CHAPTER I
INTRODUCTION

1.1 Preliminaries

In the early days of the historical development of the Siam, as Thailand was called till 1948, education was primarily provided by the religious and royal institutions. It was mainly restricted to the royal and noble families and the clergymen. The name of the country was changed in 1948 to Thailand. It was ruled by the Kings but in 1932 it became a constitutional monarchy. Buddhist monks gave basic education to boys in classes set up within the compounds of monasteries. The children of the royal household and from families of the nobility were educated with a purpose to prepare them as administrators in order to serve in the court and govern the provinces. During the reign of King Rama V (1863-1910) an increased need of educated people was recognized to staff the growing bureaucracy. Till then, education management was controlled by the monarch and religion. Then education was first reformed during the reign of King Rama V. The Ministry of Education was created to supervise the development of education as a whole. The National Education Development plan was set up to create equal opportunity in education and to improve and develop the quality of teaching and learning. Education in Thailand has developed from traditional education offered in the temple, the palace and the family between 1220 and 1868 to the foundation of formal education between 1868 and 1932. As a result, the Thai educational system was modernized and made more accessible to the general public. This began with the 1898 Education Proclamation which was strongly influenced by the British system. It stipulated two educational goals-the academic and the vocational. The era of modernized education for national development began when Thailand became a constitutional monarchy in 1932. During the 1950s, the government became much more concerned with the development of education as a part of national reconstruction and modernization in the post-war period, since the
introduction of the first National Economic and Social Development plan. During 1961-1966, education has assumed a full functional role as an instrument for development in line with the National scheme of Education and the National Education Development Plan.

At present, there are over 50,089 educational institutions and nearly 20 million students in the Thai educational system. The break-up of educational institutions in Thailand is presented in the following table-Table 01:

**Table 01: Number of Educational institutions in the whole Kingdom of Thailand**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Type of Educational Institution</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Primary</td>
<td>42,075</td>
<td>02,685</td>
<td>44,760</td>
</tr>
<tr>
<td>2</td>
<td>Primary</td>
<td>31,426</td>
<td>01,617</td>
<td>33,043</td>
</tr>
<tr>
<td>3</td>
<td>Lower Secondary</td>
<td>09,903</td>
<td>00,587</td>
<td>10,490</td>
</tr>
<tr>
<td>4</td>
<td>Upper Secondary (General)</td>
<td>02,666</td>
<td>00,171</td>
<td>02,837</td>
</tr>
<tr>
<td>5</td>
<td>Upper Secondary (Vocational)</td>
<td>00,540</td>
<td>00,349</td>
<td>00,889</td>
</tr>
<tr>
<td>6</td>
<td>Below Bachelor Degree</td>
<td>00,324</td>
<td>00,322</td>
<td>00,646</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor Degree</td>
<td>00,131</td>
<td>00,077</td>
<td>00,208</td>
</tr>
<tr>
<td>8</td>
<td>Postgraduate Degree</td>
<td>00,039</td>
<td>00,027</td>
<td>00,066</td>
</tr>
<tr>
<td>9</td>
<td>Total*</td>
<td>46,668</td>
<td>03,421</td>
<td>50,089</td>
</tr>
</tbody>
</table>

*Some institutions provide more than one level of education and may include levels from Pre-Primary to Upper Secondary and therefore the numbers differ.

The Thai educational system consists of 15 years’ free basic education: 6 years of “Prathom (Primary Education P.1- P. 6) and 6 years of “Matthayom” (Secondary Education, M.1-M.6). Enrolment of the basic education system begins at the age of 6. Of the 50,089 educational institutions, 46,668 are public and 3,421 are private educational institutions.
The current Thai educational system stems from the reforms put forward by the 1999 National Education Act. This 1999 National Education Act has implemented new organizational structure, promoted decentralization of administration and has called for innovative learner-centered teaching practices. The Thai educational system provides 9 years of compulsory education, with 15 years of free basic education guaranteed by the Constitution. The Constitution marked the beginning of the current development of Thailand: national education. The Constitution and the National Education Act provide the basic principles as well as challenging guidelines for the provision and development of the education system. The Constitution greatly increased the rights of citizens to political participation and ensured the voicing of opinion on major topics. Thus for the first time, Thai people participate in discussion contributing to the decision making on the national education direction. Consequently the revised National Education Plan concentrated on how to address poverty and find ways to improve the quality of life of Thai people by embracing issues of access, equity and quality in education. Education reforms aim to prepare people to pursue promising careers and provide them with the ability to make rational judgments and choices and to live in harmony with other members of society.

The National Education Plan stipulates three objectives and eleven policy guidelines for implementation.

The first objective of ‘All-round and balanced human development’ will be attained through the first three policy guidelines;

1) Developing all people to have access to learning.

2) Learning reform for the benefit of learners.

3) Inculcating and strengthening morality, integrity, ethics and desirable values and characteristics.

4) Manpower development in science and technology for self reliance and enhanced competitiveness capacity.
The second objective of ‘Building a society of morality, wisdom and learning’ will be attained through the next three- fifth to seventh- policy guidelines;

5) Developing a learning society to create knowledge cognition, the good behavior and integrity of the people.
6) Promotion of research and development to increase the knowledge and learning of Thai people and Thai society.
7) Creation, application and dissemination of knowledge and learning.

The third objective of ‘Development of social environment’ will be attained through the last four- eighth to eleventh – policy guidelines;

8) Promotion and creation of social and cultural capital limitation.
9) Limitation, decrease and elimination of structural problems for social justice.
10) Development of technologies of education, and
11) Systematization of resources and investment for education, religion, art and culture.

It is hoped that the National Education Plan will (i) lead to a knowledge-based economy and society, (ii) promote continuous learning, (iii) 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 enabled to adjust to world to ends and events while maintaining their Thai identity as well as to develop desirable characteristics including virtue, competency, happiness and self-reliance.

