulate learners’ mental capacity is through fine art.

2.3.2.6 Total Physical Response (TPR)

With basic concept obtained from the research hypothesis in the 1960s and 1970s that language learning should start first with understanding and later proceed to production (Winitz, 1981) paved the way to development of TPR. Asher (1996) an experimental psychologist was the originator of this method. He proposed the method after close observing the way a child learns the first language. In this aspect, Diane-Freeman (2004, p.108) conclude that on the basis of Asher’s research, he reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow direction uttered by the instructor (without native
translation). The process starts from listening to languages and tries to speak, following what is said. Thus, this method focuses its main on listening comprehension.

With regard to practical aspect in accordance with actual situation, the teacher gives a command and learners perform the action. The way of action performed by both the teacher and learners is said to be a meaningful way of language learning. In the class, the learners are asked to follow a simple command such as ‘Stand up!’ ‘Sit down’. A demonstration may be done if the learners do not follow the command. New commands can be given to the learners after each command is followed. The copy down sentence command from the blackboard can be performed after sentences are written by the teacher. At this level the learners are not required to speak. Later, the learners are given a chance to demonstrate command and the rest of the class do the action.

The principles employed in the pedagogy can be summarized as given below:

1. Action can be the best transmission of meaning of the target language.
2. Learning can be done well via doing things.
3. Listening comprehension should come first prior to other skills.
4. With feeling of success, TPR allows learners to achieve a high degree of success. (Nagaraj, 2000, p. 67)

2.3.2.7 Notional-Functional

To cope with language communication occurred in Europe where industries and establishments were facing with problem of language barriers among workforces in 60s and 70s, the Council of Europe and the Council of Cultural Co-operation had designed courses to solve the said problem. The Notional –Functional syllabus came into being and has been used in the school. Actually the name
notional –functional is given after two kind syllabuses, national and functional were designed at the same time. But later the functional is used as a single in terms of ideas and outcomes.

The functional syllabus is organized according to language functions and the language items which are necessary for them. As Nagaraj (2004, p.38) cited, table from The Longman Dictionary of Applied Linguistic (1985) can be the best clear explanation for the functional syllabus.

Table 2.5 Language functions in functional syllabus

<table>
<thead>
<tr>
<th>Type of discourse</th>
<th>Skill</th>
<th>Function</th>
<th>Exponents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
<td>Structure</td>
</tr>
<tr>
<td>spoken</td>
<td>speaking,</td>
<td>bank, harbour,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listening</td>
<td>museum</td>
<td></td>
</tr>
</tbody>
</table>

Notions, according to definition given by Tickoo (2004, p.249) are concepts expressed through language (e.g. time, space, causality, duration, frequency). D.A. Wilkins was the main proponent of this syllabus. The concepts and meanings are provided to the learners for communication purpose. In brief, concepts and means are called Notions. In Nagaraj’s (2008) work, some examples of notions from Wilkins (1976) are given. The samples are as follows:

1. Semantico-grammatical categories

   a. Time:    Point of time, duration, time relations, frequency and sequence
   b. Quantity
   c. Space
   d. Sentential relations ‘cases’, for example:
John drank the milk.

The milk was drunk by John.

It was John who drank the milk.

2. Categories of communicative function

a. Judgment and evaluation

b. Situation

c. Argument

   i. Information asserted

   ii. Information sought:

      - question, request

         - interrogatives

         - declaratives and question intonation

           ‘what+ (time)’, ‘how + (far)’, ’how + (much)

   iii. Information denied

   iv. Agreement

   v. Disagreement

   vi. Concession (pp.41-42)

Based on the notional syllabus, Nagaraj provides the sample of contents in
the book containing meaning, language and situation as shown in the table 2.6

In conclusion, notional-functional syllabus, according to Markee (1997), was
one of the first syllabuses to be theoretically based on a Learner-Centred,
communication-oriented approach to language instruction (p.16).
Table 2.6 Contents of the book designed based on notional syllabus

<table>
<thead>
<tr>
<th>Unit</th>
<th>Key Expression</th>
<th>Notion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Where do you come from?</td>
<td>Personal Details</td>
</tr>
<tr>
<td>2.</td>
<td>I need a………………….</td>
<td>Needs</td>
</tr>
<tr>
<td>3.</td>
<td>Do you like……………….?</td>
<td>Likes and Dislikes</td>
</tr>
<tr>
<td>4.</td>
<td>What’s it like?</td>
<td>Describing objects</td>
</tr>
<tr>
<td>5.</td>
<td>Where is it?</td>
<td>Location</td>
</tr>
<tr>
<td>6.</td>
<td>Would you like one?</td>
<td>Offer</td>
</tr>
<tr>
<td>7.</td>
<td>What do you usually do?</td>
<td>Habit</td>
</tr>
<tr>
<td>8.</td>
<td>May I……………….?</td>
<td>Permission</td>
</tr>
<tr>
<td>9.</td>
<td>Will you……………….?</td>
<td>Request</td>
</tr>
<tr>
<td>10.</td>
<td>Let’s…………………….</td>
<td>Suggestion</td>
</tr>
</tbody>
</table>


### 2.3.2.8 Communicative approach

In 1970s the educators who set the goals of teaching language began think of what they had set was successful and met. They observed that learners were lack of both linguistic competence and communicative competence. Learners can produce sentences accurately in a lesson, but could not use them appropriately when they face the real situation outside the classroom. Although students have the linguistics competence, they are unable to use the language correctly. The above actual situation was observed and pointed out by well-known educators and scholars like Wilkin (1976) and Hyme (1971) According to them, in genuine communication, students are required to have both linguistic competence and communicative competence.) Form the above observations; it gave rise to a Communicative Approach. This shifts from the linguistic structure-centred approach to CP in the late
The rise of the communicative approach is from the combination of both linguistic and communicative competence. It emphasises learners’ self autonomy in language learning. Since it has several principles of language teaching method and utilizes them in language teaching, it is an eclectic method. It is obvious that it is learner generated and learner-centred. All communicative syllabuses have the common characteristic features of Communicative Approach. For example, learners’ role is highly emphasized and the accuracy and appropriateness in using language are very necessary, etc. The characteristic features are clearly discussed in Nagaraj’s work (2004) summary. (See details in Chapter III p.177)

2.3.2.9 Content-based, task-based, and participatory approaches

Content-Based Language teaching (CBLT) is not new in English language teaching. It is 40 years old. General features of this method are the language teaching method which integrates contents from other disciplines to the teaching. As Larsen-Freeman (2004) pointed, the special contribution of content-based instruction is that it integrates the learning of language with the learning of some other contents, often academic subject matters.

In the 1970s there was a movement for native English speaker in England to integrate the teaching of reading and writing into all other subject areas. It was successful in English speaking countries to follow such movement. But in non-native language classroom, students are in difficult situation to comprehend subject matter texts. With the help from clear language objectives and content learning objectives, students are in ease in the study. The reason behind is that language objectives are dictated by the texts, content-based can work.
In Asian countries like India, there are some textual materials which are built on language used in different subject areas. As Tickoo (2004) mentions, CIEFL Hyderabad had brought out texts books that become the models for similar courses produced at other Indian universities and by individual ELT practitioners. The texts are:

a) Language Through Literature, Book 1,2 and 3 (1967-1973)

b) A Preparatory General English Course for Colleges: Physical Sciences (1963) and

c) A Preparatory General English Course for Colleges: Social Sciences (1963 (p.383).

2.3.2.10 Community Language Learning (CLL)

This teaching method was developed by taking its principles from the more general Counseling-Learning approach developed by Charles A. Curran, professor of psychology from Chicago. Its main area involves the application of psychological techniques of counseling to language learning. Its focus is on the learners’ as ‘whole persons’. In this teaching method, teacher gives attention to students’ intellect, understanding of relationship among student’s feeling, physical reactions, instinctive protective reactions, and desire to learn. The main principle of this teaching method is influenced by Carl Roger’s humanistic psychology. Based on the human psychology, Curan (1977) found that adults often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fear that they will appear foolish. What the appropriate duty of a class teacher to get rid of adult learners’ fear is to act as the counselor. Saraswathi (2004) points out six elements which are necessary for learning proposed by Curan: security, aggression, attention, reflection, retention and discrimination (SARD) (p.72). Curan regards this
as the central idea of his humanistic approach. The following is his original statement:

As whole persons. We seem to learn best in an atmosphere of personal security. Feeling secure, we are freed to approach the learning situation with the attitude of willing openness. Both the leaner’s and the knower’s level of security determine the psychological tone of entire learning experience (Curan 1977, p. 6).

