

THE IMPACT OF THE ENGLISH LANGUAGE POLICY IN THE BASIC EDUCATION
CORE CURRICULUM B.E. 2551(A.D. 2008) ON ENGLISH INSTRUCTION OF
THAI SECONDARY EFL TEACHERS: A MULTIPLE CASE STUDY
IN NORTHEAST THAILAND

by

KHATTIYANANT NONTHAISONG

MIGUEL MANTERO, COMMITTEE CHAIR

NIRMALA EREVELLES

LEE FREEMAN

AARON KUNTZ

DIANE SEKERES

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ABSTRACT

This study examined how Thai EFL teachers understood the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and how their understanding impacted their classroom practice. A multiple case study was conducted with two EFL teachers at a government secondary school in the rural area in the northeast of Thailand. Data collection methods included classroom observations, semi-structured interviews, and analysis of documents. Hornberger's (2006) integrative framework was used to analyze how the two teachers made sense of this policy. The findings of this study demonstrate that both EFL teachers understand the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), as acquisition planning and status planning which corresponds to the policy planning adopted by the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). However, the findings show that a gap exists between the goals of the policy and what the teachers actually do in their classrooms. Even though they acknowledged the importance of learner-centered and communicative approach, there was not much evidence of this method used in their classes. Instead, these teachers tended to transmit knowledge to their students in a teacher-centered manner, with the focus on translation and choral repetition drills. This study suggests the need for more professional development and training for these teachers. It also argues that the policy itself needs to be critically examined.

DEDICATION

I dedicate this dissertation to my mother, Somkidh and my father, Yongyuth for their support and unconditional love.

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CHAPTER 1

INTRODUCTION

Introduction to the Study

Learning foreign languages, especially English, is very important and essential in the global society today. People with high English proficiency have more access to resources and better opportunities for education and socioeconomic success, as well as job advancement (Baker, 2008; Keyuravong, 2010; Tellefson, 1991; Wah Kam & Wong, 2000). Moreover, high English proficiency strengthens a country's ability to maintain its competitive position in the world economy (Tongpoon-Patanasorn, 2011). Like many other Asian countries, in response to this crucial role of English in the globalization era, Thailand also reformed its language policy with the emphasis on improving communicative abilities in English for Thai citizens and English instruction is started earlier at the beginning of primary school level, as well as given more instructional hours (Nunan, 2003; Wongsothorn, 2000).

In Thailand, the major area in which the language policy is carried out is education (Darasawang & Watson Todd, 2012). Currently, the English language policy has been mainly implemented at a national level by the Office of Basic Education Commission (OBEC), Ministry of Education through the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). This core curriculum was revised from the Basic Education Curriculum B.E. 2544 (A.D. 2001) to provide schools and teachers more detailed and clearer guidelines with a set of goals, strands, and standards on how eight learning areas should be taught and assessed (Ministry of Education, 2008). These eight learning areas include Thai language; mathematics; science; social studies

,religion, and culture; health and physical education; arts; occupations and technology; and foreign languages. Because the focus of this study is on the English language policy, only the learning area of foreign languages will be discussed here.

According to Basic Education Core Curriculum B.E. 2551 (A.D. 2008), foreign languages include subjects like German, Chinese, and French, as well as English. However, as in most Asian countries, learning a foreign language means learning English (Tsui & Tellefson, 2007). In Thailand, English is also positioned as a main foreign language taught in schools because its learning content is prescribed for the entire basic education core curriculum. In other words, when referring to a learning area of foreign languages, everybody understands unquestionably that it means English. As shown in the curriculum, English is made compulsory from *Prathom 1* (Equivalent to Grade 1) in primary school to *Mattayom 6* (Equivalent to Grade 12) in secondary school. While students take a minimum of 1 hour of English a week in primary school, secondary school students take at least 3 hours of English a week. Moreover, English is one of the compulsory subjects for the Ordinary National Educational Test (O-NET) which students are required to pass in order to graduate at the primary (*Prathom 6*), lower secondary (*Mattayom 3*), and upper-secondary (*Mattayom 6*) school levels. *Mattayom 6* students also need these O-NET scores for university admission. Other foreign languages can be offered as elective courses for students in upper- secondary school level.

The main function of this curriculum is to develop communicative language skills and improve the levels of English at the level of a foreign language with the emphasis on a more student-centered and communicative approach to teaching, as well as having some form of connection with the local community. Schools have to use 70% of this core curriculum as a framework, together with 30% of learning content relevant to their local conditions and wisdom,

to develop and write their own school curriculum, and put it into practice at their schools. This means that this curriculum facilitates decentralization of education authority, enabling local communities and schools to participate and play important roles in preparing curriculums which reflect their real needs. Teachers are also encouraged to create or adopt materials that reflect the policy aims and the needs of their schools and communities. Thus, in the classroom level, EFL teachers are considered to have main roles in putting the policy into practice. Additionally, they are likely to be a main indicator of success and failure of the policy implementation.

Language Policy and Planning Goals

Language policy can be defined as “a body of ideas, laws, regulations, rules, and practices enacted to promote systematic linguistic change in a community of speakers” (Petrovic, 2007, p. 239). It is a purposeful effort to influence the function, structure, or acquisition of languages within a community. Beyond the official policies included in language policy statements and language laws, Shohamy (2006) argued that language policy occurs through a variety of additional devices, some overt, other covert and hidden, including rules and regulations, language education policies, language tests, and language in the public space. Ricento (2006) also noted that language policy is a rather complex process and very difficult to evaluate.

In attempting to disentangle the complex processes of language policy, Hornberger (2006) offered a framework, containing three types of planning—status, acquisition and corpus—to aid in the comprehension of this construct. It can be noted that status is concerned with the way languages are used; corpus deals with how a language is constituted; while acquisition planning generally refers to how a national government system aims to influence aspects of language, such as what languages should be taught in the curriculum, or what

materials will be used and how they will be incorporated into syllabi. In addition, she included two main approaches that deal with form (policy planning) and function (cultivation planning). The policy planning refers to macro-issues such as standardizing forms of a language, while cultivation planning is connected to smaller, micro-issues that include the maintenance of a language, all of which is summarized in the Table 1.

Table 1

Language Policy and Planning Goals: An Integrative Framework

Approaches Types	Policy planning (on form) Goals	Cultivation planning (on function) Goals
Status planning (about uses of language)	Officialization Nationalization Standardization of status Proscription	Revival Maintenance Spread Interlingual communication- International, intranational
Acquisition planning (about users of language)	Group Education/School Literacy Religious Mass media Work	Reacquisition Maintenance Shift Foreign language/ second language/ Literacy
Corpus planning (about language)	Standardization of corpus Standardization of auxiliary code Graphization	Modernization (new functions) Lexical Stylistic Renovation (new forms, old functions) Purification Reform Stylistic simplification Terminology unification

For the purpose of this study, the bold terms in the framework were defined as follows:

Proscription: The planning activity that forbids the use of a given language (Hornberger, 2003, p. 455).

Graphization: The development, selection, and modification of scripts and of the orthographic conventions of the language (Liddicoat, 2005, p. 995).

Revival: The attempt to turn a language with few or no surviving native speakers back into a normal means of communication in a community (Nahir, 2003, p. 428).

Maintenance (Status planning): The preservation of the use of a group's native language as a first or second language where pressures threaten or cause a decline in the status of the language (Nahir, 2003, p. 439).

Spread: The attempt to increase the number of speakers of one language at the expense of another language (Nahir, 2003, p. 431).

Interlingual communication: The facilitation of linguistic communication between members of distinct speech communities (Nahir, 2003, p. 436).

- *International communication*: The communication practice that occurs across international borders.
- *Intranational communication*: The communication that occurs in the nation.

Reacquisition: The process by which a language with few or no surviving native speakers is revived in a community (Kaplan & Baldauf Jr., 2005).

Maintenance (Acquisition Planning): The process whereby members of a community continue to use their language, despite the competition with the dominant language, to prevent it from decline (Kaplan & Baldauf Jr., 2005).

Shift: The process whereby members of a community in which more than one language is spoken abandon their original language in favor of another (Kandler, Unger, & Steele, 2010, p. 3855).

Foreign language/ second language/ literacy: The process of teaching and learning foreign language/second language/literacy in school (Kaplan & Baldauf Jr., 2005).

Lexical modernization: The word creation or adaptation to enable users of a language to use the language in a wider range of context than had previously been the case (Liddicoat, 2005, pp. 999-1000).

Stylistic modernization: The development of both a set of linguistic resources and conventions for expressing particular subject matters (register) and the development of sets of textual conventions for organizing and presenting information (genre) (Liddicoat, 2005, pp. 1001-1002).

Purification: The prescription of usage in order to preserve the purity of language and protect language from foreign influences, as well as to guard against language deviation from within (Nahir, 2003, pp. 426-427).

Reform: The deliberate change in specific aspects of language, like orthography, spelling, or grammar in order to facilitate use (Nahir, 2003, p. 429).

Stylistic simplification: The simplification of language usage in lexicon, grammar, and style (Nahir, 2003, p. 435).

Terminology unification: The development of unified terminologies, primarily in technical domains (Nahir, 2003).

As an initial point of departure, Table 1 is important because it helps us to think about the purpose of language policy in Thailand. More importantly, as seen in Table 1, it can be noted

that the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) seems to adopt an acquisition-oriented perspective and status planning approach to English language education in Thailand. We will return to Table 1 throughout the study and reflect on the data as well as its ensuing analysis.

Statement of the Problem

The English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) had been implemented for 6 years by the end of the 2013 academic year (March 2014) and it was also the first academic year that the policy implementation covered all student grade levels in primary and secondary schools. Despite the fact that the main goal of this policy was to improve students' levels of English and prepare them to use English communicatively, in terms of students' level of English proficiency based on the Ordinary National Educational Test (O-NET), there was a continuing decline in the average scores of students from 2009 to 2011. While the English average scores of lower secondary school students were 32.42, 26.05, and 16.19 out of 100, the English average scores of upper secondary school students were 30.68, 23.98, and 19.22 out of 100 (Noom-ura, 2013). In addition, in the international level, on the 2010 Test of English as a Foreign Language (TOEFL) Thailand ranked 116th out of 163 countries (Education Testing Service, 2011). Recently, on the 2013 EF English Proficiency Index (Education First, 2013), Thailand ranked 55th out of 60 countries with an average score of 44.44 and labeled as very low proficiency.

As aforementioned in the introduction to the study, EFL teachers who work with the policy on a daily basis are inevitably viewed as being the main cause of this lack of success in policy implementation. For the past 10 years, much research done in Thailand based the English language policy on the 1999 National Education Act and the Basic Education Curriculum B.E.