1.2 The Role of English Language in the World

English language is considered to be the most important language in the world today. It is the first language in Britain, the United States of America, Australia, New Zealand, Canada, and South Africa and in some other areas. English is a second language in India, Pakistan, Sri Lanka, the Philippines, Singapore, Kenya, Malaysia, and many other countries. It is a very important foreign language in most Southeast Asian Countries as in Thailand, Myanmar, Vietnam and has
emerged as a foreign language in countries like Japan, China, Russia, Saudi Arabia, Israel, Nepal, Taiwan and Zimbabwe and other countries. The importance of English made some countries to send their students abroad to command mastery over the language. English is the language of administration, law, judiciary and the medium of instruction in scientific, medical and technical education. For understanding the recent advances in science and technology, the knowledge of English is needed. Every advance in science, engineering, trade, and politics as well as in all the other branches of human thought are discussed printed and is first made available in English. Businessmen and traders are in need of English to have access to the developments in business, administration and also for the purpose of business communication. Doctors are in need of English for the purpose of being able to read medical papers written in English and to attend meetings for discussion with multinational participants on matters relating to their profession.

The diffusion or the dispersal of English is called by two reasons- the first is the expansion of the British Empire and since World War II, the influence of the US – have spread throughout the globe.

Pharmacies are in need of English to read the instructions and contents of drugs. The maintenance instructions for equipment are written in English. Pamphlets of some universities and colleges are written in English so that those who are interested in them know the procedures dealing with admission and registration. Modern agricultural and farming methods in tropical countries are written and interpreted in English. Having some skills in spoken English is important because modern developments in the fields of transportation and communication have brought the countries in the world closer together. As a result, people start learning spoken English in order to meet these vital needs. Being involved diplomatically, commercially, educationally, technologically and scientifically with the West as well as with the rest of the world, one should know and understand English because people and countries are finding the knowledge of English essential. The global spread, popularity and range of use of English are unparalleled and
unchallenged. Its global spread is displayed through the graphic display of three circles - the inner circle, the outer circle and the extended circle. The inner circle is of 375 million native speakers from US, UK, Canada, Australia, New Zealand and South Africa. The outer circle is of speakers SL-English, as a second language who are estimated to number from 400 million to 1400 million in countries like India, Pakistan, Malaysia, Nigeria and other countries. The extended circle is of speakers of English as a ‘Foreign Language’.

English appears to be a flexible language to be adapted to different situations in different parts of the world. It is becoming the most favored second or foreign language. Its internationality leads both developed and developing countries to feel a strong need to promote it at different levels in their work and schools. Brown says

“Some people learn other languages simply out of interest in languages. Others may learn a language in order to communicate some day with people in another country.” (Brown, 1994, 74)

If students of different nations, Asians and non Asians, are asked the question why they learn English, their answers will not necessarily be similar because they learn English for various reasons like ‘for pleasure’ or ‘to use English when travelling abroad’ or ‘to get a better job’ or ‘to search for new knowledge not found in the mother tongue’ or ‘to survive in the countries we are going to’ or ‘to write reports’ as well as ‘to read articles and references in English’.

To conclude English language is fundamental to all the branches, academic or non-academic, in a society. English language has its own significance in comparison with other languages because it is regarded as an international language. Hence, a great number of governments treat it as the most important language and give it a separate place in the school curriculum. Furthermore, English has been considered either as a first language or a second language or a foreign language or a third
language in the school and college curriculum. Due to the importance of the language, it has become a compulsory subject in all countries and the same is the case in Thailand.

1.3 History of English Language in Thailand

The earliest form of education may be said to have begun in the middle of the Sukhothai period (13th Century) when King Ramkhamhaeng invented the Thai alphabet. Stone inscriptions of that period tell of moral, intellectual and cultural education.

Early education was, however, limited to mainly the aristocracy and the clergy. It was necessary for princes to be literate so that they could administer their provinces and communicate with the palace in the capital, while monks had to know how to read the religious texts from which they preached sermons to the laity. The remainder of society was either in service or engaged in farming so they had little need for reading skills, village lore being transmitted orally. Buddhist monasteries were virtually the only source of semi-public education and only a very small portion of the population, mostly male, received any formal education.

The reign of King Mongkut (1851-1865) saw the turning point of modernization in Thailand and the growth of Western influence. The first printing press was set up and education patterns of Thai children were restructured to suit the new needs of the nation. The knowledge of English became a necessary tool and an English teacher was hired to teach the royal children. The King himself had mastered English and Latin.

The modernization policy was further pursued by King Chulalongkorn (1868-1910) who, realizing the need for better trained personnel for royal and government services, opened a school in the Palace. An ‘English School’ was also established in the Palace to prepare princes and court children for further studies abroad. Schools were also founded outside the palace for the children of commoners and government textbooks were printed for use in Bangkok and, at a
later period, in the provinces.

The Department of Education was established in 1887 with the full responsibility of education and religious affairs of the entire country. When it became a full-fledged Ministry in 1982 new approaches were employed, placing more emphasis on ‘popular education’. Thus, government primary schools were established throughout the kingdom so that literacy, good citizenship and a better standard of living for the people could be achieved.

The early 20th Century witnessed many developments in education in Thailand. In 1910 the first university in Thailand, Chulalongkorn University, was founded with four faculties namely, Medicine, Law and Political Science, Engineering, and Arts and Science.

The extent of responsibilities and the regulations pertaining to the participation of the private sector in national education was laid down for the first time in 1918 when the Private School Act was passed. The ‘Compulsory Primary Education Act’ was proclaimed in 1921 and the first school of Arts and Crafts was established in 1922.

After the adoption of the system of constitutional monarchy in the year 1932, a National Educational Scheme was formulated, making formal recognition of individual educational ability, regardless of sex, social background, or physical conditions. This scheme has been regularly revised to ensure that every citizen is provided with the four major aspects of education namely; Puttisuksa (Intellectual education), Chariyasuksa (Moral education), Palasuksa (Physical education), and Hattasuksa (Practical education).

1.4 Rationale and Significance of the Study

Although most students in Thailand have had years of learning English as a foreign language, the vast majority of them still cannot communicate in English effectively (National Education Act of B.E. 1999). At present, the foreign language instruction in Thailand remains ineffective due to two major causes.
The first cause is the teacher-centered education philosophy that dominates the country’s public and private education sector. In a teacher-centered classroom, the teacher lectures and asks questions. The students must listen to the teacher, take down everything, answer to the questions, and do written homework. There is no teamwork. Individual work is limited to answering the teacher’s questions. The teacher does not speak much in the classroom. Students can usually practice by answering questions or reading what they have written down during the lecture.