The main focus of CLL Method lies on the principle of humanistic psychology. In a practical aspect, ‘CLL practice lies in the attempts that are made to reduce the pupils’ anxiety by developing their own inner criteria to judge the value of what is being learnt and activating their inner emotional resources’ (Tickoo, 2004, p.361).

According to Tickoo (2004), there are two other outstanding features which should be of value to the language teacher interested in using this approach in the classroom: a) the teacher and learner roles in it and b)the techniques used.

CLL techniques are useful in bilingual classroom as it allows the classroom to have translation at the earlier stage, recoding and transcription, reflection and observation and free conversation.

With regard to methodological strengths, Tickoo (2004) states that strengths include a judicious use of the learner’s language, the well-thought-out attempts to build a healthy and secure learning environment, the focus on learner autonomy and the use of appropriate aids and techniques. In conclusion, in actual use in the world, ‘CLL has been used mainly in countries and classrooms where society’s expectations about teacher and learner roles are not the same as those in a majority of Asian FL classroom’ (p.364)
2.3.2.11 The method that works

From the above discussion, it is reasonable to raise a question which method is the best for a language teacher to employ in the classroom. All methods have characteristics in common, but there are also some fundamental differences among them. In teaching, at the end a language teacher does need to choose. In this regard, Stevick (1993) says “if we intend to make choices that are informed and not just intuitive or ideological, then we need to expend no little effort first in identifying our own values, next in tying those values to an appropriate set of larger aims, and only then devising or rejecting, adopting or adapting techniques”. (p.434)

In choosing one method, it is easy for some teachers to do “these teachers find that a particular method resonates with their own values, experience, and fundamental views about teaching and learning. It fits with what they are trying to achieve and it is appropriate to their students and their context. We might call the position such teachers adopt, when confronted with the issue of methodological diversity, one of absolutism: One method is best. What makes it so is it is the one teacher knows, having been trained in it, and/or because it is consonant with the teacher’s thinking (values, beliefs, assumptions), and/or because there is research evidence supporting it. Such teachers may choose to become specialists in a particular method; they may even pursue advanced level training in it” (Larsen-Freeman 2004, p. 181)

In reality, methods themselves are decontextualized. Each method contains a certain ideal based on certain beliefs. As Larsen-Freeman (2004, p.181-182) point out, methods deal with what, how, and why. They deal with little or nothing about who/whom, when, and where. Each method put into practice will be shaped at least by the teacher, the students, the conditions of instruction, and the broader sociocultural context. A particular method cannot, therefore, be a prescription for
success for everyone. Moreover, some argue that there can be no right method for everyone due to diversity of age level. Certain method is appropriate for certain level such as beginning level, intermediate and advanced. The relativists like Haliday (1994) warn that methods should not be exported from one situation to another. According to relativists, each method has its strengths and weakness, but they are not equally suited for all situations. Different methods are suitable for different teachers and learners in different contexts. It is observed that one method works in a particular situation or context and it cannot work in different context. As Palmer (1998) comments ‘When a person A speaks, I realize that the method that works for him would not work for me, for it is not grounded in who I am’ (p.147).

Apart from the above idea, there is another belief which does not rely on the effectiveness of any teaching method, but give an equal significance to all teaching methods with the basic belief that there is some value to teach method. As Prabhu (1990) points out, in stead of believing that different method should be practiced in different contexts, different methods should, or parts of methods, should be practiced in the same context. The above idea may be called pluralism and the way of picking and choosing from among methods to create teachers’ own blend, and practice is called eclectic. In picking and choosing, teachers are advised to follow some principles called principled eclecticism.

2.3.2.12 Eclectic method

Eclecticism is a mixed teaching method which “refers to a teaching situation in which a teacher does not use any one particular method but includes a mixture of different methods to suit his classes. (Aslam, 2003, p.67). Those teachers who do not want to carry on teaching by using a single method for one reason or the other try to adopt mixture of different techniques from various philosophies of teaching
and learning are called eclecticians. The approach is known as eclectic approach or eclecticism. Generally a language teacher has teaching approaches and methods to choose. Some are old and some are new. The old methods consist of Grammar – Translation Method, the Direct Method, Structural-Situational approach, Audio-lingual Method, the Bilingual Method and Reading Method. Among new methods are Communicative Language Teaching, Total Physical Response, the Silent Way and Community Language Learning. These both old and new approaches and methods have effective practical aspects which are useful for teaching and learning. Therefore, it is optional for a language teacher to choose the best of all these methods and achieve success easily.

In conclusion, eclecticism in language teaching must be judiciously adopted not just for the sake of it but also achieve the desired goals. Aslam (2004, p.70) states that in using eclectic approach, there has to be principled combination of different techniques to avoid frustration among students. In eclectic approach there is no guarantee that learners might make a sense of what they are learning. They may be exposed to a whole host of interesting materials and attractive tasks but might not learn anything through them. In such a situation a language teacher needs to manifest commitment to his profession and to his own teaching. Change is always good, but one must change only if one needs to. If a teacher feels that his method has been doing well, there is no need for him to change. However, if the change is necessary, he must tread the new path carefully.

2.3.3. Teaching English as a foreign language (TEFL) in Thailand

History of teaching of English in Thailand can be traced back to 18th century when Thailand or Siam opened hers/its threshold to the world. Sukamolson (2000) categorizes English education in Thailand into four periods:
1. prior to the year 1893
2. during the year 1893-1960
3. during the year 1961-1995
4. from 1996 to present.

- **Prior to the year 1893**

  According to Sukamolson, (quoted in Daroon (2000, pp.13-14) English was taught to the Thai population both formally and informally for four main reasons:

  1. The influence of foreign trading: Many Western countries, such as Portugal, Spain, the Netherlands, England, Denmark and France established trading relations with Thailand form 1511 onwards. Up until 1893, most of the Thai population used Malay. This caused much inconvenience and confusion at the time between Thais and foreigners as each had limited knowledge of other’s language(s).

  2. The influence of politics: Because of the European Industrial Revolution in the 18th century, many countries in Asia were colonized by Western countries. This made Thais realize the danger of colonialism and the importance of foreign languages, especially for the safety and future well-being of their country.

  3. The influence of religion: Due to the dissemination of Christianity, many missionaries were sent to Thailand to convert and educate local people. The missionaries established a large number of schools in Thailand to teach English and/or French.

  4. The influence of modern knowledge: The missionaries taught many Western subjects such as engineering, medicine and science, as well as brought printed texts in English into the country. King Rama III realized
that these subjects were essential for modernizing his country and believed that English was the key to success. He encouraged his royal children to learn these subjects. In 1845, King Rama IV allowed a group of missionaries to teach Christianity in a Buddhist temple to Thai people under the condition that they would also teach English.

In 1842, the first English course book in Thailand entitled “Elementary Lessons” designed to assist in the acquisition of English language was written by a group of missionaries. In 1851, King Rama IV hired American missionaries to teach English to some 25-30 royal children in his palace six days a week. The class was run for a period of three years until missionaries attempted to teach Christianity in the class.

Later King Rama V visited many countries and realized the importance of English. He established the first school named “Suan Anan” in 1878. Besides, he encouraged Thai people to learn English and offered “King’s Scholarship” to study abroad to those who were fluent in using English. Both King Rama IV and V recognized the importance of English and understood that English was crucial to Thailand’s relation with Western countries, particularly Britain, France and Russia. Thus, the country was preserved and became the only one in the region which has never been colonized by Western countries.

As Sukamolson observes (2000), the most commonly used teaching techniques in this period (King Rama IV and V) were grammar translation, rote memorization and direct method. These teaching methods, particularly grammar translation and rote memorization, influenced in Thai education. The English curriculum was flexible and unconstructed, and the number of hours for teaching English per week was not fixed. Course books used were written and printed in the country, mostly by missionaries, according to what they perceived Thai students
Thai students were required to learn to listen, speak, read and write, and translate into English. Generally speaking, English teaching in this period was quite successful because on average classes were very small and taught by British. However, there were problems. For example, some teachers could not speak Thai and their students did not speak English. To communicate with each other, they had to use many non-verbal strategies and try heavily on dictionaries to translate each other’s language. Another important problem was the lack of a formal structured curriculum for teachers to follow. Because teachers could teach whatever they taught was best for their students their achievements varied a great deal. To solve this problem, the first official English curriculum was developed in 1892.