2544 (A.D. 2001) and has mainly dealt with how a learner-centered and communicative approach to teaching English affected the teaching practices of Thai EFL teachers at primary school level (Prapaisit de Segovia & Hardison, 2009; Tongpoon-Patanasorn, 2011) and secondary school level (Darasawang & Watson Todd, 2012; Nonkukhetkhong, Baldauf, & Moni, 2006). However, after the implementation of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) which is considered as the main source of the current English language policy, it should be noted that only one study examining the impact of this core curriculum on the teaching practices of EFL teachers at both primary and secondary school level has been done (Fitzpatrick, 2011). This study, incorporating Hornberger's (2006) integrative framework, was an attempt to view how this policy was perceived and interpreted in the classroom level through the practices of a group of Thai English teachers in a rural government secondary school in the northeast part of the country. In the present study, to demonstrate how these teachers make sense of the current policy in their teaching context and how it affects their classroom practices, a case study was employed as it provides "the in-depth study of one or more instances of a phenomenon in its real-life context that reflect the perspective of the participants involved in the phenomenon" (Gall, Gall, & Borg, 2007, p. 447). This offered a grounded view of how this English language policy is represented in the teaching context being studied even though it is rather difficult to make the generalization of the study to the context of the whole country.

Purpose of the Study

The purpose of this study was to investigate the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) of Thailand by examining how EFL teachers at a government secondary school in the rural area in northeast Thailand made sense of this policy and put it into practice in their classrooms.

Research Questions

The key research questions guiding this study were

1. How do Thai EFL teachers understand the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)?
2. How does their understanding of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) impact the classroom practice?

Significance of the Study

Investigations into the effects that English language policy is having on EFL teachers who have to work with policies in the classroom setting are vital. Findings can inform issues such as improving professional development, understanding the influence of national examinations on the teaching practice in the classroom, as well as the role that English plays in a foreign language environment. Particularly, this study may provide useful information for Thai EFL educators and policymakers at the Office of Basic Education Commission (OBEC), Ministry of Education. For the policymakers, the policy itself may need to be reviewed. This, in turn, can inform the EFL educators at the OBEC to offer suitable professional development and training to help teachers better understand the current English language policy and put it into practice in the classroom more effectively.

Limitations of the Study

There were several limitations to the current study. First, the participants came from only one government secondary school in the rural area in Northeast Thailand; therefore, the findings may not be generalizable to other secondary schools in the country. Second, the study focused on EFL teachers at the secondary school level, not at the primary school level. Third, this study

dealt with translation of data and its subsequent interpretation; therefore, this may have consequences for the findings of the study.

Context of the Study

Soicoeconomic and Political Context of Thailand



Figure 1. Thailand administrative map (Central Intelligence Agency, 2013).

Thailand, formerly known as Siam, is situated at the heart of Southeast Asia and bordered to the north by Burma and Laos, to the northeast by Laos and Cambodia, and to the south by

Malaysia. Thailand is a constitutional monarchy, headed by King Rama IX, who has reigned since 1946. The country has a population of about 67 million people (Central Intelligence Agency, 2014). The primary religion is Buddhism, which is practiced by around 95% of the population. The capital and the largest city is Bangkok, which is the country's political, commercial, industrial, and cultural center. Thailand can be divided into four main regions—the Northeast, the North, the South, and the Central Plains. Northeast Thailand, commonly known as *Isan*, is the biggest and most populous region in the country and provides the principle source of labor for the capital, Bangkok. However, the Northeast is considered the poorest part of country and ranks at the bottom in terms of education opportunity and achievement (Fry & Bi, 2013).

Even though recognized as a homogenous nation, Thailand consists of different ethnicities and languages (Luangthongkum, 2007). About 75% of the population is ethnically Thai, 14% is of Chinese origin, 3% is ethnically Malay, and the rest belongs to minority groups including Mons, Khmers, and various hill tribes. There are over 70 languages spoken in Thailand (Premsrirat, 2007). Based on the geographical area, there are four main languages widely spoken in Thailand: Thai or Central Thai, Northeastern Thai or *Isan*, Northern Thai or *Kam Mueang*, and Southern Thai or *Pak Tai*. Moreover, other minority languages and dialects are spoken in some areas in the country and by hill tribe people, including languages such as Korat Thai, Phuan, Pu Thai, Khmer, Suay, Thai Yai, Karen, Yao, Lisu, and Pattani Malay. Other foreign languages such as English and Chinese are also spoken.

Despite the fact that there is no mention of the country's official language in many versions of Thai constitutions, everybody knows that Thai or Central Thai, which is spoken by the dominant group of people in the Bangkok area, has always been the official language of Thailand (Keyuravong, 2010). Thai has been used as a language of daily life for Thai people; it

has been used in schools, media, business, government administration, and bureaucracy. Importantly, Thai is learned as one of subjects in the Basic Education Core Curriculum (Wah Kam & Wong, 2000). In other words, Thai is a language of power in the country, and people need to learn and use it in order to gain more access to political and economic power and social advancement. As a result, the other three commonly spoken languages in the country are referred to as dialects of Thai (Darasawang & Watson Todd, 2012).

The Role of English in Thailand

Thailand is the only country in Southeast Asia which has never been colonized and is described by Kachru as a nation in the “expanding circle” of English users in Asia (1998, p. 93) where English is primarily used as a foreign language for education and business purposes. English was first introduced in Thailand in the 17th century for the purpose of modernizing the country in response to the threat of Western colonization and the pressure of internal politics (Darasawang, 2007). It was first taught to a group of elites in the royal schools, and in later years opportunities were open to common people when more schools for commoners were established. English language in Thailand has gone through a considerable evolution ever since and has always maintained its status as a foreign language.

Generally, English has been used in Thai society mainly to aid social mobility, allowing those that learn and use it to have more access to political and economic power (Baker, 2008). English has been linked to middle and upper middle classes; it has been used as a form of gate keeping with respect for the university entry for their children, meaning that other students who perform poorly in English may not be able to get into the institution of their choice. Educated Thai from these social classes also like to show off their high status in society by using English. However, English still has little relevance for the majority of Thai lives in general. In Bangkok

and other major tourist cities like Chiang Mai or Phuket, foreigners can get by even though they do not know Thai language since most people can communicate with basic English. On the other hand, if they go to the small cities or rural areas in Thailand, the chance to communicate in English is nil.

In addition, English is considered as being important for a well-paid job (Keyuravong, 2010), particularly in the fields of tourism, international trade and finance, or information technology. For instance, in addition to work performance, some jobs require their workers to reach some level of English proficiency based on their scores of TOEIC (Testing of English for International Communication) in order to get promoted. In other words, English proficiency offers opportunities and access to professional advancement.

Another domain in which English language is widely used is media (Foley, 2005), including advertisements, TV, popular music, and publications. Thai society has seen the increased use of English language in media and this trend continues. Although publication figures are not so high outside Bangkok or other major tourist areas, there are a number of English magazines and newspapers in circulation, including the *Nation* and *Bangkok Post* newspapers. In addition, there are some small scale radio and TV channels that broadcast in English, as well as a satellite access to overseas channels.

In 2010, there was an attempt by the Minister of Education to promote improved learning of English, suggesting that English should be made the official second language of the country (Darasawang & Watson Todd, 2012). He further proposed that he would import thousands of native-speaker teachers and upper secondary school math and science instruction would be taught in English. Nevertheless, because of the strong criticism that it could lead to the

misunderstandings that Thailand had been colonized in the past, he immediately withdrew this proposal.

Internationally, the role of English has become more crucial for Thailand and the other nine neighboring countries in the region as a lingua franca since 2009 when it was adopted as the official working language of the ASEAN (Association of Southeast Asian Nations) (Kirkpatrick, 2012). In 2015, the ASEAN Economic Community (AEC) will bring together the 10 ASEAN members, including Brunei, Myanmar, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam, into a single market to compete in the global economy. This economic integration will provide for the free movement of trade, labor, and capital within the region. Therefore, in order to work effectively and compete with other countries in the region, Thailand does need to develop English communicative skills for its people who are now considered at low level of English proficiency, compared to the neighboring countries in the region (Assavanonda, 2013).

The Thai Education System

In the past, education was offered at a temple by Buddhist monks and was only available for boys. However, nowadays, education in Thailand is provided mainly by the government. There are three types of education in the current Thai education system, including formal, non-formal, and informal education (Ministry of Education, 2007). For the purpose of providing lifelong learning opportunities and developing a learning society, non-formal education is offered through strategies such as community learning centers and distance learning, while informal education is supported by public libraries, and museums, as well as educational television and radio programs.

Formal education can be divided into two levels: basic education and higher education. A free basic education of 12 years is guaranteed by the constitution, and a minimum of 9 years' school attendance is mandatory. Even though the majority of basic education in the country is provided by government schools (public schools) through the Ministry of Education, it is offered by private schools throughout the country as well. For the current Thai basic education, the school structure is divided into 3 levels:

- Level 1: 6 years of primary schooling
Prathom 1 to 6 for 6- to 11-year olds (Grades 1 to 6 in the US system)
- Level 2: 3 years of lower secondary schooling
Mattayom 1 to 3 for 12- to 14-year olds (Grades 7 to 9 in the US system)
- Level 3: 3 years of upper secondary schooling
Mattayom 4 to 6 for 15- to 17-year-old (Grades 10-12 in the US system)

Compulsory education consists of 6 years of primary (*Prathom* 1 to 6) and 3 years of lower secondary schooling (*Mattayom* 1 to 3). On the completion of each level, students need to pass the Ordinary National Educational Test (O-NET) to graduate. Level 3, upper secondary, is optional. After completing *Mattayom* 3, students who wish to continue their education have two options: continue 3 years of upper secondary school in level 3 which is regarded as the academic track, or choose the vocational track offered by vocational schools. An entrance exam is required for admission to an upper secondary school and a vocational school. While students who choose the academic track usually intend to enter a university, students who choose the vocational track usually aim for employment or further studies in vocational pathways. For students who graduate from *Mattayom* 6 and wish to get into a university, in addition to their Grade Point Averages

(GPAs), two separate test scores are needed for a university admission: the Ordinary National Educational Test (O-NET) and the Advanced National Educational Test (A-NET).

Higher education is divided into three levels; lower than bachelor's degree, bachelor's degree, and graduate. The established public and private universities and colleges of higher education are under the jurisdiction of the Ministry of University Affairs. In recent years, there has been a significant increase in higher education opportunities with 78 public universities and 89 private institutions (Ministry of Education, 2007).

Buddhism and Thai Education

The most important source of values that influence Thai society in general and Thai education is the country's national religion, Buddhism (Baker, 2008; Foley, 2005). This idea is supported by the fact that the traditional education was offered by monks in local temples and many schools are still attached to temples even today. According to Foley (2005), there are a number of key concepts from Buddhism which have influenced the way Thai teachers and students approach their teaching and learning.