Additionally, there is typically no student self-assessment. Instead, the teacher usually controls the entire class and each student individually, providing immediate correction at all times. Peer editing and peer correction are uncommon. There are group activities occasionally but appear not to be stimulating.

Furthermore, the students are not really interacting. They are expected to stay quiet and focus on the teachers, not their peers (Kagan, 2000). There is ‘no kind of talk allowing in the class without teachers’ order. The lack of interaction causes poor learning of the four basic skills of the language. The teacher at the centre method of teaching does not allow the learner to learn with their own efforts.

Overall, there is very little or no interaction in English between students at all. As a result, most students fail to learn how to communicate in English.

The second cause is the lack of opportunities to apply the knowledge of English in real life. There is no stimulating environment. There are no academic tasks to solve in English. Since the students can use Thai to get information from their teacher, they do not need to perfect their English (Alexandrovich Lapidus, 2002).

Among these problems, the problem of practising in appropriate teaching techniques is an important one since many English teachers are still devoted to traditional teaching techniques, which affect students’ motivation negatively.

The importance of English as a world language, the advance of technology and education reform envisaged by the new Thai Constitution are key determinants for new developments in English language teaching and learning in Thailand. The
research focuses on the role of English language teaching in Thailand now and in the future. The role of English in Thailand is quite important as it is in many other developing countries. New technology and the adoption of the internet have resulted in a major transition in terms of business, education, science, and technological progress, all of which demand high proficiency in English. With the economic downturn in Thailand a few years ago, a large number of Thai companies have embraced cooperation regionally and internationally. Mergers, associations, and takeovers are common and English is used as the means to communicate, negotiate and execute transactions by participants where one partner can be a native speaker of English or none of the partners are native speakers of English.

It is estimated that there are 375 million native speakers of English. Those who use the language as a second language are 475 million and the number is extendable to 1000 million. A further 100 million use it as a foreign language. Half of all business deals all over the world are conducted in English. Two thirds of all scientific papers are written in English. Over seventy percent of all post is written and addressed in English. Most international tourism, aviation and diplomacy are conducted in English. English is overwhelmingly the second language of choice for non-English-speaking people. It has been realized that English is the language that is most sought after. It is the language used the world over. Even though Mandarin is spoken by more people, but English is now the most widespread of the world’s languages. People around the globe use it to communicate and get their points across. More and more people around the world use English as their means of communication. English is not the language mainly spoken in certain specific areas but throughout the globe in all the continents and in islands in all three oceans surrounded by human population. With this notion in mind, one can look forward to experiencing all sorts of fulfillment and satisfaction English has to offer along the way. The ratio of native and non-native speakers of English is 1:3. By number of native speakers English is the third largest language after Mandarin
Chinese and Spanish. The native and non-native speakers contained it is the most commonly spoken language in the world. The countries with the highest populations of native English speakers are United States (215 million), United Kingdom (61 million), Canada (18.2 million), Australia (15.5 million), Ireland (3.8 million), South Africa (3.7 million) and New Zealand (3.6 million) Countries such as the Philippines, Jamaica and Nigeria, have millions of native speakers of these Nations where English is speaker as a Second language, India has the most such speakers. India has now more people who speak or understand English than any other country in the world.

The importance of English is not just how many people speak it but what it is used for. English is the major language of news and information. It is the language of business and government, even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. This is exactly what most non-English-speaking countries around the world now require.

As a result, foreign language learning is essential and inevitable. English language is not merely a tool for studying and searching the required information and for proceeding in a career. It is also a tool for communication, bargaining for competition and for cooperation in the light of efficient economy and politics. Foreign language learning also creates a good relation among people. It also helps to understand different culture of each race. It makes behave ourselves to another culture suitably and correctly as well. It also helps understanding and to be proud in our language and culture in order to convey them to the world.

However, Thai students spend many years studying English in school, at least six if they go to high school, but many of them still cannot communicate in English. Most of the students who studied English at every level do not reach the criteria of that particular level namely student’s ability in reading is low, their vocabulary is
limited and their writing ability does not agree with their grade level, their listening skill was not satisfactory, the grammar knowledge of students was lower than the average and the ability in using English in all four skills was at a rather low level. Since the academic year 2001, students have to take the national tests. Organized by the office of the Basic Education Commission (OBEC). The national is evaluations to conduct in order assess learners’ quality at national level, based on the learning standards prescribed in the Basic Education Core Curriculum. Educational institutions are required to arrange for assessment of all students in Grades III, VI, IX and XII. They are required take the national tests in following subjects as shown in Table 02:

**Table 02: Subjects Required in National Tests (OBEC from 2001)**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Levels of Education</th>
<th>Subjects Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grade III</td>
<td>Mathematics and Thai language</td>
</tr>
<tr>
<td>2</td>
<td>Grade VI</td>
<td>Mathematics, Thai language, Science and English</td>
</tr>
<tr>
<td>3</td>
<td>Grade IX</td>
<td>Mathematics, Thai language, Science, English and Social Science</td>
</tr>
</tbody>
</table>

The significance of English in the national tests shows that in Thailand, English as a Compulsory Subject is the second language which learners are required to learn.

**1.5 Hypothesis of the Study**

The English language teaching is beset with a lot of problems all over the country. Some of the major problems are lack of fluency in spoken English and that of accuracy in written English. There is a great scope for improvement of standards of English. It is, therefore, important that a thorough study of the problems of teaching English is undertaken. The proposed study would be an attempt of that kind. Thus, the hypotheses of the study are as follows:
1. There are problems for the students who learn English as a foreign language at the upper secondary school level in Muang district of Suphanburi province in Thailand.

2. The teaching techniques which are used may not be suitable for the students at the upper secondary school level in Muang district of Suphanburi province in Thailand.

1.6 Aims and Objectives of the Study

The proposed study attempts to investigate into the methods of teaching English in Thailand in relation to the objectives of teaching/learning there. It is proposed to evaluate the teaching methods as well as methods of evaluation and means of improving the effectiveness of teaching English in Muang District, Suphanburi Province in particular and all over the country in general. The purposes of the study are as follows:

1. To know the problems in teaching and learning English as a foreign language in Muang district, Suphanburi, Thailand.

2. To find out the solution for the problems found.

3. To find out the teaching methods suitable for English learning to be adopted for the teaching purpose in Muang district, Suphanburi, Thailand.