- **The year 1893-1960**

  Foreign trading, politics, religion and modern knowledge continued to influence English language education in Thailand. During this period, many national educational plans were used and some of them treated English differently.

  In 1909, the Modern Educational Curriculum was mandated for teaching in Thailand. As a result, English became a compulsory subject for students from year four onwards. In 1991, the curriculum was revised and English became both compulsory and an elective subject for students in all years. In 1928, French and German were introduced as other elective subjects that students could choose to learn in high schools.

  In 1960, according to Sukamolson (2002) English curriculum covered the four macro skills (listening, speaking, reading and writing) specific vocabulary items and grammar. Daroon (2003) also viewed that teacher manuals and guidelines were provided for all teachers to follow. English teaching in this period was not entirely successful from a learning perspective. In most cases, teachers tended to focus
exclusively on reading in the classroom. Emphasis was placed on reading comprehension, rather than the use of English in real life situations. Teachers preferred to use grammar-translation methods, as well as rote memorization.

- **The year 1961-1995**

   The status of English teaching in Thailand in this period is high with two main reasons as summarized by Daroon (2003).

   1. The influence of international trading: Thai people increasingly did business with foreigners, and foreign-owned business such as food industries, automobiles and textiles opened in Thailand.

   2. A limited number of university places in Thailand: At the time, there were insufficient university places for Thai students. A significant number of students found themselves having to go abroad to further their higher education. English was necessary both for their education and their everyday life (p.16).

Sukamolson (2002) point out the reasons for unsuccessful learning and teaching English in this period as follows:

1. A lack of qualified experienced teachers: Most of teachers of English were Thai and did not have enough real life experiences in using English and therefore often lacked the confidence to teach oral skills.

2. Students’ low motivation: Most students had little opportunity to use English outside the classroom, but nonetheless to learn it for many years. Generally, students had little motivation to learn English because they thought it had little application or relevance in their everyday life.
The teaching technique in this period still maintains its role in being continuously used. A part from this method, new teaching approaches such as functional approach, communicative approach which were influenced and introduced by applied linguists and psycho-sociolinguists. The teachers of English are assigned to use them as required by the curricular.

In 1978, there came the implementation of a national educational curriculum in Thailand. This curriculum covers the primary school, the lower secondary school, and the upper secondary school. English became the elective subject for the lower and upper secondary levels. An approximately 200 hours per year was assigned for English instruction.

- **The year 1996 to the present**

  There was an extensive revision of the 1978 national education curricular for three main levels of education, the primary, and the lower and upper secondary school. Though English was an elective subject, the students from year one to year twelve have to study it. In other words, learners form schools and universities in the country had been offered the opportunity to study English. The main change found in the 1978 curricular revision was English course which was divided into five proficiency levels. They were as follows:

  1. the preparatory level for years 1-2
  2. the literacy level for years 3-4
  3. the beginner fundamental level for years 5-6
  4. the intermediate fundamental level for years 7-9
  5. the advanced fundamental level for years 10-12 (Sukamolson, 2002)

  According to the Ministry of Education, the 1996 English curricula aims to provide Thai students with the opportunity to continue their English learning.
without interruption from primary to secondary school education. The followings are the goal sets (Ministry of Education, 1996):

1. Students will be able to communicate in various situations accurately and appropriately.
2. Students will be able to continuously develop their English for educational or occupational purposes.
3. Students will be able to listen, speak read and write English for communication purposes and for their acquisition of knowledge in all aspects.
4. Students will primarily gain knowledge and understand of the way of life and cultures of those who use English as their mother tongue and of the world community in general, as well as be able to creatively communicate Thai culture to others.
5. Students will develop positive attitudes towards learning English, realizing its values and usefulness for their learning and work occupations.

2.3.4. The National Education Act, 1999

In the National Education Act, 1999, there are main important issues relating to educational reform policies. The main points of this National Educational Act are divided into 9 chapters;

Chapter 1 General Provisions: Objectives and Principles
Chapter 2 Educational Rights and Duties
Chapter 3 Educational System
Chapter 4 National Educational Guidelines
Chapter 5 Educational Administration and Management

Part 1 Educational Administration and Management by the State
The main features in the National Education Act, 1999 are the three issues of educational approaches, the learner-centred approach, teacher-conducted classroom research, and technology for education (1999).

The learner-centred approach: The learners’ importance has been provided in this act as cited from the section 22 chapter 4:

“Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality”.


Based on the second issue, the classroom research by teachers is much emphasized with this belief that it would help teachers in realizing their roles in educational improvement by conducting research, their own personal investigation, for their classroom. It is mentioned in the act Section 30.
“Educational institutions shall develop effective learning processes. In so doing, they shall also encourage instructors to carry out research for developing suitable learning for learners at different levels of education”.

The last important issue is technology for education. It is mentioned in the act Section 44 chapter 9.

“Learners shall have the right to develop their capabilities for utilization of educational technologies as soon as feasible so that they shall have sufficient knowledge and skills in using these technologies for acquiring knowledge themselves on a continuous lifelong basis”.
(National Education Act of B.E.2542 (1999) p.28)

2.3.5. National English Curricula 2001

There came the newest version of National English Curricula 2001. The emphasis is placed upon the four strands of English competency and performance. The four strands consist of communication, cultures, integration with other fields of study, and connection with communities and the world (MOE, 2001, pp.5-6 cited in Daroon, 2003, pp.19-20)

Strand 1: Communication

Goals and Standards

1.1 Students will demonstrate an understanding of listening and reading processes, interpret ideas from various kinds of reading materials and use of these ideas critically.
1.2 Students will communicate skillfully to provide and obtain information and news, express feelings, emotions and exchange opinions by using appropriate technological tools and managerial skills.

1.3 Students will demonstrate an understanding of speaking and writing processes, present information ideas and concepts on a variety of topics creatively, efficiently and appropriately.

**Strand 2: Culture**

**Goals and Standards**

Students will demonstrate an understanding of the relationship between a language studied and its speakers’ culture and apply it appropriately. Students will demonstrate an understanding of the concepts of culture through comparison of the target culture and their own, and apply it appropriately.

**Strand 3: Integration with other fields of study**

**Goals and Standards**

Students will use the target language to expand their knowledge of other disciplines as the basis for their development and vision.

**Strand 4: Connections with communities and the world**

**Goals and Standards**

Students will use the target language in various situations in their educational institution, community and society. Students will use the target language as the tool for their further study, career, and everyday living.
According to the National goals and standards of the 1996 and 2001, students are expected to have ability in using English communicatively and efficiently after completing high school. It means Thai students have to study English between eight and twelve years in school. They are also required to use English to communicate with native and non-native speakers with great confidence.

Srisa-Minister of Education (1998) recognizes the importance of English language for Thai people in a global context. The English language competency is very essential and necessary strategy for Thais in a competition global market in terms of accessing information. He pointed out:

*The days when a Thai could excel in the world of business, education, politics or any other undertaking without the knowledge of English are long past. Educated Thais now need a firm and confident grasp of the English language through which they can express themselves and access the huge amount of information that become necessary for daily life.*

Srisa-An, 1988; Freeman, 1997 regard the significance of English as the language of communication, language of academic though, scientific research and technological development. English also is very important in terms of the language of international trade and negotiation, as well as recreation and entertainment.

Realizing the significance of English language, the prominent Thai educators at all levels request students including parents to choose learning English as early as year one. This is accorded with the 8th National Education Development Plan 1997-2001. Based on this Plan, the remarkable increase of amount of curriculum time for learning foreign language is very clearly assigned as follows:
An increase of six 20 minute periods per week for first four years of primary school is provided. It means two hours a week of curriculum time for lower primary students and totals five hours a week for the upper primary levels (ONEC, 1999).

At this level Thai students are required to be able to use English successfully so far as academic and professional purpose is concerned. The Ministry of University Affairs (MUA) had announced the policy on the teaching in Higher Education Institutions. Daroon (2003) summarizes the above mentioned policy as follows:

1. The English exam result from MUA’s entrance examination is used for English placement purposes.

2. Based on the examination in (1), the student will be placed at four levels:
   - Level 1 - those below standard of university English
   - Level 2 - English 1
   - Level 3 - English 2
   - Level 4 – English 3

   In other words, level 1 is remedial English; level 2 is the first course university English, and so on.