The first concept is '*Karma*' which can refer to "a profile of one meritorious and sinful acts and thoughts" (Foley, 2005, p. 227). Buddhists believe that karma in one's past life affects his present and future life. In other words, a person who does good deeds will be rewarded by his good karma; on the other hand, a person who commits sin will be punished by his bad karma. For example, a person who is born into a rich family and has a happy life today can be explained by the fact that one has accumulated good karma in his past life. As Foley (2005) pointed out, this concept of karma leads to the acceptance of status quo in order to avoid emotional extremes and confrontation. This idea clearly has an effect on how teachers teach and students learn in Thai education. While Thai teachers are given high status and viewed as the givers of

knowledge, Thai students are viewed as inexperienced and not in a position to express ideas. Consequently, Thai students give high respect to teachers and do not feel it is appropriate to question them.

Another important concept is '*Bunghun*' which means "the benefit and benevolence rendered to someone" (Foley, 2005, p. 228) and the one who gets the benefit must do something in return. To put it in Thai educational context, teachers are considered as second parents of students and expected to be filled with loving kindness and to represent goodness and morality. Teachers will teach students the knowledge and wisdom that students need to lead a moral life; in return, students should be obedient and show respect to the teachers. Particularly, there is a '*Wan Wai Khru*' (Teacher Honor Day) on the first Thursday of June every year when Thai students acknowledge '*Bunghun*' of the teachers and pay respect to them.

Finally, it is the concept of '*Krengjai*' which can be interpreted as a combination of diffidence, deference, and consideration, as well as respect. '*Krengjai*' is being aware of other people's feelings and showing politeness, respect, and consideration toward them. For example, Thai people would hesitate to refuse an invitation from a superior or even someone in equal status. In educational context, due to '*Krengjai*', Thai students tend not to ask their teachers questions or ask them to repeat an explanation of the lesson.

Organization of the Study

This dissertation is made up of five chapters. The current chapter provides the introduction to the study, statement of the problem, purpose of the study, research question, and significance of the study, limitation of the study, and context of the study. Chapter 2 will launch the review of literature that informs this study, namely foreign language teaching methodologies, a brief history of English language teaching in Thailand, the National Education Act of B.E. 2542 (1999), the Basic Education Curriculum B.E. 2544 (A.D. 2001) and Basic Education Core Curriculum 2551

(A.D. 2008), Learning Area of Foreign Languages: Strands and Standards, Bilingual Education in Thai Basic Education, EFL Teacher Education in Thailand, and studies on the English language policy in Thailand. The methodology of the study is described in Chapter 3, in which a detailed explanation of the research context will be offered, as well as a description of the research methods, data collection, and analysis. Themes that emerge from classroom observations, interviews and analysis of documents are presented and analyzed in Chapter 4. Chapter 5 discusses some of the salient points from this analysis and offer implications of the study as well as recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

As this study seeks to explore how teachers perceive and interpret the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and how the policy impacts their classroom practice, this chapter aims to present a review of relevant literature on English language teaching and learning and the English language policy in Thailand. This chapter is divided into eight sections, namely, foreign language teaching methodologies, a brief history of English language teaching in Thailand, the National Education Act of B.E. 2542 (1999), the Basic Education Curriculum B.E. 2544 (A.D. 2001) and Basic Education Core Curriculum 2551 (A.D. 2008), Learning Area of Foreign Languages: Strands and Standards, Bilingual Education in Thai Basic Education, EFL Teacher Education in Thailand, and studies on the English language policy in Thailand.

Foreign Language Teaching Methodologies

Foreign language teaching is gradually informed by second language acquisition (SLA), a field of study that examines how the people learn the additional language after their first languages have been acquired (Ortega, 2009). In this review, I will provide a brief summary of some of the more popular foreign language teaching methods that have been used up to the present.

First, originally used to teach Greek and Latin, the grammar translation method emphasizes understandings of the language structure and its meanings (Gonzalez, Yawkey, & Minaya-Rowe, 2006). Classroom instruction is done in the learners' mother tongue and learning

is largely by translation to and from the target language in written form. Grammar rules and lists of vocabulary are to be memorized with little or no emphasis on speaking and listening. Second, in response to the criticism of the grammar translation method, the direct method was introduced (Cele-Murcia, 1991). The direct method emphasizes the uses of the target language in the natural setting; therefore, the teaching focus is on listening and speaking skills. Classroom instruction is conducted in L2 with no translations to L1 allowed. In presenting new words or phrases, the teacher uses gestures, pictures, objects, or realia to demonstrate meanings of these new terms (Gonzalez et al., 2006). Due to the need for American soldiers to be orally proficient in foreign languages during the World War II, the audiolingual method emerged (Brown, 2007). The audiolingual method is based on the principles of behavioral psychology that learning is habit-formation. The teacher is the one who provides learners' models of language; in addition, tapes, visuals, and language lab are often used. Lessons are presented in dialogue form; learners repeat and practice pattern drills with the emphasis on pronunciation.

After the introduction to Chomsky's generative grammar in the 1960s, there had been growing number of studies on the second language acquisition and several innovative methods were conceived in the 1970s such as community language learning, suggestopedia, the silent way, total physical response, and the natural approach (Brown, 2007). The methods emerging in this period put emphasis on emotional and sociocultural factors of the learners.

In the late 1970s and early 1980s, the concept of communicative competence was discussed widely and became the goal of language teaching (Richards, 2006). As a result, communicative language teaching was introduced. In this method, language is viewed as a system for the expression of meaning; therefore, learning language occurs through activities that involve real communication and carrying out meaningful tasks to the learner (Nunan, 1989). The

goal of communicative language teaching is to enable the learner to communicate effectively and appropriately in various real life situations such as making requests, giving advice, making suggestions, and so on. The teacher acts as a facilitator of the communication process and engages learners in communication involving processes such as information sharing, negotiation of meaning, and interaction. Classroom activities in communicative language teaching include activities that deal with pair and group work such as information-gap, jigsaw activities, information-gathering activities, opinion-sharing activities, and role plays (Richards, 2006). The uses of authentic materials are also emphasized. Since 1990s, communicative language teaching has continued to evolve as the understanding of second language learning processes has developed. Thus, its theory and practice draws on several different paradigms and traditions. Richards (2006) asserted that the current communicative language teaching can be referred to as “a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on” (p.22). In addition, there are methods that can be described as extensions of communicative language teaching movement, including content-based instruction (CBI) and task-based instruction (TBI).

A Brief History of English Language Teaching in Thailand

Together with the introduction of Western education methods, the teaching of English was started in the reign of King Rama III (1824-1851) by an American missionary (Wongsothorn, 2000). However, it was only taught to a group of officials and administrators in the king’s palace who were in charge of contacting Westerners (Baker, 2008; Foley, 2005). During the reign of King Rama IV, the king’s realization of potential Western colonization made him start learning English and become the first king to have a working knowledge of English and be able to communicate in English with foreigners without the help of an interpreter

(Durongphan, Aksornkool, Wannawech, & Tiancharoen, 1982). In addition, King Rama IV hired English teachers to teach his children and sent scholars to study in Europe. During this time, the first English textbook, English workbook, and English-Thai as well as Thai-English dictionaries were also published. As a result, English language teaching and learning was no longer confined within the palace; instead, a number of ordinary citizens began learning this language.

In the reign of King Rama V (1867-1910), a growing number of Westerners visiting the country created a greater need for English. King Rama V believed that more Thai people needed to learn English because it was necessary for the country's advancement (Wongsothorn, 2000). During this time, the Ministry of Education was established, and more schools were available for common people. At first, English classes were taught only by Westerners with English textbooks which were regarded as the English language curriculum (Kulsiri, 2006). Later, English standards were added into the curriculum and examinations in 1891 (Darongphan et al., 1982). In 1898, the first group of Thai teachers began to teach English in several schools (Kulsiri, 2006). However, English did not enter the national school curriculum until 1921 when King Rama VI (1910-1925) issued the Compulsory Education Act that required children between ages 8 and 14 to attend school, and English became a compulsory subject from *Prathom 5* (Grade 5). In the planning of EFL curriculum, Thai experts, with the help of Westerners as consultants, determined how English language teaching should be implemented (Kulsiri, 2006). Similar to the trend of English language teaching and learning at that time in Western countries, the method of English teaching used in Thailand during the reigns of King Rama VI and VII (1910-1932) was based on rote memorization and grammar translation (Wongsothorn, 2000). As noted by Darasawang (2007), successful learners of English tended to win scholarships to study overseas; nevertheless, most of the learners who learned English could not use it in real life situations.

During the period between 1932 and 1969, English continued as a required subject to be taught at government schools starting from *Prathom* 5 (Grade 5) while private schools taught it from *Prathom* 1 (Grade 1) (Wongsothorn, 2000). In 1960, in response to the increasing involvement of the United States in the IndoChina war, there was a change in the English curriculum with a greater focus on English for international communication (Foley, 2005). In this revised curriculum, each of the four language skills—listening, speaking, reading, and writing—was given equal emphasis, and the Ministry of Education prescribed the textbooks and supplementary materials to be used in classrooms (Darasawang, 2007). Consequently, instead of a traditional grammar-translation method for teaching English, an audiolingual method was used in school. However, this teaching method did not yield satisfactory results, and many teachers continued to use the traditional grammar-translation method, which is more in line with the rote learning tradition of Thai culture (Darasawang, 2007; Foley, 2005). At this time, Westerners had less influence in planning the EFL curriculum as insiders and became just assistants who supported the development of the curriculum (Kulsiri, 2006).

The 1977 and 1980 national curricula classified all foreign languages taught in school as elective subjects, including English, French, German, and Japanese as elective subjects (Foley, 2005; Wongsothorn, 2000). However, English continued to be the most popular foreign language taught in school throughout the country, and it was one of the compulsory subjects in the National University Entrance Examination (Darasawang, 2007). At this time, the emphasis on English for communication continued, and a communicative approach to English language teaching was introduced and promoted. In order to improve English teaching quality, a series of inservice training courses was offered to Thai English teachers by the British Council (Foley, 2005). As noted by Kulsiri (2006), foreign experts had no direct role in the planning of EFL

curriculum during this time even though it can be said that Western educational theory still had a strong influence on the development of the curriculum.

Prior to the 1999 education reform, another curriculum change took place in 1996 when English once again became a compulsory subject which applied to all primary students from *Prathom 1* (Grade 1) (Wongsothorn, 2000). The focus was placed on the development of the students' proficiency for the purposes of communication, acquisition of knowledge, use of English in tertiary level studies, and career advancement (Foley, 2005). Wongsothorn (2000) described the teaching method which was widely used as "functional-communicative with an eclectic orientation" (p. 311). Nevertheless, teachers sometimes utilize the grammar translation and audiolingual methods for specific purposes in their lessons.