The study also aims to approach the English Language Teaching (ELT) from the point of view of teachers who are teaching English and students who are studying English as a subject at Upper Secondary School level. The main objective, which has guided the study, is to obtain data related to independent variables such as the aims of ELT in Thailand and the process of teaching English that is operating to fulfill the goals of English language teaching.

It is due to the traditional methods of teaching English as a foreign language that the students and teachers are facing several problems in achieving communicative goals. Therefore, communicative approach along with technology-based audio-
video aids will certainly help enrich the students as well as teachers in the use of English language.

1.7 Research Methodology
The students will be tested to know their ability. The questionnaire will be distributed to the students in question. The separate questionnaire for teachers will be distributed to the teachers who teach English. Derived data will be analyzed by using percentage, frequency and standard deviation.

1.8 Education in Thailand: A Brief Account
1.8.1 Structure of Thai Education: FE, NFE, IE
Under the present educational system, various types and methods of learning are offered to learners regardless of their economic, social and cultural backgrounds. Educational approaches are classified as formal, non-formal, and informal. All types of education can be provided by educational institutions as well as learning centres organized by individuals, families, communities, or private groups, local administration organizations, professional bodies, religious institutions, welfare institutions, and other social institutions. There is a tripartite structure of Thai Education system: Formal, Non-formal, and Informal education.

1.8.1.1 Formal Education (FE)
Formal education services are mainly provided to those within the school system, and are divided into basic and higher education.

1. Basic Education
Basic Education is provided by early childhood development institutions, schools, and learning centres, and covers pre-primary education, 6 years of primary, 3 years of lower secondary, and 3 years of upper secondary education. The current compulsory education requirement covers 6 years of primary and 3 years of lower secondary education. Children are expected to be enrolled in basic education institutions from age 7 through the age of 16, except for those who have already completed Grade 9.
2. Higher Education

Higher Education at the diploma, associate, and degree levels is provided in universities, institutes, colleges, and other types of institutions.

1.8.1.2 Non-Formal Education (NFE)

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.
   2.1 The Literacy Campaign.
   2.2 Functional Literacy Programme.
   2.3 The promotion of Thai Language Usage for Thai Muslims.
   2.4 Hill Areas Education.
3. Provision of General Non-Formal Education.
4. Vocational Non-formal Education.

Non-formal vocational and technical education and training can be divided as follows:

4.1 Training Course for Vocational Certificate.
4.2 Short-Course Vocational Training.
4.3 Interest Group Programme.
4.4 Non-Formal Programme for Certificate in Vocational Education.

1.8.1.3 Informal Education (IE)

Informal Education enables learners to learn by themselves according to their interests, potentialities, readiness and the opportunities available from individuals, society, environment, media, or other sources of knowledge as follows:

1. Informal education programmes are provided by libraries, museums and science/technology centers, etc. as well as by mass media i.e. radio, television, newspapers and magazines, etc.
2. Informal education programmes consist of community learning networks i.e. community learning centers, village reading centers, sub-district health offices, sub-district agricultural offices, as well as natural learning sources in each community.

3. Learning from various sources.

1.8.2 Special and Welfare Education

1) Special Schools: There are currently 43 such schools, targeting those with mental, physical, visual or hearing impairments. In practice, however, children with any type of disability will be accepted in these schools.

2) Special Centres: There are currently 78 Special Centres, one in each province throughout the country, that render services in specially set up locations, in inclusive schools, hospitals, and in the home. The centers also organize meetings and seminars for parents of the disabled as well as staff of various organizations, conduct research, and develop curriculum for short-term training for the disabled.

3) Inclusive Schools: There are currently 18,618 inclusive schools, which are regular schools that accept disabled children. In providing education for the disabled, these schools are assisted by Special Centers and Special Schools in terms of teachers, training, materials and facilities, and coordination with concerned agencies.

Welfare education is provided for those who are socially and culturally disadvantaged. Students are given special vocational training relevant to the locality of a particular school for further employment. Students receive education form the Welfare Schools. There are 42 Welfare Schools located in 35 provinces, accommodating 39,731 disadvantaged students, most of whom (approximately 92%) were boarders. Included among these were 5,449 minority children and 608 disabled children. It should be noted that students with disabilities in the Welfare
Schools include only those able to study in an inclusive school; others study in special schools that accommodate their types of disability.

1.8.3 Vocational and Specialized Education
In the general stream of basic education, career and technology-related education is offered to school children at both primary and secondary levels to provide them with work experience and basic knowledge for career preparation and technological application. Formal technical and Vocational education and training is conducted at three levels: upper secondary, leading to the lower certificate of vocational education; post secondary, leading to a diploma or the associate’s degree in vocational education; and at university level, leading to a degree. With a start at upper secondary level, Technical and Vocational Education and Training (TVET) in Thailand provides eight major fields of study, namely; Trade and industry, agriculture, home economics, fishery, business and tourism, arts and crafts, textile, and commerce.

In academic year 2007-2008, there were 63,800 DVT students in 51 programmes and 12,000 companies. Participation of the private sector, especially industries and business in vocational education, has been considered at both policy and institutional levels. The credit-accumulative programme provides opportunities for adults who are unable to participate in full-time study at an institution. An assessment system for validation of their experiences is also provided to evaluate their knowledge and skills. In addition, credit accumulated can be transferred within the same or between different institutions. In short, vocational education is provided through formal programme, the dual-vocational training (DVT) programme, and the credit accumulative programme.

1.8.4 Teacher Education
As education spread, the need for teachers inevitably increased. This resulted in the establishment of teacher training schools both in the metropolitan and provincial areas to prepare teachers for elementary and secondary schools in 1975.
However, in 1975, as a result of the expansion of compulsory education, high rate of population growth and the need to upgrade the quality of secondary school teachers, the teacher colleges began to offer a five-year programme leading to a Bachelor’s Degree in education. Teacher colleges performed this function effectively by improving teacher qualification to fill almost all teaching positions.