3. A total of twelve credit hours are required for all students, the first six credit hours emphasize integrated skills and study skill, while the other six can be either English for specific purposes (ESP) or English for academic purposes (EAP), depending on the need of each department.

4. It is recommended that each institution gives its own standardized test or equivalent to measure its students’ English ability. Such a test is an indicator and by no means requirements for graduation. The main objective of this policy is that students should be able to communicate
effectively and intelligibly in English. The plan (according to this announcement) must be fully implemented within four years. (pp.22-23)

As Rattanawanitpun (1999) (quoted in Daroon 2003, p.23) pointes out, the policy mentioned above means the tertiary students are assigned to learn at least four English courses (twelve credit hours). University students are provided more opportunities to practice using English effectively in their academic studies and in the workplace.

With this great expectation from the Ministry of Education, teachers of English in Thailand are being confronted with various challenges, how to manage their teaching strategies, teaching methodologies to meet standard goals required by the Ministry of Education. Since the 8th National Education Development Plan 1997-2001 has been enacted, a close observation on this plan and its implementation has been done continuously. Several reports from researches and other types of educational documents revealed the implementation. According to the National goals and standards of the 1996 and 2001, students are expected to have ability in using English communicatively and efficiently after completing high school. It means Thai students have to study English between eight and twelve years in school. They are also required to use English to communicate with native and non-native speakers with great confidence, but in reality, Thai students’ language performances are not satisfactory. This fact is revealed by educators, researchers.

Chunthawithet (1997) states that Thai students are not able to understand and communicate in English satisfactorily as the official intention requires. They have problems with the language in both linguistics and social aspects of communicative competence.
Biyaem (1997) in the work entitled ‘Learner Training: Changing Roles for a Changing World, Educational Innovation for Sustainable Development’ points out the problems in teaching and learning English language especially in the primary and secondary level the problem. The problems were mainly from teachers and learners. From teachers’ part, they faced obstacles that can be summarized as follows:

**Teacher’s difficulties are:**

1) heavy teaching loads
2) too many students in a class (45 – 60)
3) insufficient English language skills and native speaker cultural knowledge.
4) inadequately equipped classrooms and educational technology
5) university entrance examinations which demand a tutorial teaching and learning style.

**Learners’ difficulties**

Difficulties faced by learners are:

1) interference from the mother tongue (Thai) particularly in pronunciation, syntax, and idiomatic usage.
2) lack of opportunity to use English in their daily lives.
3) unchallenging English lessons
4) being passive learners
5) being too shy to speak English with classmates
6) lack of responsibility for their own learning.

Wiriyachitra (2002) in her work entitled ‘English Language Teaching and Learning in Thailand in this Decade’ provides very clear information about Thais’
English competency in the International test level like TOEFL in comparison with other Asian countries. According to Wiriyachitra, Thais’ level of English proficiency is low in comparison with many countries in Asia (e.g. Malaysia, Philippines, and Singapore).

The speech given by the Minister of the Ministry of University Affairs on March 6, 2000, revealed that the average TOEFL scores of Thais are the same as Mongolians but higher than for North Koreans and Japanese.

In the actual situation, the echo from the public reflects the fact that the English language competency of graduates was not satisfactory. Wiriyachitra mentioned that researchers on the topics of needs and wants of English in workplaces have also suggested that the English curriculum in Thai universities cannot meet the demands for English used in the workplace. The skills used most at this level are listening and speaking which are not the focused skills in the Thai tertiary education English curriculum.

The comments from the leading key persons from both state and private sectors showed the problems in teaching and learning English. The products from education institutes were not qualified to meet the requirements of the present markets. In other words, Thai people have to develop themselves in using English language for communication. For example, Dr. Rom Hiranyapruek, director of Thai Software Park, stated that English is an important to the domain of information technology as other infrastructures. Thais have high proficiency in technology but because of our below average English competence, we cannot make much progress in terms of science and technology.

Mrs. Arunsi Sastramitri, director of the Academic Training Section of the Tourist Authority of Thailand, stated that tourism is the main source of income in
Pramualratana (2002) also has an observation pertaining to the situation thus Prior to 1998, six or seven out of ten Thai workers say that they took special English classes at a language school for better career opportunities. Since schools and universities did not teach English language adequately. There was a mushrooming of private international schools in Thailand. This shows a vacuum in providing adequate language study both at schools and universities.

Koanantakool (2001) in his work entitled ‘Personal Reflections’ indicated a small percentage of Thai population that can read and write English. In the work by Praphal K.(2001) entitled ‘English Proficiency of Thai Learners and Directions of English Teaching and Learning in Thailand’ the English proficiency of Thai learners was indicated by using Chulalongkorn University Test of English Proficiency (CU-TEP) which is regarded as the standardized test for undergraduates who study at the graduate level at Chulalongkorn University, Thailand. The research findings revealed that the majority of the students could not meet the standard required to study at the graduate level at Chulalongkorn University. This calls for an urgent need to enhance the English proficiency of Thai students at various levels. Components of the English syllabus, namely course goals and objectives, materials, tasks and activities, testing and evaluation as well as the roles of teachers and students have to be reconsidered.

The directions and ways to enhance English proficiency were also provided by Praphal, the researcher. As the goal set in a chapter in the Educational Reform Act states, Thai learners should have global literacy. That means Thai learners must possess the ability in using new global technology, internet and understand cultures of other countries. Moreover, for the higher education, the ability to communicate in
exchange knowledge, interactive networking, in collaboration in international research projects (UNESCO). From the stakeholders’ point of view, they expect to have graduates who have communication skills in English and Thai.

In the survey research on the problem of English teaching in Nakorn Ratchasima province, the aim of the research was to survey the existing English teaching problems of teachers of English as well as identifying their needs for professional development by employing grid, close-and open-ended survey questionnaires. The data was analyzed by frequency distribution and percentage. The samples were 189 school teachers of English in the education extended schools under The Jurisdiction of The Office of Primary Education, Nakhon Ratchasima, and using random sampling technique. The research findings indicated the existing problems from teachers, curriculum, students, textbooks, testing and evaluation including other factors. Regarding teachers’ sides, the lack of pedagogical knowledge in teaching was highly ranked. On the part of students' problems, insufficiency in the knowledge of English language was also highly rated. The problems concerning the curriculum and texts were highly ranked for the lacking of experts in this field for consulting. Regarding the testing and evaluation’s problems, the highest rank is lack of the knowledge of test construction. Finally, as for the problems concerning factors that contribute to successful teaching, lack of native speaker teachers is the highest rank.

An article written by Thadaniti (2004) from Suanduisit Rajaphat Institute published in Matichon Daily Newspaper in 27 April 2004 entitled ‘Solution for problems of English teachers’ pointes out the significance of English language as the global language. He observes that English teaching and learning in Thai education system was not successful as it should be. The products of the education did not show the language competence satisfactorily. Four main involved persons in
formal education are students, teachers, schools and the government. These four factors are very important so far as the educational product is concerned. At present, the teacher’s role is criticized at the basic level. But the fact reveals that school at this level lacks of English teacher whose major is English. As a teacher, all subjects assigned are not optional for teachers. He or she whose major is not English has to teach English subject. With this fact, how the teaching and learning English at the basic level can be successful.

In 2004 there were 15,000 teachers from 80 educational regions in 30 provinces were trained from March to April 2004. This training programme was sponsored by the Thai government. The figure of the programme participants showed that 90% of English teachers who were non English major are responsible for teaching English at primary level. Finally, the author points out that English teaching at the primary level may be successful if the Ministry of Education recruits English major teachers to teach at this level.

2.3.6 Major changes in the English teaching and learning in the decade

(1997-2007)

After the National Acts B.E. 2542 has been enacted and education reform came into force, several positive changes in English teaching and learning have been made. These changes have been made for the benefit of Thai citizen in the long term.

2.3.6.1 More international programmes

Based on the information given by Wiriyachitra (2002), in 2007 there are 75 international schools around the country and there were three foreign colleges and universities in Thailand. In private Thai universities, there were 77 undergraduate, 30 graduate and five Ph.D curricula using English as the language of instruction. In
governmental higher education institutions, there were 143 undergraduate, 205 graduate and 77 doctoral international programmes in English which have been established either independently by Thai institutes or have links with overseas institutes. It is expected that most new programmes to be opened in universities in the future will be international programmes.