To conclude, despite the fact that English is very much related to a small group of privileged people when it was first introduced in the country, it can be seen that English has always played an important role in Thai education. It has been part of the curricula from the primary school to the university level. It is also worth mentioning that Westerners have always influenced the EFL planning and policy. For the approaches of teaching English, they have changed from time to time to better suit the purposes of each curriculum as well as to keep up with the principles and theories of language teaching and learning discovered in the Western countries. The goal of English language teaching in Thailand for the last 20 years emphasized more communication, and EFL teachers have been encouraged to employ a communicative language teaching method in their classrooms.

The National Education Act of B.E. 2542 (A.D. 1999)

Due to the economic, political, cultural, and social crisis Thailand faced in 1997, the big change in Thai education occurred when the education reform started in 1999. Nitungkorn

(2001) stated three problems that led to this education reform; low average educational attainment of the Thai population, low transition rate of primary school graduates to lower secondary level, and the challenge of globalization and the advancement of science and technology. Additionally, the problem of overcentralization, particularly in the areas of budget and personnel, persistence of traditional learning modes, and persistent equity and access issues were mentioned by Fry (2002). Importantly, because of the Asian economic crisis Thailand faced in 1997, the Eighth National Economic and Social Development Plan changed the developmental paradigm from economic development to human development. In order to develop people's capacity, the plan recommended reforming education to serve as the tool to realize it [Office of the National Economic and Social Development Board (ONESDB), 1997].

Therefore, the National Education Act of B.E. 2542 (A.D. 1999) was promulgated and put into use in 1999 and amendments were made in 2002 (Second National Education Act). These two Acts provided legal framework for the current education reform both for learning and administrative reforms. To implement the reform, the Office of the National Education Commission (ONEC) was responsible for policy making, planning for education at all levels and all types, and monitoring the implementation of the reform (ONEC, 1999). According to the 1999 National Education Act, the key elements of the reform include a provision for 12 years of free education for all and 9 years of compulsory, decentralization, life-long learning, student-centered learning, the utilization of local wisdom and knowledge, and the promotion of technology. In terms of the teaching and learning processes that are considered as the heart of this reform, the Act mandated a transition from teacher-to learner-centered instruction for all subjects including English. Learners are encouraged to be active in their learning and to develop according to their own pace and potential. Hence, this shift requires teachers to change from their

traditional role as ‘tellers’ to ‘facilitators’ and from ‘materials users’ to ‘teaching materials creators’ (Nonkukhetkhong et al., 2006, p. 1).

For English language instruction, as Darasawang (2007) observed, this reform brings about changes through the decentralization of syllabus design which emphasizes learner and local community needs, as well as encourages thinking skills and communicative language teaching methods (p. 191). In 2001, following the enactment of this 1999 National Education Act, Ministry of Education announced implementation of the new national curriculum—the Basic Education Curriculum B.E. 2544 (A.D. 2001)—with the purpose of ensuring effective education reform (Ministry of Education, 2001). Later, this curriculum was revised for greater clarity and appropriateness; consequently, the Basic Education Core B.E. 2551(A.D. 2008) was formulated and has been implemented at the national level since then. It should be noted that this new core curriculum led to the introduction of the current English language policy in Thailand as well.

The Basic Education Curriculum B.E. 2544 (A.D. 2001) and Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

After the enactment of 1999 National Education Act, the Office of Basic Education Commission (OBEC), Ministry of Education implemented the new document policy at the national level in 2001—the Basic Education Curriculum B.E. 2544 (A.D. 2001). The Basic Education Curriculum 2001 is a standard-based curriculum which provides the framework for schools to prepare their own school curriculums to meet their real needs (Ministry of Education, 2001). Using the curriculum framework provided by this new core curriculum, schools are responsible for prescribing the learning contents of their school curriculums to suit their actual situations and serve their local communities. This is the first time that schools are no longer strictly controlled by the central authorities and have freedom to choose what is to be taught and

how it will be carried out (Kulsiri, 2006). In addition, teachers were also encouraged to develop their own teaching materials that are more student-centered as well as having some form of connection with the local community and wisdom.

Nonetheless, because of the lack of clarity in the Basic Education Curriculum 2001, teachers were confused and had difficulties when putting it into practice at the school level (Ministry of Education, 2008). For example, schools prescribed too many learning contents for the curriculums. Schools also set too high expectations for the learning outcomes. Moreover, the measurement and evaluation used did not reflect the standards set. Therefore, after its 6-year implementation, the Ministry of Education's Office of Basic Education Commission (OBEC) replaced it with a revised version in 2008—the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)—so as to provide clearer goals, standards, and indicators for all people involved in preparing the school curriculums. In addition, improvement has been made to the structure of minimum time allotment to each subject area for each grade level as well as to the process of measuring and evaluating learners' performance and criteria for graduation at each educational level.

The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) is aimed at the full development of learners in all respects—morality, knowledge, and physical strength. In addition, five key competencies for learners are stressed: knowledge and skills for communication, thinking, problem-solving, life skills, and technological application. However, this new curriculum still maintains key principles of the original, including the aim of national unity, education for all, life-long learning, the importance of learners, and the flexibility of the curriculum structure. Importantly, unlike the original, “the decentralization of authority” and the fact that “the learners-centered approach is strongly advocated” (Ministry of Education, 2008, p.

4) are firmly stated in the principles of this new curriculum. The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) also maintains many of the characteristics of the 2001 curriculum. For example, it still consists of eight learning areas, including foreign languages, each of these learning areas provide the content and the teaching and evaluation methods. For each learning area, strands prescribe the content to be taught. While standards prescribe what learners should know and be able to perform, indicators are used to demonstrate more clearly what they should know and be able to do for each grade level.

Learning Area of Foreign Languages: Strands and Standards

According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008), foreign languages taught in Thai schools can be languages such as French, German, Chinese, and Japanese, as well as English which is positioned as a main foreign language taught in Thai schools. Importantly, since the foreign language learning content “prescribed for this entire basic education core curriculum is English” (Ministry of Education, 2008, p. 252), it can be noted that the core curriculum for the learning area of foreign languages is specially provided for English language teaching and learning. For other foreign languages, schools have to prepare courses and provide learning management by themselves. The aims of this learning area are for learners to be able to have a favorable attitude toward foreign languages, to be able to communicate in various situations, pursue knowledge, engage in a livelihood, and take advantage from further education at higher levels. The contents of learning area of foreign languages are divided into four main strands as follows:

- 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.

- Language and Culture: use of foreign languages harmonious with 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.
- 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.
- 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 global society (Ministry of Education, 2008, p. 252-253).

These four strands which act as general aims are followed by standards which inform what learners should know and be able to do. Strands and standards for learning area of foreign languages in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) can be outlined as shown in Table 2, below (Adapted from Ministry of Education, 2008, pp. 260-279).

Table 2

Strands and Standards for Learning Area of Foreign Languages

Strand 1: Language for Communication
<p>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</p> <p>Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions</p> <p>Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing</p>
Strand 2: Language and Culture
<p>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</p> <p>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</p>
Strand 3: Language and Relationship with Other Learning Areas
<p>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</p>
Strand 4: Language and Relationship with Community and the World
<p>Standard F4.1: Ability to use foreign languages in various situations in school, community and society</p> <p>Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community</p>

Following each standard, there is a list of indicators that offer teachers guidelines on what to teach and what learners should know and perform after completing each grade level (see Appendix A for all indicators of *Mattayom* 1- 6). For example, the second indicator in Standard F1.2 for *Mattayom* 3 (Grade 9) is to “use requests appropriately and give instructions,

clarifications and explanations” (Ministry of Education, 2008, p. 265). In addition, learners’ quality after graduating from *Prathom 3* (Grade 3), *Prathom 6* (Grade 6), *Mattayom 3* (Grade 9), and *Mattayom 6* (Grade 12) are outlined (see Appendix B for learners’ quality of *Mattayom 3* and *Mattayom 6* graduates). For instance, after graduating from *Mattayom 3* (Grade 9), learners should be able to “use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations” (Ministry of Education, 2008, p. 257).

Thus, for English language teaching and learning, Thai EFL teachers have to use these foreign languages’ strands and standards as guidelines, together with the main principles laid out in this core curriculum, to develop their English courses. This means that EFL teachers have to adopt or create materials that are more student-centered, communicative, and at the same time related to real-life situations in their communities.

Bilingual Education in Thai Basic Education

In Thailand, there are many systems of Bilingual Education operating at all levels of education with different degrees of inclusion of English language in the instruction, such as International Program, Bilingual Program, and English Program (Keyuravong, 2010). For the basic education level, however, a model of Bilingual Education adopted is the English Program or EP. As a result of the implementation of 1999 National Education Act, schools were encouraged to adopt an English Program as an option for students who wish to improve their English proficiency. In 2001, the Office of Basic Education Commission (OBEC) set up guidelines for the management of the English Program, including controls on what schools can do, to ensure the same standard throughout the country (Bax, 2010). For example, schools are allowed to collect the tuition fees of the students who want to study in the program and it should cost no more than 35,000 baht (\$US 1,000) for a semester.

There are two types of English Program offerings in Thai primary and secondary schools (Keyuravong, 2010): The English Program (EP) and the Mini English Program (MEP). Government schools as well as private schools can offer the EP while only government schools can offer the MEP. Following the Thai national core curriculum, the English Program teaches at least four core subjects in English for a minimum of 15 hours a week. For the Mini English Programs, at least two core subjects are taught in English at least 8-14 hours per week. As part of Thai law, all subjects can be taught in English except Thai Language and Social Studies. The four typical subjects taught in the English Program are English Language, Science, Mathematics, and Physical Education (Punthumasen, 2007). Currently, there are over 300 schools throughout Thailand run the EPs and the MEPs. As summarized by Keyuravong (2010, p. 78), there are 260 schools operating the EPs: 30 government primary schools, 77 government secondary schools, and 153 private schools. The MEPs are run by 19 government primary schools and 29 government secondary schools. In addition, there are one government primary school and three government secondary schools that run both the EP and MEP in their schools.

When compared to students in the typical Thai program, advantages for students studying in the EP programs include the fact that students are exposed to English in an authentic situation, improving their English proficiency level as well as developing their confidence, high-order thinking skills, and leadership (Keyuravong, 2010, p.87). However, many disadvantages exist including the most important fact that the EP programs are only available where the socioeconomic levels are high and only students who are from affluent families can afford to get in. Furthermore, it is difficult to find well-qualified teachers to teach subject matter. The problem that students only did better at English but worse at other core subjects is also noted (Watson Todd, 2001). Based on the report by Bax (2010), even though the English Program in Thailand is

still small in scale, it is popular and attractive to stakeholders and has good prospects for the future growth. After several years of experience, schools running the programs also report that they have overcome many obstacles and work confidently with the programs now.