The Teacher Colleges Act (TCA) was revised in 1984, and in 1992, His Majesty King Bhumibol Adulyadej graciously conferred the name title “Rajabhat Institute” on the teacher colleges. The Rajabhat Institutes Act of 1995 brought changes to the institutional structure, administration and autonomy of the colleges. Then The Rajabhat Institutes became Rajabhat University from 14th June, 2004. The effect of these changes in the establishment of 40 locally oriented and autonomous institutions endowed with a greater flexibility and capacity to provide for the country’s future educational needs.

At present, Thailand attaches great importance to improving the status and quality of teachers. Teachers, in particular, are the key agents in reforming the teaching-learning process.

Given the shift from teacher-centered to learner-centered approaches, teachers must be able to function as facilitators, to enable students to become independent in thought, action and problem solving while adhering to ethical and moral values of the society.

Under the current reform measures, Thai teachers are being supported and encouraged to attend training courses, locally and abroad. The following training activities are among those organized especially for teachers:

1) Development of the 5 years Pre-service Education Programme -
This programme requires completion of a 5 years bachelor’s degree, with the first 4 years dedicated to coursework and the final year devoted to teaching practice at an approved school.
2) Training for teachers of English -

The Ministry of Education made projects focused on improving the English language proficiency of in-service teachers. The Ministry works closely with international agencies, including the British Council and the Regional English Language Office of the United States Embassy, as well as the AUA Language Centre, and ERIC Centres.

3) Training activities to strengthen professional standards of teachers-

It was expected that the first round of training should have been completed in 2006, with further rounds of training implemented in 2007 and 2008.

4) Completion of the Bachelor’s Degree in Education for in-service teachers: Rajabhat universities have been conducting a special program since 2003 for in-service teachers who must meet this requirement. It was expected that all in-service teachers would have attained at least a Bachelor’s Degree in Education in the year 2007.

5) In-service programmes for a Post-graduate Certificate and Master’s Degree in Teaching: Teachers holding a Bachelor’s Degree in fields other than teaching are encouraged to undertake in-service programmes leading to a Post-graduate Certificate or a Master’s Degree in Teaching.

1.8.5 Improving Teacher Effectiveness through Certification in Thailand

In Thailand at present there are approximately 680,272 teachers responsible for education of around 20 million students, the future manpower of the country. The importance of the teaching profession to the way of life of the Thais has increasingly been recognized. Among several other educational issues, the constitution of the Kingdom of Thailand specifies that the State shall “Develop the teaching profession.” (Ungwatnakul, 1998, 58)

In fact, teaching is the only profession so specified in this highest law of the country. This strongly substantiates the importance of teachers in the Thai society.
1.8.6 Educational Reforms

With the present Constitution as the legal foundation, Thailand has enacted the National Education Act of 1999 (NEA), which has been eventually approved and has become effective from August 20, 1999. The Act is expected to be an apparatus of educational reform for a better Thailand.

1.8.7 Professional License for Thai Teachers

The Professional License for Thai Teachers Project has sailed through the research and public hearing process and the report has already been sent to the Education Reform Office.

The purpose of the research on Professional License for Thai Teachers was to propose professional licensing system for Thai teachers in accordance with the National Education Act of B.E. 1999, Section 53, and Chapter 7 in the second paragraph which read as follows (Siriporn, 2000, 77-74):

“Teachers, administrators of educational institutions, educational administrators and other educational personnel of both the state and private sectors shall have professional licenses as provided by the law.”

The research results expected are:

(1) The body of knowledge concerning professional licenses and professional organizations for teachers, and

(2) The academic information to be used as basis for drafting the new, or revising the existing Teachers Act in order to include issues of professional licenses.

1.8.8 Major Characteristics of the Proposed Professional License for Thai Teachers

1.8.8.1 Principles of Licensing Teachers

As stipulated in the National Education Act, the licensing for the teachers will
be developed so that teaching will be further enhanced and become a highly respected profession.

1) The ultimate goal of licensing teachers is full development of learners and teaching profession
2) Teachers are guaranteed to receive at least the same welfare and benefits as they are having at present.
3) Participatory approach will be employed in developing and assessing teachers.
4) A system to license teachers will be delegated to local authority and School Board for initial selection and approval.
5) A proposed system to license teachers must be fair, transparent and accountable.

1.8.8.2 The Objectives
Thailand attaches great importance to improving the status and quality of teachers. Teachers, in particular, are the key agents in reforming the teaching-learning process. So the objectives are -

1) To raise the standard of teaching profession.
2) To develop all round learners with knowledge along with morality.
3) To raise the overall standard of Thai education.
4) To stimulate teacher reforms leading to nationwide educational reforms.

1.8.8.3 Who are Required to have Teaching Licenses?
According to the Education Act, all the teachers teaching at all levels of education except higher education at the degree level need to have teaching licenses by 20th August, 2002.

1.8.8.4 Types of Teaching Licenses
There are two types of Teaching Licenses:
1) Two-year Provisional License, issued to each new batch of teachers.
2) Standard License, to be renewed every five years.
1.8.8.5 Teacher Qualifications

For becoming a professional teacher, one must complete the following criteria.

1) Thai nationality.
2) At least 18 years of age.
3) Bachelor's or higher degree in Education. Holders of degrees other than education need to be trained to meet the standard of teaching profession.

1.8.8.6 Methods of Issuing Teaching Licenses

1.8.8.6.1 For new recruits

The most significant agents of learning reform are teachers. In order to recognize the importance of the teaching profession and quality of teaching and learning, there are methods of issuing teaching licenses for new recruits as follows:

1) Issuing a two-year provisional teaching license to applicants with Bachelor's or higher degree in education. Holders of degrees other than education need to be trained in teaching profession for not less than 24 semester credits.

2) After at least 2 years of satisfactory teaching experience, and having met the standard of teaching profession, the applicant will be given the standard teaching license which has to be renewed every five years.

1.8.8.6.2 For in-service teachers

In accordance with the 1999 National Education Act, a professional teaching license is required of in-service teachers, for which a Bachelor’s Degree in Education is required. It was recently stipulated that in-service teachers will be allowed to teach in an educational institution.

A new Organization for Administrators, Teachers Educational Institution and Educational Administrators will be established as an independent body administered by a professional council under the supervision of the Ministry of Education, Religion and Culture. This Organization shall have the powers and duties for setting professional standards; issuing and withdrawal of licenses; overseeing maintenance of professional standards and ethics; and developing the
profession of teachers, administrators of education institutions, and educational administrators.