With regard to changes in English teaching in Thailand, the most reliable information used will be excerpted from the Wiriyachitra’s work which provided overall pictures of all remarkable changes. According to her, Thailand will be able to experience several changes in English language teaching. Here is the full excerpt from Wiriyachitra’s work.

2.3.6.2 Changes in English teaching and learning in school

- Curriculum change

In the new curriculum, English will be a compulsory foreign language subject starting from level 1 in primary education (6 years of age). It is one of the eight compulsory strands that students will have to take in the core and elective courses. It is to be divided into four levels. Level 1 (Preparatory Level) and 2 (Beginning Level) are in primary education; level 3 (Expanding Level) is in lower secondary education and level 4 (Expanding Level) is in upper – secondary education.

There are three objectives in either core or elective English courses. These are knowledge, skill, and positive attitude towards English. Knowledge involves how to use English language in communication, learning and understanding the culture of native speakers, knowing the differences between Thai and the English language, being able to use English to gain information in other subjects, being able to use English to do lifelong learning, to find pleasure and to use it in their work. Skill involves communication strategies, thinking skills, critical and creative
thinking, self-evaluation, learning skills, knowledge seeking skills, technology skills and how to work with others.

A positive attitude includes appreciating the English language and its culture. There are various concepts incorporated in English language teaching and learning e.g. which focus on learners and for communication. Communicative Approach is still used but with more focus on listening and speaking. Integrated, cooperative, holistic learning, content, task-based and problem-based learning are also applied. Only descriptions of strand, standard (content and performance standard) and benchmark for each level are specified in the national curriculum. Teachers will have to write their own course materials with content related to real-life situations in the community. Credits can be transferred and students can also learn English outside of school (e.g. in language schools in Thailand or overseas).

- **Teacher development**

Teacher development is a main concept in the education reform. Teachers will be offered continuous training with some form of training every two years. In English language teaching, there are several projects being set up for this purpose (e.g. INSET). INSET’s objectives are to provide training for teachers in order to develop professionally and keep up with new teaching methodologies. Teachers have to improve their English proficiency. Training methods are in the form of cascade training. Another example of a teacher training project is the project run by Thai TESOL through the Royal Project on Distance Learning. This program is broadcast to schools especially in remote areas and on satellite TV.

- **Changes in English language teaching and learning in universities.**

In 2000 the Ministry of University Affairs has issued the reform of English language teaching and learning in Thai higher institutions. This reform has been
done through the proposal for change made by the committee to plan for the development of the English curriculum in Thai universities. This proposal was made with the consensus of the heads of the English departments and coordinators of Foundation English courses. Changes are planned to be completed in four years. The following are the changes that will take place:

1. There will be only one set of English scores used to consider students entering the university that is the English language scores from the English Proficiency Test of the Ministry of University Affairs.

2. Universities will use the scores from this test to place students according to their level of proficiency. Those who are weak will take a remedial course first with no credit. Those who have average proficiency will take the first compulsory English course. If they come with higher proficiency, they will be placed in the second or third compulsory course and can take other advanced English courses to make up the required credits. A recommended score range to place student according to their level of proficiency was already made. As for English major students, English Departments can decide whether or not students should take the same compulsory language course in the General Education Curriculum as students from other faculties.

3. University students who choose to take English as their language subject must take at least four compulsory English courses. Foundation courses 1 and 2 are integrated language skills and study skills courses; the others may be English for Academic Purposes (EAP) or English for Specific Purposes (ESP) courses as required by each major. Goals and standards of Foundation English courses 1 and 2 have already been proposed to use in writing a national curriculum for these courses in the near future.
4. Every university student will take a National English Proficiency Test before leaving the university. This is not an exit exam and students can take it at any time and any number of times. The results will show his/her proficiency in each skill. The results will not appear in the transcripts but can be used in employment applications and for further education in Thailand. Ground work for the National University English Proficiency Test has already been planned. Research has already been carried out to examine this test: its balance, systems, skills, modes and content areas. A committee will be set up to study international standardized tests in order to select the proper profile for this test. With the research results and the selective profile, another committee will be assigned to write test specifications and test items. During these four years, sub-committees will be formed consisting of lecturers from both public and private universities in order to prepare for the above changes.

- **More use of Self-Access Learning Centre and IT.**

Self access learning centres (SALC) have been established in many schools and universities to facilitate learner independence. A plan has already been made for setting up a self-access learning centre in 46 project schools all over the country. The objectives of setting up these SALC are:

1. to provide multi-media and learning facilities for the students to do further practice on language skills on their own in addition to what has been taught in the classroom according to individual needs and interests.

2. to be a source of a variety of general knowledge which the students can integrate in the study of subject matter in the English language especially in listening and reading skills.
3. to be used as a tool for learner training in strategies of learning, how to learn which is hoped will lead to the formation of skills to know how to utilize all these processes for life-long education, so that students can continue the development of their work and quality of life.

The self-access learning centre is also being incorporated in English teaching and learning at the university. Next year, a national workshop on self-access learning will be conducted for Thai university staff to effectively set up and run their self-access centers.

In relation to IT, teachers both in schools and universities are trained to write e-learning courses. The internet is now commonly used in universities. Many university English courses require students to work on their own using computer programmes both homemade and commercial. The committee to plan for the development of the English curriculum in Thai universities has assigned one university to produce web materials to be used as part of the English remedial course. At the moment, the Promotion of Science and Technology Association have set up a committee to design a web-based programme in teaching English for science and technology. This course is to be in operation next year. University students as well as the general public can register for this 3-credit course. Apart from this, there are at least 25 ELT web-sites in Thailand available for internet users interested in improving their English. To bridge the gap until proper English proficiency is achieved, NECTEC in cooperation with the Japanese government has developed a translation programme named “Prasit” to translate English to Thai and is in the process of producing a program to translate Thai to English.
• Quality Assurance

Quality Assurance is one of the most important factors in any teaching and learning program but it has not been fully practiced in the past. In this decade, the English language proficiency of Thais will be evaluated with National Standardized Tests to assure the quality of English language teaching and learning. One of the standardized tests is the National English Assessment test used in schools with students in grades 3, 6, 9 and 12. Another standardized test is the test given to students before leaving the university. The Standardized English Test that has been introduced in the workplace is the English test for tourist guides. With a national standardized test, it is hoped that the quality of English language learning will be more or less the same everywhere in the country. The scenario that has been described cannot be accomplished with money alone, it also requires the dedication and collaboration of educators as well as the private sector and organizations of native speaker of English such as USIS, British Council, etc. It is hoped that by the end of this decade, Thais can effectively use English in business, science and technology. More importantly, Thais will be able to use English to promote Thailand and its culture.

The best sample project carried out by the Ministry of Education that has stepped in to fill the vacuum of English language teaching in Thailand by launching a pilot project of a special English programme at the 67-year-old Yothin Burana School, which is under the Ministry of Education’s General Education Department’s “bi-ed” programme. This has been done in accordance with the curriculum regulated by the Curriculum and Instruction. The advantage of following a Thai curriculum in the English language is that, after the students graduate, they can choose to enter a Thai language university or an international university in Thailand or abroad.
- **High demand for English language training**

Apart from state institutions, private schools and institutions also realized the significance of English language by setting up language centres with necessary new technology equipment to assist language teaching. Avasadamon (2002), (quoted in Dorothea C. et al (2004) pointes out the high demand for English training in Thailand. The high demand for English training in Thailand exceeds the supply of language schools and institutions available. Many business-minded individuals are cashing in on the demand for English by opening schools and charging high tuition fees for classes. Classes are offered for everything from examination preparation to business English and writing skills. The prices vary and some courses, such as the TOEFL preparation course, can end up costing more than 30,000 baht (around 880$)

With high demand for English teaching and training, schools and institutions employ fully unqualified language instructors. Like other developing countries, there is no proper control of foreign teachers. An English teacher can be anyone who claims himself or herself as native speaker even he or she is a high school dropouts. As is the case in many other countries, there is no control of foreign language teachers in Thailand, so basically anyone can claim to be an ‘English teacher’. Many of the foreigners employed in the language schools are here on tourist visas. They want to immerse themselves in a new culture and way of living, and teaching is one of the easiest and fastest ways to earn some money.

In addition to the problem from unqualified language teachers, there were number of scandal cases due to improper or immoral instructors who misbehaved and committed crimes against the law and order. Recently, Ministry of Education of Thailand has issued rules and regulation for all institutions both private and state to
abide by. The necessary requirements for language instructors are clearly given for schools and institutions to hire language teachers from their places.