To conclude, despite the fact that the English Program can help students improve their English language skills and their confidence in using the language, it is restricted to just a small group of students. Hence, in terms of developing the English teaching and learning in the country as a whole, the English Program does not have much effect, especially in the rural areas where it is not available and students cannot afford for the program as well.

EFL Teacher Education in Thailand

Teacher education in Thailand is primarily offered by 17 government universities as well 40 government *Rajabhat* Universities, formerly known as Teachers' Colleges and *Rajabhat* Institutes, respectively. However, *Rajabhat* Universities—located in most provinces throughout the country—are where the vast majority of EFL teachers in Thai secondary schools are educated (Phairee et al., 2008). Recently, EFL teacher education programs offered at *Rajabhat* Universities have become a 5-year program with 4 years of coursework and 1 year of teaching practicum experience at school. For admission, students who graduate from *Mattayom* 6 (Grade 12) can apply for the program. There is no English language proficiency requirement; only an institution entry exam is generally required.

In the EFL programs at *Rajabhat* Universities, students spend 4 years taking a variety of courses, including academic content courses and educational courses such as development of English language skills, teaching methodologies, linguistics, language acquisition, and classroom management (Phairee et al., 2008). The instruction is generally in Thai, except some of the English courses which are taught in English. For the teaching practicum which occurs in the 5th

year, *Rajabhat* student-teachers generally teach secondary school students (*Mattayom* 1-6) with a teaching hour that ranges from 6 to 16 a week. In planning the lessons and teaching in the classroom, the student-teachers have to follow the national curriculum and this experience gives them a chance to see how the policy is put into practice. For the supervision of student teaching, the teacher-supervisors at school usually work with the student-teachers on a daily basis to provide support in lesson planning and giving practical feedback to their teaching. For *Rajabhat* faculty supervisors, on the other hand, they usually come to observe the classroom and give more theoretical feedback to student-teachers only one or twice a semester.

Studies on the English Language Policy in Thailand

After the education reform in 1999 and the introduction of the Basic Education Curriculum B.E. 2544 (A.D. 2001) in 2001 which later was revised into the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) in 2008, studies that have been done on the English language policy in Thailand have predominantly dealt with the implementation of the learner-centered and communicative approach to the teaching of English at both primary and secondary schools (Darasawang & Watson Todd, 2012; Fitzpatrick, 2011; Nonkukhetkhong et al., 2006; Prapaisit de Segovia & Hardison, 2009; Tongpoon-Patanasorn, 2011).

Three studies of the English language policy are based on the 1999 National Education Act and the Basic Education Curriculum B.E. 2544 (A.D. 2001). Prapaisit de Segovia and Hardison (2009) examined the effect of the education reform on the practices of primary school English teachers in the metropolitan areas, focusing on the adoption of the learner-centered and communicative approach to the teaching of English. Data were collected from classroom observations and interviews of three teachers who taught English in *Prathom* 5 and 6. According to the classroom observations, there was no evidence of communicative language use found in

the English classes. The teachers' interviews revealed confusion about the policy of learner-centeredness and its application. Additionally, teachers in the study reported concern about their English proficiency, insufficient training, inadequate resources, and professional support. Similarly, Tongpoon-Patanasorn (2011) investigated the impact of the policy of learner-centeredness on 25 primary school teachers who taught English in Northeast Thailand. Data were collected from a semi-structure interview via phone. The results indicated that teachers had partial knowledge and some misconceptions about learner-centeredness; as a result, the classroom practices did not reflect the policy of learner-centeredness with very limited use of English in class. Most teachers also reported that they had low English proficiency and had no prior training on the learner-centered approach. The third study by Nonkukhetkhong et al. (2006) investigated how Thai EFL teachers in secondary school level perceived the policy of learner-centered approach to teaching English and how they put it into practice in their local schools. Case studies of five EFL teachers were conducted in five different government secondary schools in the northeast of Thailand, using data from interviews, classroom observations, and teachers' self reporting questionnaires. The findings showed that although the teachers had positive attitudes toward the policy, they were not confident when putting it into practice since they were not sufficiently trained. Based on the observations, the English classes were more text- and teacher-dominated than learner-centered and communicatively-oriented. The communicative activities were rarely used in classes; the teachers used English only for basic instruction and students used it in choral repetition or reading.

In the research done by Darasawang and Watson Todd (2012), they examined how the English language policy was implemented in practice at four government secondary schools in the central region of Thailand. Unlike other studies discussed earlier, the researchers focused

their study on seven sources of English language policy, including the National Education Act, national education standards and curricula, Ministry of Education recommended textbooks, isolated Ministry of Education initiatives, policies concerning types of schools, test washback, and decentralized decision making. The interviews with the principals and English teachers at four schools revealed that all seven sources of policy influenced the classroom practice but the degree of policy implementation was different at each school. For example, while one school's practice in the English classes was mainly influenced by the Ministry of Education approved textbooks and the test washback, the other school paid more attention to the broad objectives of the National Education Act and the national education standards when putting the English language policy into practice at school. The results suggested that there were some conflicts between various policies and the lack of clear relationship between policies and practice.

There is one study which was based on the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Fitzpatrick (2011) conducted qualitative research in six government primary and secondary schools in the Northeast Thailand to examine how the EFL teachers conceptualized the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) by investigating their practices and beliefs. The participants in the study were 14 teachers who taught English at six government primary and secondary schools in the northeast region. Data were collected from classroom observations and semi-structured interviews, and document analysis. The researcher found that there were few examples of either the communicative approach or student-centered learning being employed. Instead, teachers tended to use the teacher-centered approach they were used to. This finding also suggests that there is influence of the national examinations on the teachers' teaching practices in the classroom.

Based on the reviewed studies, the mismatch between the policy and the practice has continued. The teacher-centered approach has continued to dominate Thai EFL classrooms with little use of English for communication even from the teachers themselves. As a result, the main goal to develop communicative language skills and improve the levels of English in Thai students seems very difficult to be fulfilled. In addition, since the implementation of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) which was claimed to provide teachers clearer and more detailed guidelines, there has been little research carried out on the English language policy in this core curriculum. In order to understand how this policy works, this study, incorporating the integrative framework by Hornberger (2006), explored how a group of Thai English teachers at a government secondary school in a rural area of Northeast Thailand perceived and interpreted the policy and how this policy impacts their classroom practice.

Summary of Chapter 2

Chapter 2 presents the literature review that frames this study. The review of literature on English language teaching and learning and the English language policy in Thailand highlights the various areas and aspects that have been explored and their findings contribute important insights into the current study. Chapter 3 presents the methodological design of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Following the review of literature presented in the previous chapter, this chapter will focus on the research methodology, instruments, and research procedures used in this research as well as the description of data analysis. The methods and procedures used in the current study were based on the following questions:

Research Question 1: How do Thai EFL teachers understand the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)?

Research Question 2: How does their understanding of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) impact the classroom practice?

Research Design

Because the research questions of this study explored the understandings and experiences of Thai EFL teachers within natural settings, this study lent itself to qualitative inquiry. A multiple case study design was used in this research study. A case study research can be defined as “the in-depth study of one or more instances of a phenomenon in its real-life context that reflect the perspective of the participants involved in the phenomenon” (Gall et al., 2007, p. 447). It offers the researcher ways to understand the world as seen by participants in the phenomenon. Hence, the multiple case study design investigates various cases to gain insight into a central phenomenon (Yin, 2003). Gall et al. (2007) explained case studies are investigated for one of these three purposes: to produce detailed description of a phenomenon, to develop possible

explanation of it, or to evaluate the phenomenon. Data for case studies can be collected using many sources of information in the natural setting of the phenomenon, including interviewing, document collection and analysis, behavioral observation, as well as visual images, such as photographs, drawings, and film (Swanborn, 2010). A variety of data sources allows the researcher to better understand the phenomenon from multiple lenses.

Setting and Participants

The study took place in Buriram, 1 of 19 provinces in the northeastern part of the Thailand, known as *Isan*, which is regarded as the poorest part of the country (Fry & Bi, 2013). Buriram is situated in the lower part of *Isan* region, about 410 kilometers from Bangkok. It has a population of 1,573,438 people and is ranked 6th in the country. The province is well-known for its ancient ruins, extinct volcanoes, and agricultural products. The setting of the study is a government secondary school located in the northeastern part of the province, about 60 kilometers from the provincial capital and 10 kilometers from its district. This school is considered as a sub-district secondary school situated in a village with approximately 400 students who come from 14 villages surrounding the school. Thai is the language of the classroom, but many of the students speak *Isan* (Lao), Khmer, or Suay as their first language. School facilities were generally very good. In addition to having access to a library, a science laboratory, computer rooms as well as a Wi-Fi, there were a projector with a screen and an audio system with two speakers available for teachers to use when they teach in most of the classrooms.

The main reason why this school was chosen to be a setting of the study is that it shares the general characteristics of typical rural secondary school in the northeast of Thailand. It is a sub-district government-funded school which follows the national curriculum. This school also

has about 2-3 EFL teachers who have teaching workload as well as other school duties. In addition, this school has a large class of students with various learning abilities and previous knowledge.

The participants in this study were English teachers who worked at this school. To gain access to this school and the participants, I contacted the school principal via phone, explained about the research, and asked for permission to carry out the study at the school. In this case, the school principal was a gatekeeper who assisted me as a researcher to gain access to the participants of the study at school (Marshall & Rossman, 2011). After getting the permission from the school principal, I was introduced to the three English teachers at school: one male and two female. I explained about the study and asked them to participate in the study. The two female English teachers agreed to participate in the study and the male English teacher declined to participate in my research. Once the approval of the University's Institutional Review Board (IRB) was obtained (see Appendix C), I had a pre-study meeting with the two participants and discussed the study in detail and some of the ethical issues surrounding the study, which mainly included explaining the consent form (see Appendix D) to the participants (Marshall & Rossman, 2011). I stressed that any data would be treated in a confidential manner: their names would remain anonymous and pseudonyms chosen by them would be used instead. In addition, they would be able to leave at any stage during the study. Each of the teachers signed two copies of this form, keeping one for themselves and the returning the other for the researcher. Finally, the researcher scheduled the interviews and classroom observations with the participants in the time and location of their preference and convenience.

Background of Participants

Nattaporn (pseudonym) was 46 years old. She has a Bachelor's Degree in English (B.Ed.) and a Master's Degree in Administration (M.A.). She speaks Thai, *Isan*, and English. She has been teaching English for 23 years and has been at the current school for 20 years. She has taught English for all class levels: from Mattayom 1 to 6. In the semester the study took place, she was teaching Fundamental English for Mattayom 3 and Mattayom 5. She teaches 16 fifty-minute classes per week. Apart from teaching, she is a department head and also works as a school accountant.