1.8.9 Reform in Learning and Teaching

Learning and teaching reform is at the heart of educational reform and can be implemented without specific regulations. As the reform of learning is aimed at providing highest benefits for all the Thai people, it has been implemented widely through various efforts from policy level to institutional or grassroots level.

As indicated in Section 22 of the National Education Act, education will 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 will aim at enabling learners to develop at their own pace and to maximize their potential.

1.8.10 Learners as the Centre of Learning

In order to have the child-centered learning provided by law, Section 22 of the National Education Act states that, “Education shall be based on the principle that all learners are capable of learning and self-development.” (Kaewdaeng, 1999, 5)

To reform teaching learning, both teachers and learners must change their roles. Teachers must change from a ‘teller’ to a ‘facilitator’, while learners can learn by themselves, provided they are assisted by teachers how to learn, where to get information, and how to make use of it.

1.8.11 Teachers as Agents of Learning Reform

The Office of National Education Commission (ONEC) in collaboration with the Learning Reform Sub-committee has initiated two major projects for teachers: National Teacher Award, and Master Teacher Award. These projects are created with the belief that there are a large number of capable and hardworking teachers, but they may not be able to progress in the wider public due to the lack of opportunity. Therefore, we have to sort them out, reward them and set them as ideals for other teachers in terms of teaching-learning reform.
The Ministry of Education, with the approval of His Excellency Minister Somsak Prisananantakul, has accepted the idea of learning reform through national teachers and master teachers. Teachers who are likely to change their teaching methods under the child-centered concept will be selected as the so-called "Lead Teachers." They will attend the workshop on child-centered learning, under the supervision of national teachers and master teachers. It was expected that in 1999 about 30,000 teachers will participate in the workshop. While implementing their teaching methods, these lead teachers will also expand their methodology to their network of ten teachers. Thus, within two years, all 600,000 teachers were expected to be completely transformed to be "Teachers of the new Millennium." These teachers would be agents of change for the learning reform in schools all over the country.

It is imperative that all concerned carry out the development of teachers and education personnel to contribute to the success of learning reform and to benefit all stakeholders, especially the target of these efforts, the learners.

1.8.12 Higher Education

The demand of higher education has risen over the years because of increasing demand for qualified manpower that can contribute to the modern economic development. Higher education is provided at the associate degree and degree levels, and is offered in universities, educational institutions, colleges, and other types of institutions at associate degree and degree levels.

Higher education is the principal concern of the Ministry of Education, which coordinates the operation of 78 State Universities and 89 privately operated universities and colleges. The language of instruction at the universities is Thai, with the exception of Economics major courses at Thammasat University, which are conducted in English. Special courses in English are arranged for foreign students at the discretion of the university. The government and private sector provide scholarships for outstanding and needy students. Education at the degree
level is extended to Buddhist monks as well. There are two Buddhist Universities namely Mahamakut Buddhist University and Mahachulalongkornrajavidyalaya Buddhist University, established with the approval of the Ecclesiastical Elders’ Council and with budgetary support from the Office of National Buddhism, Ministry of Culture.

Students can take admission to the higher education sector after the High School Entrance Examination taken at the end of Mattayom 6 (12th Standard Class). Recent reforms have increased the importance placed on Grade Point Averages (GPA) for final university entry.

Higher education is predominantly provided at universities and colleges. The two distinct levels of educational attainment are the diploma level and graduate degrees. Over 2.2 million students are currently enrolled in the higher education sector and participation rate of university age students has increased significantly over the last few years from an average of 26% to the current average of 40%. In recent years, there has been significant increase in higher education opportunities with 78 public universities and 89 private higher education institutions.

1.8.13 Autonomous Universities: Future Direction

The concept of university autonomy was introduced in Thai higher education over 3 decades ago. The First 15-Year Plan for Higher Education (1999-2004) stipulated that future public universities be established as autonomous institutions from the beginning, whereas existing public universities should also be incorporated.

Currently, there are thirteen autonomous Universities under the supervision of the Office of the Higher Education Commission, namely Suranaree University of Technology, Walailak University, King Mongkut’s University of Technology Thonburi, Mae Fah Luang University, Buddhist University, Mahachulalongkornrajavidyalaya University, Mahidol University, Burapha University, King Mongkut's University of Technology North Bangkok, Thaksin University, King
Mongkut's Institute of Technology Ladkrabang, Chiangmai University and Chulalongkorn University. While the government is still able to direct, supervise, audit and evaluate the institutions through this office, they enjoy a greater degree of flexibility and innovation, receiving funding through block grants, and having full control over the administration and management of finance and budgets (budget management and procurement system), and academic matters (academic programmes and university structures), and personnel matters (personnel system, recruitment, remuneration and benefits).

Autonomy is seen as a significant step toward strengthening public higher education institutions so that they will be more accountable to the public, more adaptive to educational and social needs and market demand, and more proactive and dynamic in prioritizing their goals, outputs, and outcomes. Continuous effort will be made to encourage public higher education institutions to transit to autonomous universities to generate innovation, cost-effectiveness, accountability, performance-based assessments, good governance and long-term social and economic development.

In conclusion, the major aspiration in educational reform in Thailand is to provide quality education for all as a means to develop Thai people in all aspects. In this regard, participation from all stakeholders and support from government policy on education is the key of factors that contribute to the success in pushing forward educational reforms.

1.8.14 Buddhist Education in Thailand at Present

Since the advent of Buddhism in Thailand nearly 1,000 years ago, Buddhism played a crucial role in Thai society especially in modern education of the public. Due to the influence of Buddhist teaching, Thai people, in general are compassionate, friendly and generous. According to The Thai tradition, primary education was established in temples. Buddhist monks played a major role as teachers, only young men served as temple boys and they were given instruction in
reading, writing and simple arithmetic as well as in religion and morals. Many of them chose to be ordained as novices or monks to study Buddhist teaching and other subjects in the monasteries. Education, therefore, was limited only to young men, monks and novices. Females rarely had the chance for further education except those from well to do families. Only a few people could have higher education while the majority of Thai people lacked educational opportunity, as they were poor and lived far away from cities. Thai Education Buddhist schools were established to give opportunities to children from disadvantaged backgrounds.