2.3.7 Thai government policy on current English language teaching and learning

1) The latest goals and strategies

Realizing the significance of the English language, the Thai government acknowledges its role and enacted an education Reform Act in order to equip the students for the new economy; a new curriculum was enforced in 2002. English was chosen as one of the core subjects from primary level. Moreover, the latest goals and strategies for upgrading English language proficiency to Thai population have been set by the Ministry of Education. Strategies and goals have been set according three terms of plan. That is the urgent plan prior to 2006, mid term from 2007-2009, and the long term from 2010-2510. The details of each goal are given below.

2) Goals according to strategies

1. Thai children and youth obtain positive experience and have good attitude to the use of English language for communication.
2. Thai population is able to use English language for communication, in searching for knowledge, entertainment and has an opportunity to be continuously trained.
3. After graduation from compulsory education, he/she is able to use English language for communication and for searching for knowledge.
4. After completion of higher secondary school, he/she is able to use English language for pursuing study and for career.
5. At vocational level and undergraduate level, ability in using English in career and for continuing study is the priority and mandatory.
6. At workforce level, he/she is able to use English language for communication and for career.

3.) **Goal in each term**

The Ministry of Education has set goals for developing English language teaching and learning for Thai population by launching four plans. They are as follows:

**A. An Urgent (Immediate) Plan (Prior to academic year 2006)**

1. Prathomsuka or Primary Level 4 and Lower secondary level 1 and higher secondary level 4 are ready to be trained and developed to standard in accordance with their level.

2. English language teachers at basic education level numbering 20,000 (20%) are trained to the standard criteria in order to prepare readiness in using English language in classroom with selected, approved material media and textbooks for teaching and learning management.

3. For a school in each regional area where there is less preparation (not ready) at least one school is given well support in order to be ready to manage learning and studying English language.

4. Curriculum bank and Media center with online service link with ERIC Center and Self-Access Learning Centre.

**B. Short term Plan (Budget Year 2006)**

1. At basic education level with stage 2, 3, 4, every learner whose study ends is evaluated or assessed in overall knowledge, ability and attitude.

2. English language instructors at the basic level at least 35 % are assessed in terms of standard of English language skills and teaching and learning management in order to obtain higher development.
3. At least 10% of general schools obtain an assessment for readiness and suitable promotion in English language teaching and learning, especially in organizing a proper size of learner and managing intensive English language Camp.

4. There will be at least 175 English language model schools in primary level in every educational region.

5. There will be an extension of at least one Mini EP school and EP school in educational region.

C. The Mid Term (Budget Year 2007-2009)

1. After completion of basic education level with stage 2, 3, 4, vocational and undergraduate level, overall assessment of knowledge, ability and attitude is done.

2. At least 500 students are given an opportunity to train themselves by using English language skills in terms of Internship in English.

3. Target group, persons in different professions, people from non-school system numbering at least 60,000 are given the opportunity to participate learning activities and in the use of English language for communication.

4. English language instructors at the basic level and vocational level are assessed in terms of standard of English language skills and teaching and learning management in order to obtain higher development.

5. At least 50% of every general school obtains an assessment for readiness and suitable promotion in English language teaching and learning, especially in organizing a proper size of learner and managing intensive English language Camp.
6. There will be at least 1,050 English language model schools in primary and secondary level in every educational region.

7. An extension of at least one Mini EP school and EP school in educational region including educational programme for specialized persons numbering at least 30 in every education region.

D. Long Term (Budget Year 2010-2015)

1. After completion of basic education level with stage 2, 3, 4, vocational and undergraduate level, overall assessment knowledge, ability and attitude is done.

2. At least 900 students are given an opportunity to train themselves by using English language skills in terms of Internship in English.

3. Target group, persons in different professions, people from non-school system numbering at least 120,000 are given the opportunity to participate learning activities and in the use of English language for communication.

4. English language instructors at the basic level and vocational level are assessed in terms of standard of English language skills and teaching and learning management in order to obtain higher development.

5. Every general school obtains an assessment for readiness and suitable promotion in English language teaching and learning, activities in curriculum and supporting activities.

6. There will be at least 2,100 English language model schools in secondary level in every educational region.

7. An extension of at least one Mini EP school and EP school in educational region including educational programme for specialized persons numbering at least 60 in every education region.
Total budget used in urgent Term (Prior to 2006) is 581,660,000 baht (17,107,647 $) whereas short term budgets year 2006) is 162,800,000 baht (4,788,235 $). Total budget year 2006 for upgrading English language education is 744,460,000 baht. Total Mid Term Budget year 2007-2009 and long term budget year 2010 -2015 is 5,326,310,000 baht (1,780,345,400 $)

(Translated from www.moe.go.th/web_studyenglish/about03.doc)

Education Minister, Srisa-arn, said in his opening speech to the twenty-seventh Thailand TESOL / sixth Pan-Asian Consortium International Conference, held recently in Bangkok. His address to the conference remarks the importance of teaching English in Asia. His statement is given below.

“`English language is something which allows greater access to the world around us. But gone is the days when English books were only about the rules of grammar. Today, our approach is to integrate skills [because] reading, writing, listening, and speaking nurture each other as learning takes place”.

(Bangkok Post: Learning Post (2007)

According this statement, ELT in Asia has to reconsider and find the appropriate way to teach English for Global Communication in Asia. He pointed out that the English books used were based on the rules of grammar. To reach the target in Teaching English for global communication is to integrate four basic skills complementarily.

His statement also sounds the current Thai curricula in English language teaching which focuses the teaching methodology in integrated way. Four basic skills, speaking, listening, reading and writing nurture each other as learning take place.
2.3.8 English language teaching methods in Thai pedagogy

English language teaching in Thai history started when Thailand opened its threshold to the outside world. Officially in the Ratnakosin Period, King Rama IV and King Rama V had realized the significance of English language as the medium of communication and knowledge. Since then English teaching commenced its step in Thailand or Siam. With regard to teaching, English language teachers who were missionaries, introduced and employed teaching methodologies being used and flourished at that time to Thai context.

In the history of English pedagogy, different teaching methodologies were proposed and applied. For instance, the Grammar -Translation or GTM, the Audio-lingual method (ALM) and Communicative Language Teaching (CLT) are among the prevalent teaching methodologies. The discussion on these prevalent teaching methodologies with their distinct features, principles, shortcoming etc has been already given in the section II in this chapter.

As mentioned, from 1851 onwards, King Rama IV of Siam had hired American missionaries to teach English to his royal children in his palace six days a week. Later, King Rama V had visited several countries and knew how significant English language was. Moreover, the king even initiated his royal support with scholarship for those who were fluent in using English to study abroad. From this event, Thailand or Siam had relations with Western countries, particularly Britain, French and Russia.

- Grammar Translation and Direct Methods in Thai context

With regard to teaching methodologies employed by English teachers in this period (1815), grammar translation, rote memorization and direct method were main
teaching techniques. Since then Thai education, particularly English language teaching has been influenced by these two teaching methodologies, grammar translation and rote memorization. Textbook were not specified and were printed by missionaries. Lesson plans were designed in accordance with their perception on what should be taught to Thai students. Four main skills, listening, speaking, reading and writing were main focus and translation from mother language (Thai) into English was included. In general, English teaching with grammar translation and rote memorization was satisfactorily successful.

The year 1893-1960 was the period of new official English curriculum to cope with an influence of foreign trading, religion and modern knowledge. Within this period, in 1909 there was the modern Educational Curriculum which gave significance to English language as a compulsory subject and became both compulsory and elective subject when the 1909 Curriculum was revised in 1991. In 1960 English curriculum dealt with four macro skills including specific vocabulary items and grammar. Teachers were provided with manuals and guideline. But the teaching of English in this period was not successful. Teachers still preferred using the traditional method, grammar–translation and rote memorization.

- **Functional-notional approach and communicative approach**

  In 1961-1995, the status of English teaching was high but English teaching and learning in this period were not successful as it should be due to two main reasons, first from teachers who were Thais with lack of experience and the second reason was from student’s low motivation. In this period Grammar – translation method remained its influence in Thai education. In addition to this method, the functional-notional approach and communicative approach were introduced into
Thai education. These two techniques were influenced by applied linguists and psycho-sociolinguists.