Kwan (pseudonym) was 51 years old. She has a Bachelor's Degree in English (B.Ed.) and a Master's Degree in Administration (M.A.). She speaks Thai, *Isan*, Khmer, Suay, and English. She has been teaching English for 12 years and has been at the current school for 3 years. Like Nattaporn, she has taught English for all class levels: from Mattayom 1 to 6. In the semester the study took place, she was teaching Fundamental English for Mattayom 6 and Elective English for Mattayom 4 and 6. She teaches 16 fifty-minute classes per week. For her school duties, she is responsible for the school bank project and the school infirmary.

Data Collection Methods

Data were collected in forms of classroom observations, semi-structured interviews, and analysis of documents. The school principal, a gatekeeper, was not present during the data collection phases of the study.

Classroom Observations

Participant observation allows the researcher to learn about the activities of the people under study in the natural setting through observing those activities (Kawulich, 2005). It also allows the researcher to observe situations the participants described in the interviews as well as

observe the events that the participants may be unable or unwilling to share during the interviews. Thus, in order to gain better understanding on how the EFL teachers at the secondary school level interpreted the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and put it into their teaching practice in the classroom context, a total of 12 classroom observations were conducted in 3 weeks; 6 classroom observations for each of the participants. It is important to note that each of the participants taught at least two of these grade levels (*Mattayom* 1-6) and the classroom observations were conducted with all grade levels that each participant taught. In the preliminary meeting with the teacher, I offered them a selection of dates and times for the observations so that they could choose the most suitable for them in each week (see Table 3 below for the classroom observation and interview schedule). I started my classroom observation in the middle of June after the new term had run for a month. In order not to add any more pressure to the situation because I want to see as regular a classroom as possible, I did not make any suggestions on what kind of lesson would be taught. My role in this study was as a complete observer and I sat at the back of the classroom. During each observation, which lasted about 50 minutes, I noted down in the form of field notes all the teaching activities that I saw the teacher carrying out in the class. These included such activities as how many times the teacher used the board, the organization of the students into pairs or groups, how student feedback was delivered, the use of materials, as well as L1 and L2 usage. The data from classroom observations in the form of field notes was used. I reflected on the field notes directly after the observations. Then, expanded field notes were developed.

Table 3

The Classroom Observation and Interview Schedule

Name Data Collection	Nattaporn	Kwan
Observation 1	June 24 th M. 3/1	June 17 th M.6/2
Observation 2	June 24 th M. 5/1	June 18 th M. 4/1
Interview 1	June 26 th	June 20 th
Observation 3	July 2 nd M. 3/1	June 23 rd M. 6/1
Observation 4	July 3 rd M. 3/1	June 25 th M. 4/1
Observation 5	July 7 th M. 3/2	July 1 st M. 4/2
Observation 6	July 7 th M. 3/1	July 3 rd M. 6/1
Interview 2	July 21 st	July 18 th

Interviews

Through interviews, the researcher has an opportunity to get access to the observations of others; the researcher can learn about the participants' experiences and what they perceived as well as how they interpreted their perception (Weiss, 1995). By building rapport with the participants, the researcher will be able to get some confidential information which they might be reluctant to express through other methods. In addition, as interviews are carried out face-to-face, the participants' difficulties in understanding the questions can be clarified by the researcher.

The purpose of the interview was to gain information on how the EFL teachers at the secondary school level perceived and interpreted the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) as well as how they put it into practice in their classrooms. Two semi-structured interviews were conducted with the two participants: the

first interview took place 1 day after the second classroom observation finished and the second interview were conducted 2 weeks after the sixth classroom observation finished. The interview protocol included questions about the new English curriculum, approaches to teaching, teaching materials, tests and evaluations, and the roles of English (see Appendix E for a list of interview questions). Moreover, the additional questions built on themes emerging from classroom observations and document analyses were also included in the interviews to clarify and confirm the understandings of how and why the teachers did things in the classrooms (see Appendix F for a list of additional questions). The semi-structured interview, which lasted from 40 to 60 minutes, was conducted in Thai language which the two participants were comfortable with. Without a language barrier, they could share their deeper level of experience which provided richer and more accurate information for the study (Koulouriotis, 2011; Li, 2011). These interviews were audio-recorded, transcribed, and translated into English by the researcher. The English translations of the interview salient for data analysis were rechecked by the translation rater.

Document Analysis

The purpose of document analysis is to gain insight into the activities the teachers use in the classroom. Information was gathered from official documents related to this theme: Ministry of Education documents, curriculum documents, and teaching materials. These included the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) as well as the English curriculum which the school developed from this national core curriculum and used in the school. These documents, along with other written records such as textbooks, lesson plans, teaching materials, and tests were mainly used to supplement the researcher's understanding of how the English language policy was being conceptualized by this group of local teachers.

Table 4

Summary of the Data Collection Methods

Data Collection Methods	Notes
Pre-Study Meeting	To meet the teachers, introduce the study, explain the consent form, and schedule the classroom observations and interviews (40-60 minutes)
Classroom Observations	To observe classroom practices (6 x 50 minute sessions for each teacher)
Semi-structured interviews	<p style="text-align: center;">Interviews</p> <p>(2 x 40-60 minute sessions for each teacher)</p> <p>Interview 1: one day after the 2nd classroom observation finishes</p> <p>Interview 2: two weeks after the 6th classroom observation finishes</p>
Document Analysis	<ul style="list-style-type: none"> • The Basic Education Core Curriculum B.E. 2552 (A.D. 2008) • The school curriculum for foreign language learning area • Teaching materials, textbooks, lesson plans, tests

Data Analysis Procedure

Before the data were analyzed, I created Microsoft Word files for the interviews, field notes, and document analysis. All files were saved in my portable computer and were protected by setting a password. The data from the semi-structure interviews, classroom observations, and document analysis were analyzed using an integrative framework adapted from Hornberger (2006, p. 29) discussed earlier in Chapter 1 (see Table 1, p. 4).

While data from document analysis were analyzed based on each type of planning to the policy planning goals in column 2, data from classroom observations and interviews of the participants were analyzed based on each type of planning to the cultivation planning goals and themes found for each case used to identify themes across the two cases.

Translation Dilemmas in Qualitative Research

Translation dilemmas emerge when the research study deals with data collection in more than one language and involves with acts of translation, at whatever stage, from one language into another (Smith, 1996; Temple, 2004). Larkin (2007) noted that decisions about translation have a direct impact on the trustworthiness of the study. Temple (2005) discussed some of different ways researchers have looked at this issue. First, the issue of translation is not identified in the study and presented as if interviewees were fluent in English or as if the language they used is irrelevant. In this research model, even though research is gathered in the participants' primary language and may reflect subtleties or contradictory positions present in that language, the researchers see themselves as being objective and present the translation as fact even when it does not reflect these linguistic characteristics of the original text. Second, the researcher as translator is discussed. This model can be done in the situation where the researchers are fluent in the language of communities they are working with. It gives the researchers opportunities for

close attention to cross cultural meanings and interpretations. The researchers can also discuss their translation processes as a check to the validity of interpretations. Third, she discussed translators working with researchers. In this model, the researchers work with the translators to find equivalence words across languages in producing the transcriptions. While some researchers treated the translators as neutral transmitters of messages, some treated them as key informants. For example, the researcher asked the translator to translate and transcribe the data, and then the translator participated in the discussion about their translations with the researcher. Some researchers emphasized the debate on written texts agreed with the translators they employed. Temple concluded that there is no one way to engage with translation in the study, and the choice of when and how to translate depends on the resources available to the researchers.

As my data collection in this study included interviewing the participants in Thai and the transcriptions had to be translated into English, I positioned myself as a translator as well. After the interviews were transcribed, I provided the two participants with the copy of the transcripts of their interviews to member check. After they agreed with the transcriptions, I translated the transcriptions into English. Only the parts that were salient for the analysis were used and I rechecked the translation of some words or sentences with the translation rater.

Trustworthiness

To enhance trustworthiness of the research results, this study employed triangulation, member checking, and peer debriefing. Triangulation is made through using multiple collection data methods and multiple data sources (Creswell, 2007). The three sources of data—interviews, classroom observations, and document analysis—give the researcher different perspectives on how the secondary school English teachers interpret and put the current English language policy into practice in their local environment. In addition, I engaged in member checking with the

participants. Member checking, which involves having research participants review statements in the transcriptions and the report for accuracy and completeness, can be done to increase the trustworthiness of the study (Gall et al., 2007). The first member checking took place after the interview transcriptions were completed; the participants were asked to confirm the transcriptions of the interviews. The second member checking took place when the analysis was finished and was done via email; the participants were encouraged to review the analysis and interpretations. Finally, peer debriefing, which involves having colleagues provide “an external check on the inquiry process” (Lincoln & Guba, 1985, p.301), was utilized. The researcher asked two colleagues to engage in peer debriefing to provide comments on findings as they emerged as well as to review a draft of the report. Both of them agreed with the report of the study.

Summary of Chapter 3

Chapter 3 presented the methodological design, the data collection procedures and the data analysis used in the current study. This chapter also discussed the translation dilemmas and trustworthiness of the study. Chapter 4 presents the findings of the data analysis.

CHAPTER 4

DATA ANALYSES AND RESULTS

Purpose of the Study

The purpose of this study was to explore how two EFL teachers at a government secondary school in the rural area in northeast Thailand made sense of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and how their understandings affected their classroom practice. Each EFL teacher was the center of one case.

Data sources for the two participants included observations in classroom settings, filed notes, semi- structured interviews, and document analysis. Data analyses were organized by research question and salient data sources as relating to the question.

The following research questions have guided the researcher's investigation of the understanding of how the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) affected the classroom practice of the EFL teachers:

Research Question 1: How do Thai EFL teachers understand the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)?

Research Question 2: How does their understanding of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) impact the classroom practice?

Introduction

In order to include as many of the participants' perspectives as possible within the data analysis, the researcher listed salient data sources with contextualized examples of the data for each research question. With the data organized in this manner, each section concluded with a

brief discussion of emergent themes in relation to Hornberger's (2006, p. 29) integrative framework discussed earlier in Chapters 1 and 3 (see Table 1, p. 4).

Findings for Research Question 1

Research Question 1: How do Thai EFL teachers understand the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)?

Classroom Observations

Kwan. All the field notes taken while observing Kwan in six classes indicated that she understood the goal of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) mainly as 'foreign language/second language/literacy' in acquisition planning. Also, she understood the goals of the English language policy as 'foreign language/second language/literacy' in acquisition planning and 'interlingual communication' in status planning. Finally, she understood the goals of the policy as 'foreign language/second language/literacy in acquisition planning' and 'spread' in status planning, according to the integrative framework by Hornberger (2006, p. 29).