1.8.14.1 Traditional Sangha Education

The Pali language has been studied by Thai monks since the Ayuttaya period. It was the King’s mission to support Sangha education. Pali studies were a traditional system of Sangha education; there were levels called in Thai as *Parian tree* (primary) *Parian tho* (intermediate) and *Parian Ek* (advanced level). The Pali examination was held within the Grand Palace in the presence of the King. Monks and novices, who were determined to take the exam, would have to translate Pali into Thai in front of the committee. The result of exams would be announced that very day. The King always offered a set of three robes to Buddhist monks who passed the Pali exam.

Later on in Rattanakosin period, the Pali studies were divided into nine level 1-9, Buddhist monks and novices are required to study Pali grammar, translation of Pali into Thai, Thai into Pali and to compose The Pali verse. The overall syllabus covered the basic essence of the Vinaya Pitaka, Suttanta Pitaka and Abhidhamma Pitaka.

It is obvious that only well-to-do families are able to send children to good schools, and most poor children are expected to stay with their parents and work for the rest of their lives. Many of them, after finishing primary school, come to
work in factories in Bangkok and the suburbs and send money back to their parents.

Traveling to the villages in rural Thailand, it is common to see small girls and boys watching the cattle and working in fields. Similarly in Bangkok, the sight of youngsters selling newspapers, flowers, garlands etc. is an ordinary experience for visitors. Therefore, the only way young boys from poor backgrounds could study Pali was to be ordained as monks or novices and only then could they move on to higher education.

Besides Pali studies, the Sangha also provides Dhamma studies, there are three levels, instructed in Thai and intended as basic Buddhist education for monks and novices. There is also a Dhamma course provided for laity called Dhammasuksa, so that the lay Buddhists can learn the basic doctrine in Buddhism.

1.9 The Status of English Language in Thailand

English has emerged as a virtual international language. Statistics show that seventy-five percent of the world’s mail, faxes and email use English. The majority of the Internet is in English. Eighty percent of the information stored in computers worldwide is in English. More than 140 countries receive news reports from the American-based CNN and British based BBC. English plays a dominant role both as the first and also as a second or foreign language for hundreds of millions of people around the world. In Thailand, especially, English plays a major role as possibly the most important foreign language.

Demand for the teaching of English in Thailand continues to increase more and more. In Thailand English is accepted as the international medium of communication in business, politics, science and technology, the mass media, tourism and information and is the language predominantly used on the World Wide Web. With the economic boom of the 1980s, however, demands for the study of modern foreign languages have expanded both steadily and rapidly. Consequently, the English language has become more than just a tool for trade and
modern technology. It is also an essential part of professional advancement. In the educational fields, English is the compulsory foreign language for all the students from upper primary school level (Standard V) up to the higher secondary level (Standard XII) It is no doubt is taught at the university level. In Thailand schools and universities normally follow the American credit and grade point average system. The final high school examination is the Matthayom 6 (Standard XII) which is considered equivalent to Grade 12 in the International system and to the GCSE in 5 subjects (except English Language) grades A-C. Students who have passed the school subjects GCSE – in 5 objects grades A-C can obtain exemption from Matthayom 6 (Standard XII) by the Thai Ministry of Education.

The School year in Thailand ends in late February, for university students the academic sessions end in mid March. After the end of the school year many students go for an intensive language course in preparation for their next place of study. Many of them find English difficult but the standard of teaching English in Thailand is steadily improving.

However, English is deemed as the most widely used international language. It has widely been employed as an effective tool for human communication. In the present age of globalization, the major domain of English in Thailand is found in the areas such as international organizations and conferences, scientific publications, international banking, economic affairs and grade advertising for global brands, audio-visual products, tourism, tertiary education, international law, as a ‘relay language’ in interpretation and translation, technology transfer, internet communication and some other areas.

1.9.1 Aims and Objectives of Teaching of English in Thailand

1.9.1.1 Learning Area of Foreign Languages

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating
understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of the diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners’ development by giving them better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while in case of other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

1.9.1.2 Aims of English Language Teaching in the National Curriculum

The English Curriculum aims to cultivate two linguistic abilities: an ability to give access to the society and culture and an ability to use English to communicate effectively, grammatically and appropriately. The Ministry of Education set forth the aims and objectives of English Language Teaching in the national curriculum as the compulsory foreign language to all the classes from Higher Primary Schools to Higher Secondary Schools. The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:
1) **Language for Communication:** Use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.

2) **Language and Culture:** Use of foreign languages harmonious with the culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

3) **Language and Relationship with Other Learning Areas:** Use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners’ world views.

4) **Language and relationship with Community and the World:** Use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

**1.9.2 National English Curricula 2008**

There are the newest versions of National English Curricula 2008. The emphasis is placed upon the four strands of English competency and performance. The four strands consist of Language for Communication, Language and Cultures, Language and relationship with other learning areas, Language and relationship with community and the world.

**Strand 1: Language for Communication**

**Goals and Standards**

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.
Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Strand 2: Language and Culture

Goals and Standards

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Strand 3: Language and Relationship with Other Learning Areas

Goals and Standards

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Strand 4: Language and Relationship with Community and the World

Goals and Standards

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

National English Curricula 2001

Strand 1: Language for Communication

Goals and Standards
Standard F1.1: Students will demonstrate an understanding of listening and reading process, interpret ideas from various kinds of reading materials and use these ideas critically.

Standard F1.2: Students will communicate skilfully to provide and obtain information and news, express feelings, emotions and exchange options by using appropriate technological tools and managerial skills.

Standard F1.3: 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: Language for Culture
Goals and Standards
Students will demonstrate an understanding of the relationship between a language studied and its speaker’s 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: Language and Relationship with Other Learning Areas
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: Language and Relationship with Community 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 a tool for their further study, career, and everyday life.

According to the National goals and standards of education of the 2001 and 2008, students are expected to have ability in using English communicatively and efficiently after completing High School education. 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.

1.9.3 Higher Secondary Education

The three-year higher secondary schooling system is divided into two parallel tracks: general or academic, and vocational tracks. General higher education is provided by the DGE, demonstration school of the RIs and universities, and private schools. That of the vocational stream is organized by the DOVE, DFA, RIT and King Monikut’s Institute of Technology North Bangkok. The structure of higher secondary school curricula includes 4 components:

1) **Core subject:** Basic subject corresponds to life and society in general and must be taken by all students. All of these subjects are prepared by the Department of Curriculum and Instruction Development, Ministry of Education.