- **Learner-centred approach**

Finally, the 1996 English curricula came into force with aiming to provide Thai students with opportunity to continue their English study without interruption. Main goals were set to train student to have communication skill. Besides, there were three main issues in the National Education Act. (1999): learner-centred approach, teacher-conducted classroom research, and technology for education.

In conclusion, the main focus of discussion in this section is mainly on history of English language teaching, English language teaching methodologies and historical background of English language teaching as a foreign language (TEFL) in Thailand including the current policy on teaching of English language. The first part of discussion discusses the significance of English language in various as including future of English language. The latter part of this section lies on the major teaching methods. The history English language teaching as a foreign language (TEFL) including in four periods is presented. The history of teaching English language can be divided into four main periods ; prior to the year 1893, during the years 1893-1960, during the years 1961-1995, and from 1996 to the present. Also an attention has been to National Curriculums in which English language has been added as both compulsory and elective subject. The main distinctive features of National English Curricula are also discussed in this section.
2.4 Part C: Naresuan University and English language teaching programmes

2.4.1 Naresuan University and profile

Naresuan University (NU), located in Phitsanulok, Thailand, was named after King Naresuan, the Great. Formerly a campus of Srinakharinwirot University, NU was established as a public university in 1990. Although not many years have passed since its inception, NU has already earned the reputation of being one of the most progressive universities in Thailand. It aims to be a comprehensive university dedicated to the development of world-class graduates and new knowledge for the purpose of creating excellent resources for regional and national development.

Naresuan University is a governmental institution developed from the Phitsanulok campus of Srinakarinwirot University on the 29 July, 1990. The auspicious occasion represented the 400th anniversary of the ascending to the throne of King Naresuan the Great. Serving as a foundation of higher education in nine provinces of the lower northern region, along with Phayao Province, Naresuan University has long been recognized for its innovative academic excellence and outstanding achievement in both research and professional services.

The University has its IT campus network at Chiang Mai, Kamphang Phet, Nakhon Sawan, Phetchaboon, Phayao, Phrae, Sukhothai, Tak, and Uttradit. Naresuan University is a comprehensive university offering more than 58 undergraduate and 55 graduate programs in the fields of Agricultural Science, Natural Resources, Environmental Science; Allied Health Science; Architecture; Dentistry; Education; Engineering; Humanities, Social Sciences; Medicine; Nursing; Pharmaceutical Sciences, Law, Medical Sciences and Social science.

To achieve the university mission, which is to distribute opportunity for higher education to students in the lower northern region of Thailand, 70% of undergraduate students in the university academic programs are grade 12 students.
from 9 Provinces of the Lower Northern area and from Phayao. Another 30% are students from all over the country who take the National Entrance Examination to enter the University. Exchange students with a strong academic record from other universities, either inside or outside the country, are welcome. Graduate students can enroll in full-time or part-time programs. The University currently has approximately 25,000 students, and 1,500 faculty and staff members. (http://www.nu.ac.th/english/)

2.4.2 Naresuan University and English programmes

1. Bachelor of Arts (English) B.A. (English)

The English Division aims to equip graduates with effective communicative English skills to use in their professional life and to secure knowledge that will be useful in developing themselves and their society.

2. Area of Emphasis

The English Division offers a variety of courses and major tracts of study including English language skills, English for profession, and literature. To complete B.A. in English, undergraduates are required to study the assigned subjects at least 120 units or credits in four years but not exceeding 8 years for full time students. The total units 120 can be divided into three headings as shown below.

1. General Education Courses as foundation are assigned to equip learners with far and wide vision in profound knowledge. Students are able to use language in communication among their own community effectively. In addition to this, with this assigned general subjects students realize the value of arts and cultures of theirs and others. Moreover, they can apply the knowledge obtained from the subjects in daily life. The total credits or units of the study are not less than 30.
2. Specialized Courses in the English major including the core subjects, professional foundation are assigned to train learners to be able to understand and work. The total credits are not less than 84.

3. In free Elective Courses, students are free to select any subject in the English Syllabus. These elective subjects can help students broaden their knowledge and in promoting student’s personal like and interest. The total credits are not less than 6 units.

3. **Assessment and Grading System**

Symbol and meanings in testing and assessments are mandatory as grading system common to all majors in undergraduate level in Naresuan University.

Table 2.7 Symbol for grading

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meanings</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>C+</td>
<td>Fairly Good</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2.00</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.50</td>
</tr>
<tr>
<td>D</td>
<td>Very Poor Failed</td>
<td>1.00</td>
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<tr>
<td>F</td>
<td>Failed</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>
Note:
1. \textit{S} and \textit{U} are used with certain subjects assigned by the university.
2. \textit{I} is the symbol given in case of unavoidable circumstances for not appearing in the final test. But the final decision has to make from the responsible teacher and the dean and within 4 weeks in the next semesters students have to come to have a test. If students fail to do, it results in \textit{F or U}.
3. \textit{P} is given because the subject is in the progress and no assessment is done in the semester. This is applicable to certain subjects assigned by the university. \textit{P} is changed to the normal grade if the assessment is done within the time assigned but not exceeding the final day of the final exam. Failure to do this, it results in \textit{F or U}.
4. \textit{W} symbolizes the followings;
   1) Student withdrawn the registered subject.
   2) Student registered the subject with wrong condition and invalidity.
   3) Student is temporally delayed with appropriate reasons.
   4) Naresuan University permits students to withdraw all subjects registered as they like.
5. \textit{S, U, I,} and \textit{P} are not taken to calculate as grade average value.

4. Curriculum Structure and Study Plan

1) Title of Degree: Bachelor of Arts (English)
2) **Abbreviation:** B.A. (English)

3) **Duration:** 4 years

4) **Total number of credits:** not less than 120 credits

   - **General Education Courses:** 30 units
   - **Specialized Courses:** not less than 84 credits
   - **Elective Courses:** 6 credits

General compulsory Courses 30 units consist of Language Courses, humanities course, Social Science Courses, Personal Hygiene Courses, Recreational activities /Physical Education Courses and Allied-disciplinary Courses. Specialized Courses (not less than 84 credits) consist of Core subject, Professional Foundation Courses, Foreign languages, Major Required Courses with Core Courses and Major Elective Courses, literature Courses, and Independent Studies / Professional Training.

In B.A. (English) student who registers has to study general Education courses (30 units). These study units are compulsory for the first year student from each discipline (major). In this part there are 6 units of Foundation of English.

In General Education Elective Courses student has language course to choose (English for Academic Purposes), Grammar and Writing and Oral English Practice in Specialized Education Courses (core subject). Each subject consists of 3 units.

Then, English majored student studies Specialized Courses which are not less than 84 credits. In specialized course, main focus on English language consists of major required courses consisting of units of study (each subject consists of three units) as shown the list below:

1) Background of English Literature  
2) Introduction to English Prose  
3) Conversation and Discussion  
4) Reading
5) Conversation 6) English Phonetics and Phonology
7) English Morphology and Syntax 8) English for Journalism
9) Essay and Report Writing 11) Writing
12) Conversation and Reading for Tourism 13) Introduction to English Poetry
14) Introduction to Translation 15) Reading Techniques
16) Speed Reading 17) Business English I
18) Analytical and Critical Reading 18) Creative Writing
19) Translation I 20) Translation II
21) Business English 2 22) Critical Writing for Literature
23) British Novels 24) British Drama
25) Shakespeare Drama 26) American Drama
27) American Poetry 28) American Novels
29) Mythology 30) British Poetry
31) Modern Short Stories 32) Masterpieces of World Literature
33) Note-taking, Summarizing, and Letter Writing

Note: This curriculum structure has been used till 2006. Then it was revised and used in academic year 2007 onward. Some changes were made. Registered students prior to or in the academic year 2006 still follow this syllabus structure.

2.4.3 Teaching of writing in Naresuan University

Based on the syllabus structure mentioned above, the teaching of writing in the Naresuan University, Phayao Campus, Thailand, where this research study was conducted can be discussed with main objective of the syllabus designed based on
the newest English circular 2001 which aims at equipping learners with four main strands of English competency and performance. The four strands are communication, cultures, and integration with other fields of study, and connections with communities and the world.

2.4.4 Writing courses

The main core courses of Bachelor degree in English taught in the Naresuan University, Phayao Campus, Thailand are set systematically according to the level and year of the study. One course is related to another as a pre-requisite course. Students who miss or register in wrong condition are likely to face with non system of learning of writing courses. In return, students are successful in learning if they follow the right track set by the university to reach the goal of English curricular 2001. The brief discussion on writing courses assigned to the English major students at Naresuan University, Phayao Campus, Thailand is shown below.