The majority of the data from her classroom observations (83%) can be categorized as 'foreign language/second language/literacy' (see Figure 2; see Appendix I for detailed classroom observation data analysis). Kwan's teaching procedure can be summarized as presentation, practice, and production. Here are some samples of what she did in her class while she was teaching a conversation about the situation in the restaurant:

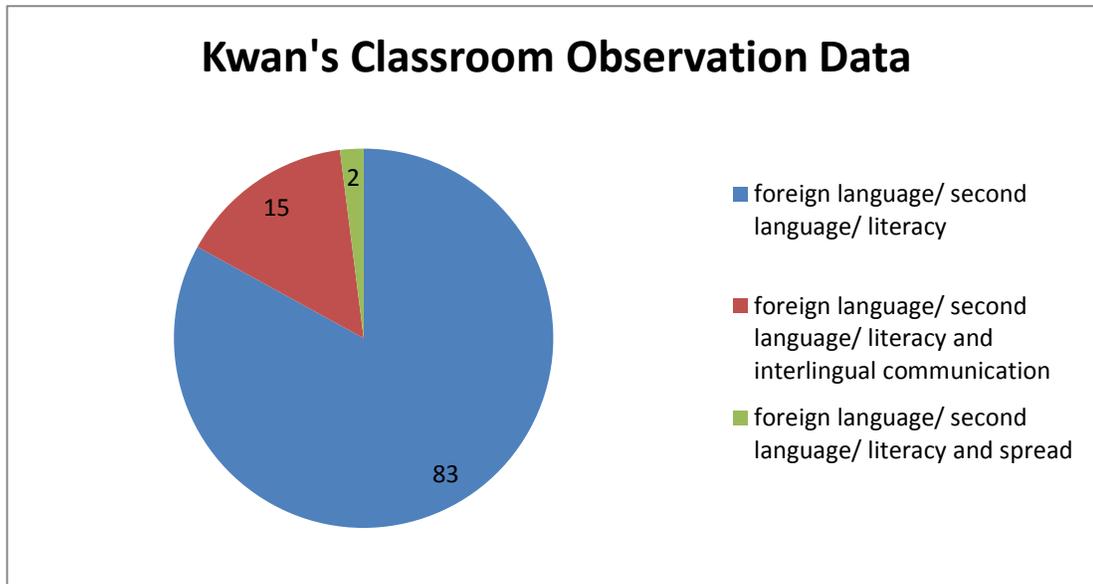


Figure 2. Data from Kwan’s classroom observations (This pie chart is descriptive in nature and is used to depict proportions of categorical data; it does not represent the quality of data).

After greeting students and reviewing the words they learned in the previous class, she presented the new lesson by having students watch three model conversations from YouTube. She played each model conversation three times; for the second and third time, each model conversation was shown with English subtitle, together with a Thai pronunciation and meaning of each model conversation. During the presentation, she discussed what happened in the video with students mostly in Thai, as well as discussed the meaning of some words from the video. During the second time, she asked students to take note from the video while they were watching it. And during the third time, she asked them to repeat after the video and then after her. Then she discussed with her students briefly about the culture of giving tips in Western countries and Thailand. After that, as for summarizing the lesson, she played the cartoon version of the conversation (it included most of what they had learned in model conversations 1-3). The first time, students watched the video with the English subtitle. The second time, they watched the Thai dubbed version of the conversation. The teacher had them watch both versions twice.

Finally, as homework, she asked them to write their own conversation for a restaurant situation; one conversation for each student.

Fifteen percent of data from Kwan's classroom observations can be viewed as both 'foreign language/second language/literacy' and 'interlingual communication' (see Appendix I for detailed classroom observation data analysis). According to Hornberger's (2006) integrative framework, Kwan understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2552 (A.D. 2008) not only as the process of teaching and learning foreign language/second language/literacy in school but also as the facilitation of linguistic communication between members of distinct speech communities. This means that Kwan helped students to use English to communicate with her and other students in the classroom. For instance, she asked students what a preposition was, and no one answered. She started giving them examples of sentences using prepositions: "The book is on the table" and "Mayuree is sitting on the chair". There was one student shouting out the answer, "*Poophabot*" (Thai word for 'preposition'). In another example, when some students asked for her permission to come into the classroom in Thai, she asked them to say it in English, "Say it in English, please." Finally, she let them in the classroom when they asked her one by one, "May I come in, please?"

Two percent of data from Kwan's classroom observations can be viewed as both 'foreign language/second language/literacy' and 'spread.' Kwan also understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) as both the process of teaching and learning foreign language/second language/literacy in school and the attempt to increase the number of speakers of one language at the expense of another language. However, 'spread' here is not inferred directly to increase the number of speakers of English but instead to make students aware of the importance of learning English rather than other foreign

languages since it is one of the subjects they have to take in the national test. For example, as a warm-up activity in one of her classes, Kwan had students practice doing three questions of the past Ordinary National Educational Test (O-NET), a national test, as described in Chapter 1. She asked students to read the test question from the handout they already had and they discussed the best answer for each question. She gave students tips on answering the question and asked them to take notes.

Nattaporn. All the field notes taken while observing Nattaporn in six classes indicated that she understood the goal of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) mainly as ‘foreign language/second language/literacy’ in acquisition planning. She also understood the goals of the policy as ‘foreign language/second language/literacy in acquisition planning and ‘interlingual communication’ in status planning.

The main concentration of data from Nattaporn’s classroom observations (85%) can be viewed as ‘foreign language/second language/literacy’ (see Figure 3; see Appendix I for detailed classroom observation data analysis). Like Kwan, Nattaporn’s teaching procedure can be summarized as presentation, practice, and production. Here are some samples of what she did in her class while she was teaching conversation:

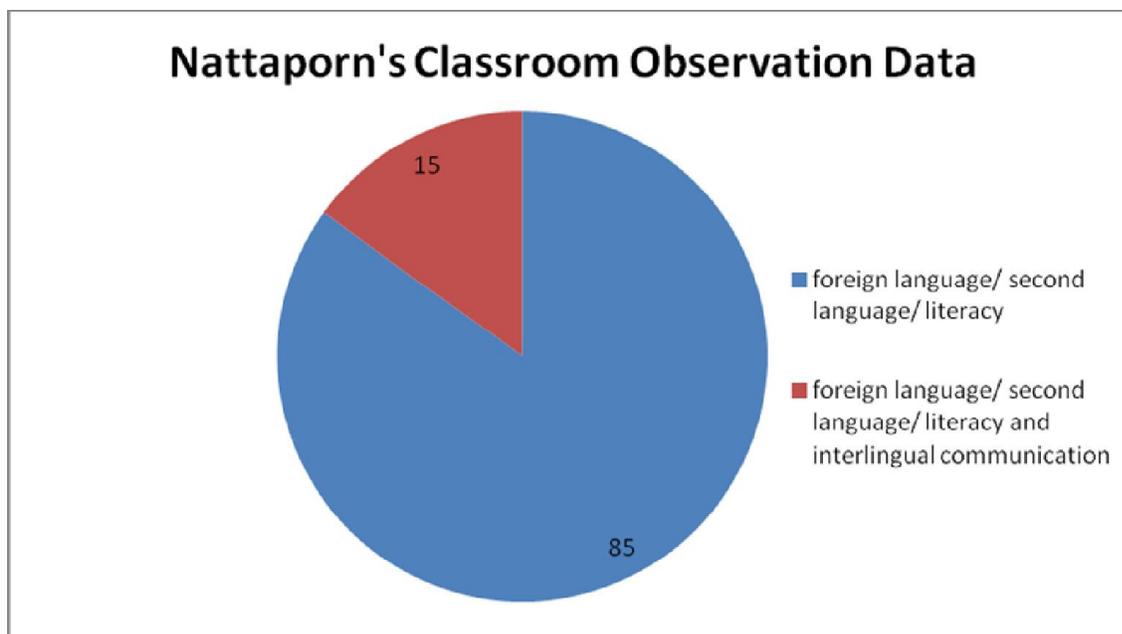


Figure 3. Data from Nattaporn’s classroom observations (This pie chart is descriptive in nature and is used to depict proportions of categorical data; it does not represent the quality of data).

After greeting the students, she made sure that students were ready to learn by asking them to take out their learning materials using simple expressions in English like, “Where is your notebook?” and “Where is your dictionary?”. For the presentation of the new lesson, she started by asking students to look at the picture next to the conversation in their textbooks before she asked them, “Who are they?”, but no one answered. Thus, she started reading the conversation from the textbook and at the same time trying to discuss the meaning of the unknown words with students. After she read the conversation, she asked students to look at the picture next to the conversation again and asked them, “What is he doing?” and “What is she doing?”. She then translated the two questions right away in Thai, and ended up answering the questions by herself, “He is writing”; “She is talking with her friends”. For students to practice the conversation, Nattaporn asked them to read after her as a whole class first before asking the boys to read as Kevin, the man in the conversation, and the girls as Julie, the woman in the conversation. After

that, she had them practice in pairs and she walked around the classroom to check how they worked. Before the class ended, she assigned students to read in pairs as a test in the next class; they had to read and translate the conversation in Thai.

Similar to Kwan, 15% of data from Nattaporn's classroom observations can be viewed as both 'foreign language/second language/literacy' and 'interlingual communication' (see Appendix I for detailed classroom observation data analysis). Apart from viewing what Nattaporn did in the classrooms as the process of teaching and learning foreign language/second language/literacy in school, it can be also considered as a way to facilitate her students to use English to communicate with her and other students in class. For instance, at the beginning of all the six classes I observed, students had to ask for permission to come in the classroom in English when they came late to the class. If they did not ask for permission in English, they were not allowed to come inside the classroom. In another example, when she wanted to elicit the meaning of the word 'close' she assumed that every student knew the meaning of the word 'open' which is an antonym of the word 'close.' Therefore, she asked the students the meaning of the word 'open' in order to elicit the meaning of the word "close" from the students and she got the answer from them.

Interviews

Kwan. Data from both interviews indicated Kwan understood the goal of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) mainly as 'foreign language/second language/literacy' in acquisition planning. Second, she understood the goals of the English language policy as 'foreign language/second language/literacy' in an acquisition planning and 'spread' in status planning. Third, she understood the goals of the English policy as 'foreign language/second language/literacy' in acquisition planning and

‘interlingual communication’ in status planning. Finally, she also understood it as ‘foreign language/second language/literacy’ in acquisition planning, ‘spread’ and ‘interlingual communication’ in status planning.

Eighty-four percent of the interview data can be categorized as ‘foreign language/second language/literacy’ (see Figure 4; see Appendix H for detailed interview data analysis). For example, when asked what she thinks what the characteristics of English teaching and learning in Thai schools are, Kwan answered that the teachers used grammar translation method in their classes, and students were asked to learn each tense by heart. She also mentioned that it was rare to see students use English to communicate. In another example, when asking her to explain briefly how she planned her lessons, Kwan mentioned that she would check how many chapters she could use to suit the course syllabus developed from the school curriculum. Then, she would prepare a weekly lesson plan: what to teach, how many hours, how to evaluate students, and what criteria to use. After that she would continue writing a detailed lesson plan, including classroom activities that went with indicators or objectives of each lesson. During the interview, she showed me her course syllabus and weekly lesson plan.