2) **Prescribed elective subjects:** These subjects differ from place to place according to local conditions and needs. The local authorities are given an opportunity to choose subjects offered according to the number of credits, or to prepare the subjects offered by them in addition to those prescribed by the Department of Curriculum and Instruction Development.

3) **Free elective subjects:** These are subjects open for learners to choose according to their interests, aptitudes and needs. Students can choose either the subjects prepared by the Department of Curriculum and Instruction Development or those created by the local authorities.
4) **Activities:** All the schools are required to organize three types of activities for learners: those organized in accordance with the regulation of the Ministry of Education; guidance, remedial teaching or academic development activities; and independent activities of learners.

### 1.9.4 Objectives of Teaching of English for 10th, 11th & 12th Classes

The Ministry of Education designed the National Curriculum for the Higher Secondary Schools in Thailand, and then the National Educational Commission appointed by the Ministry of Education set up the objectives of the teaching of English for the Higher Secondary Schools (10th, 11th & 12th Standard Classes). The teaching/learning of English has been running along with the objectives given by the Commission step by step. English language was being taught as the compulsory foreign language throughout the country. However the objectives of teaching English in the Higher Secondary Schools are designed and given as follows:

#### 1.9.4.1 Objectives of Teaching English for 10th Standard

The National Educational Commission designed the objectives of teaching English in 10th standard class. The objectives are involved in the teaching/learning of the four skills: listening, speaking, reading and writing. They are as follows:

1. Students are able to listen to the sentences, passages or any story and are able to answer the questions.
2. Students are able to listen to the conversation on any topics and able to answer or explain in detail.
3. Students are able to speak about or explain any situation: the past, biography and tourism.
4. Students are able to speak on passages, telephone appointments or different occasions correctly.
5. Students are able to read and understand how to fill any forms properly.
6. Students are able to read any passage or story and to complete sentences with correct grammatical use.
7. Students are able to write to explain or describe experiences or any picture given in any situation.
8. Students are able to write sentences to describe any situation in correct grammatical use.

1.9.4.2 Objectives of Teaching English for 11th Standard

The National Educational Commission designed the objectives of teaching English in 11th standard class. The objectives are involved in the teaching/learning of the four skills: listening, speaking, reading and writing. They are as follows:

1. Students are able to listen to conversation of different situations or places given, and able to answer the questions.
2. Students are able to listen to stories, tales, minutes of meetings, weather forecast or essays, and able to conclude them.
3. Students are able to make conversation in any situation in day to day life.
4. Students are able to speak and describe places, pictures, things or portraits in any situation.
5. Students are able to read the tales, short stories, experiences in any situation, and express opinions.
6. Students are able to complete complex sentences.
7. Students are able to read and understand the passages, news, medicine labels, advertisements and short stories.
8. Students are able to write any letter; a personal letter, a business letter or an official letter.
9. Students are able to describe and write any story with proper grammatical structure.
10. Students are able to find out the word-meaning and information from a document, a dictionary or a telephone book.

1.9.4.3 Objectives of Teaching English for 12th Standard
The National Educational Commission designed the objectives of teaching English in 12th standard class. The objectives are involved in the teaching/learning of the four skills: listening, speaking, reading and writing. They are as follows:

1. Students are able to listen to news reports, newspapers, or conversations in any situations and then are able to summarize them.
2. Students are able to listen to dialogues, stories, songs or poems, and then are able to conclude and criticize them.
3. Students are able to speak and communicate good relation with persons through conversation.
4. Students are able to speak or convey the expression of feelings and thoughts in any situation.
5. Students are able to speak, in order to get information on any topic.
6. Students are able to converse to get information on any topics, and then able to analyze the same.
7. Students are able to read newspapers, advertisements, maps or any type of printed material, and then criticize them.
8. Students are able to read passages of different countries or cultures, and then are able to explain the contrast.
9. Students are able to read the provided information i.e. graphs, symbols, tables or memo, then able to explain them.
10. Students are able to write or fill memorandum, resume or any forms correctly.
11. Students are able to write memorandum, table or letter, then able to explain the same.
12. Students are able to write or complete forms providing any information, any letter or any forms.
13. Students are able to write sentences, essays, passages or conversations in correct grammatical language.
1.10 The outline of the Study

The present study consisting of five chapters attempts an evaluation of the English language teaching presently in force in Suphanburi province. The first chapter deals with the Education in Thailand and history of English language and its present status in Muang District, Suphanburi Province of Thailand. The second chapter deals with the theoretical framework consisting of various second language acquisition theories and their use in various methods and approaches. The third chapter deals with the Research Methodology and explains the manner of preparation of a questionnaire as well as its implementation. The fourth chapter deals with data analysis and makes an attempt of validating the hypothesis. The fifth chapter presents the conclusions, discussions and suggestions for improving the efficacy of teaching of English language as well as those for further research.

1.11 Conclusion

There is a tripartite structure of Thai Educational system: Formal, Non-formal and Informal education. Formal education services have two stages of basic education and higher education. Basic education in Thailand covers pre-primary education, 6 years of primary, 3 years of lower secondary and 3 years of upper secondary education. In Thailand, English plays a major role as the most important foreign language. In the educational fields, English is the compulsory foreign language for all the students from upper primary school level-Standard V up to the higher secondary level-Standard XII. The English Curriculum aims to cultivate two linguistic abilities: an ability to give access to the society and culture and an ability to use English to communicate effectively grammatically and appropriately. The main contents of the English Curriculum are language for communication, language and culture, language and relationship with other learning areas and language and relationship with community and the world. Students in Thailand spend many years in studying English; still many of them cannot communicate in English grammatically, appropriately and effectively. The present study proposes
to find out the problems in teaching and learning English as a foreign language. It aims to approach the English the English Language Teaching (ELT) from the point of view of teachers who are teaching English and students who are studying English as a subject at Upper Secondary School level. It attempts to find the solution to the problems identified and to satisfy the needs of both the teachers of English and the learners of English in Thailand. It is expected that the communicative approach along with technology-based audio-visual aids will certainly help enrich the students as well as teachers in the use of English language efficiently.