1. Grammar and writing (205221)

The first writing course assigned to the students majoring in English in the first semester of the second year is Grammar and writing (205221). The course syllabus aims at revising basic grammatical rules to students and providing writing activities based on grammar rules. Four type basic sentences are introduced and students learn how to write basic sentences correctly. Punctuation rules are also taught.

2. Writing (205321)

The second writing course given in the second semester to the second year students in English major as the core course is Writing (205321). The pre-requisite is Grammar and Writing Course (205221). The researcher has conducted this experimental research with the belief that the contents in the research materials work
effectively with this writing course. The distinct features of this course consist of a study of principle of writing, practice writing effective sentences with proper subordination of ideas for meaningful communication, practice writing different types of paragraphs with and without guidance. By the end of the course, students should be able to do the following:

1) Identify the components of a sentence.
2) Build up a simple, compound and complex sentence.
3) Identify component and types of paragraphs.
4) Write a paragraph and basic essay like narrative, descriptive effectively.

3. Note-taking, Summarizing, and Letter writing (205421)

The third writing course assigned to the students majoring in English as the core course is Note-taking, Summarizing, and Letter writing (205421). Students are required to pass the pre-requisite course, writing (205321). In this course, students are trained to know the techniques how to take a note from lecture, paraphrasing articles, magazines, newspapers. The techniques how to prepare a report, different business letters by focusing on the correct format, appropriate expression with clear and concise form is also the main objective of this course.

4. Essay and Report Writing (205422)

Next, the fourth writing course as the core subject for the English majored students is Essay and Report Writing (205422). The pre-requisite course is Writing (205321). This course aims at effective writing practice on composing various types of essay with the effective techniques. The main compositions texts consist of narration, description, argumentation etc. Students also are train how to prepare systematic report on their research. The presentation from their report is also a requirement for this course.
5. *(Critical Writing* for literature (205423))

Based on the practical knowledge obtained from the fourth course (205422), students are asked to produce a critical written work on English literary works. They are also able to write a critical work on any assigned topic related to literature.

6. *Creative Writing* (205424)

Next, writing course is *Creative Writing* (205424). This course is designed to equip students with writing strategies and writing practice from own creative idea obtained from prose and verse. Students have to pass pre-requisite course 205423 (*Critical Writing* for literature).

7. *Academic Purposes* (001113)

English for *Academic Purposes* (001113) is an elective course for students in English major. The main aim of this course is to develop students with integrated communicative English language skills by bridging the gap between general English and academic English needed in the learner’s field. In addition, students are trained to study skills for English language learning including the practice how to utilize English as a tool for individual study and research on a particular field of study.

8. *English for Journalism* (205442)

The last writing course in English major is *English for Journalism* (205442). Based on systematic set for writing courses in the English major mentioned, students are able to study the writing styles from newspapers, magazines, articles and other publication. Techniques for writing news report, article and critics are also prepared for the learners. This course is regarded as important course so far as the integrated
language writing skills are concerned and definitely students can utilize grammar rules, right sentences, and good paragraphs etc. in this course.

Course Syllabus :Sample

Subject Code: 205321
Subject Title: Writing
Credit: 3(3-0)
Course Condition: Pre-requisite (205221)
Course Status: Compulsory/Core for major and Elective for Non major
Curriculum: Bachelor Degree
Course Duration: 45 hours (15 weeks)
Lecturer:

Course Description

A study of principle of writing, Practice writing effective sentences with proper subordination of ideas for meaningful communication, Practice writing different types of paragraphs with and without guidance.

Course Objectives

By the end of the course, students should be able to do the following:

1. Identify the components of a sentence.
2. Build up a simple, compound and complex sentence.
3. Identify component and types of paragraphs.
4. Write a paragraph and basic essay effectively.

Reference

### Tale 2.8 Course Outline

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Contents</th>
<th>Hours</th>
<th>Activities</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation / Course outline</td>
<td>3</td>
<td>Q&amp;A</td>
<td>Hands out</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write Bio data</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Grammar review</td>
<td>3</td>
<td>Doing exercise</td>
<td>Hands out</td>
</tr>
<tr>
<td>Week 3</td>
<td>Component of Sentence Simple sentence</td>
<td>3</td>
<td>Writing sentences</td>
<td>Hands out</td>
</tr>
<tr>
<td>Week 4</td>
<td>Complex &amp; compound Sentence</td>
<td>3</td>
<td>Writing sentences</td>
<td>Hands out</td>
</tr>
<tr>
<td>Week 5</td>
<td>Subject &amp; Verb Agreement</td>
<td>3</td>
<td>Writing sentences</td>
<td>Hands out</td>
</tr>
<tr>
<td>Week 6</td>
<td>Test 1</td>
<td>3</td>
<td></td>
<td>Exam paper</td>
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<tr>
<td>Week 7</td>
<td>Review of Punctuation</td>
<td>3</td>
<td>Doing exercise</td>
<td>Hands out</td>
</tr>
<tr>
<td>Week 8</td>
<td>Midterm exam</td>
<td>3</td>
<td></td>
<td>Exam paper</td>
</tr>
<tr>
<td>Week 9</td>
<td>Organization of Topic &amp; Supporting sentence</td>
<td>3</td>
<td>Writing topic &amp; supporting sentences</td>
<td>Hands out</td>
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<td>Week 10</td>
<td>Organization ideas by time and space</td>
<td>3</td>
<td>Writing stories</td>
<td>Hands out</td>
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<td>Week 11</td>
<td>Organization ideas by rank order</td>
<td>3</td>
<td>Writing processes</td>
<td>Hands out</td>
</tr>
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<td>Week 12</td>
<td>Describing process and instruction</td>
<td>3</td>
<td>Writing processes</td>
<td>Hands out</td>
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<td>Week 13</td>
<td>Different forms of paragraph</td>
<td>3</td>
<td>Writing paragraph</td>
<td>Hands out</td>
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<td>Week 14</td>
<td>Different forms of paragraph</td>
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<td>Hands out</td>
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<td>3</td>
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<tr>
<td>Week 16</td>
<td>Revision</td>
<td>3</td>
<td>Doing exercise</td>
<td>Hands out</td>
</tr>
<tr>
<td>Week 17</td>
<td>Final exam</td>
<td></td>
<td></td>
<td>Exam paper</td>
</tr>
</tbody>
</table>

**Evaluation**

1. Attendance & participation  10 %
2. Assignments  30 %
3. Test 1  20 %
4. Midterm exam  20 %
5. Final exam  20 %

Total  100 %

**Table 2.9  Criteria for Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>80 – 100</td>
</tr>
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<td>B+</td>
<td>75 – 79</td>
</tr>
<tr>
<td>B</td>
<td>70 – 74</td>
</tr>
<tr>
<td>C+</td>
<td>65 – 69</td>
</tr>
<tr>
<td>C</td>
<td>60 – 64</td>
</tr>
<tr>
<td>D+</td>
<td>55 – 59</td>
</tr>
<tr>
<td>D</td>
<td>50 – 54</td>
</tr>
<tr>
<td>F</td>
<td>0 – 49</td>
</tr>
</tbody>
</table>

**Remark:** Grading will be finalized by the committee.
Requirements:
To pass this course, students must:

1) Attend every class and contribute to class activities at least 80%
2) take every arranged test and present the assigned tasks

Without special consideration approval, students who are absent during arranged test/exam will be penalized at 5% of the test/exam. Students are advised to submit their assignment punctually.

In conclusion, teaching of writing in the Naresuan University, Phayao, and Campus, Thailand reflects the English circular 2001 which focuses on the four strands, communication, cultures, and integrations with other fields of study. Students majoring in English have a good chance to train themselves with systematic arrangement on writing from the year 2 to year 2. At the end of B.A. (English) English majored undergraduates are able to perform English competency on writing effectively and confidently.

2.5 Overview

This chapter is divided into three main parts. The first part of discussion focuses on the history of educational development and English language teaching in Thailand. The headings mainly focus on an outline of Thai education development and structure of educational system. The second part deals with history of English language teaching, English language teaching methodologies and historical background of English language teaching as a foreign language (TEFL) in Thailand including the current policy on teaching of English language. The last part focuses on the teaching of English as described in the syllabus structure at Naresuan University, Phayao Campus, Thailand.