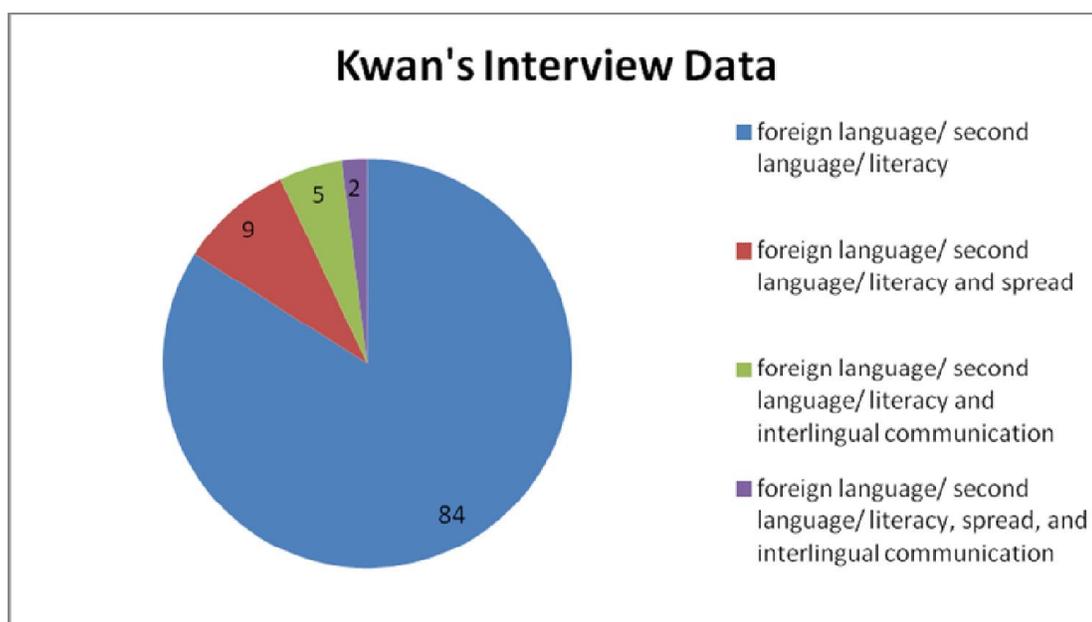


Figure 4. Data from Kwan's interviews (This pie chart is descriptive in nature and is used to depict proportions of categorical data; it does not represent the quality of data).

A much smaller percentage of the interview data (9%) can be categorized as both 'foreign language/second language/literacy' and 'spread' (see Appendix H for detailed interview data analysis). Kwan also understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) both as the process of teaching and learning foreign language/second language/literacy at school and the attempt to increase the number of speakers of one language at the expense of another language. However, as mentioned earlier in the classroom observation finding section, 'spread' here seems to refer to as making students aware of the importance of learning English rather than other foreign languages instead of directly increasing the numbers of the speakers of English. For instance, in the interview, Kwan described how her lessons focus on making students to have good attitude toward English. She wanted to make English learning fun and not too serious so that students might enjoy learning it. She also emphasized the importance of learning English by mentioning what she did in her class to help students be familiar with the O-NET test. She stated the following:

When I taught Mattayom 3, I included 1-2 questions from the O-Net for students to practice in each class, generally at the beginning of the class. I focus[ed] on the first part of the test, a situational dialogue part. I presented the students at least one situation per class and asked them to practice doing the test, and then I explained and encouraged students to discuss the answers.

Five percent of the interview data can be viewed as both 'foreign language/second language/literacy' and 'interlingual communication' (see Appendix H for detailed interview data analysis). This indicated that Kwan understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) both as the process of teaching and learning foreign language/second language/literacy in school, as well as the way to facilitate her

students to use English to communicate. For instance, Kwan stated her main goals in teaching as follows:

My goal in teaching English is to help students to use English for communication; they can read and write, as well as use it in their daily life and use it to further their study.

Two percent of the interview data can be categorized as ‘foreign language/second language/literacy’, ‘spread’, and ‘interlingual communication.’ This indicated that Kwan understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) as the process of teaching and learning foreign language/second language/literacy in school, the attempt to increase the number of speakers of English at the expense of another language, as well as the way to facilitate her students to use English to communicate. As Kwan stated in her interview, she stressed the importance of using English for communication for Thai people when Thailand join the AEC (Asean Economic Community) in 2015. Thus, she suggested that school should have activities that help their students to use English for communication. As one way to do this, she assigned students to practice a short English conversation and had them perform in the school morning assembly.

Nattaporn. Like Kwan, data from both interviews indicated Nattaporn also understood the goal of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) mainly as ‘foreign language/second language/literacy’ in acquisition planning. Second, she understood the goals of the English language policy as ‘foreign language/second language/literacy’ in acquisition planning and ‘spread’ in status planning. Third, she understood them as ‘foreign language/second language/literacy’ in acquisition planning and ‘interlingual communication’ in status planning. Finally, she also understood the goals of the English language policy as ‘foreign language/second language/literacy’ in acquisition planning, ‘spread’ and ‘interlingual communication’ in status planning.

The majority of Nattaporn's interview data (86%) can be categorized as 'foreign language/second language/literacy' (see Figure 5; see Appendix H for detailed interview data analysis). For example, when asking her what she thought the characteristics of English teaching and learning in Thai schools were, Kwan described how the teachers in Thai schools taught according to the textbooks they used. She also thought that they had to teach all four skills together in each class. For example, when asking her to explain briefly how she planned her lessons, Nattaporn stated that she usually studied the curriculum first, looking at the themes and finding the content that matched each theme. She then made it into units and put the content in each unit: what activities she would use, as well as on what and how to assess the students. Nonetheless, as their school decided to use a textbook beginning this year, she stressed that she had to start with the textbook first.

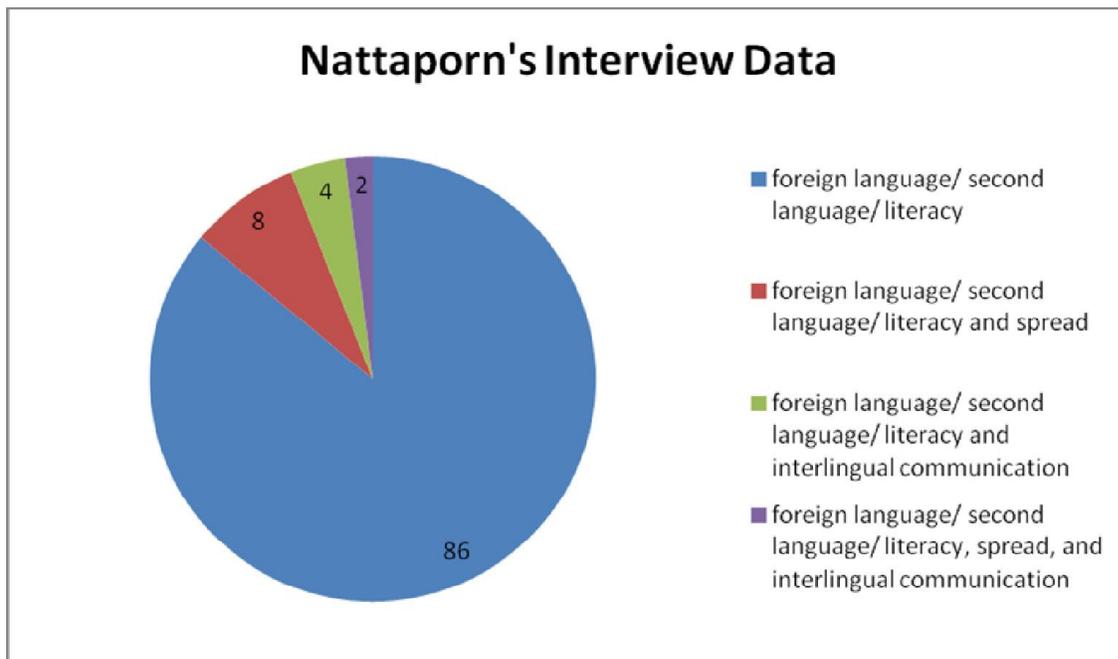


Figure 5. Data from Nattaporn's interviews (This pie chart is descriptive in nature and is used to depict proportions of categorical data; it does not represent the quality of data).

Eight percent of the interview data can be categorized as both ‘foreign language/second language/literacy’ and ‘spread’ (see Appendix H for detailed interview data analysis). Similar to Kwan, Nattaporn also understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) both as the process of teaching and learning foreign language/second language/literacy at school and the attempt to increase the number of speakers of one language at the expense of another language. For example, as an attempt to make students aware of the importance of English and make them want to use the language, Nattaporn stated that their school provided an English camp for Mattayom 1 students. She said that they had student teachers from Maharakham University to help prepare and organize the camp. Unlike Kwan, in order to help students with the national test, she stated that she tutored her students on the extra class that their school prepared for students 1 week before students took the O-NET test; she prepared some past tests and had students practice doing them.

Four percent of the interview data can be viewed as both ‘foreign language/second language/literacy’ and ‘interlingual communication.’ This indicated that Nattaporn understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) both as the process of teaching and learning foreign language/second language/literacy in school, as well as the way to facilitate her students to use English to communicate. As stated in the interview, Nattaporn wanted to teach English based on the prescribed curriculum and she wanted her students at least to be able to communicate in basic English. For her students, she thought that they needed English for continuing their studies and some of them needed it for their future work.

Two percent of the interview data can be viewed as ‘foreign language/second language/literacy’, ‘spread’, and ‘interlingual communication.’ This indicated that Nattaporn understood

the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) as the process of teaching and learning foreign language/second language/literacy in school, the attempt to increase the number of speakers of English at the expense of another language, as well as the way to facilitate her students using English to communicate. Similar to Kwan, Nattaporn also mentioned that she had students present something about English that people can use in their daily lives at the school morning assembly; some students presented useful English words and some presented a short conversation. She also stated that she wanted them to have good attitude toward English.

Conclusion for Research Question 1

Viewing the data through the integrative framework (Hornberger, 2006, p. 29), the researcher uncovered the following findings for Research Question 1.

Based on the data from classroom observations of both Kwan and Nattaporn, 84% can be viewed as ‘foreign language/second language/literacy’ in acquisition planning. In addition, 15% can be viewed as both ‘foreign language/second language/literacy’ and ‘interlingual communication’ in both acquisition planning and status planning. And 1% can be viewed as both ‘foreign language/second language/literacy’ and ‘spread’ in both acquisition planning and status planning (see Figure 6).

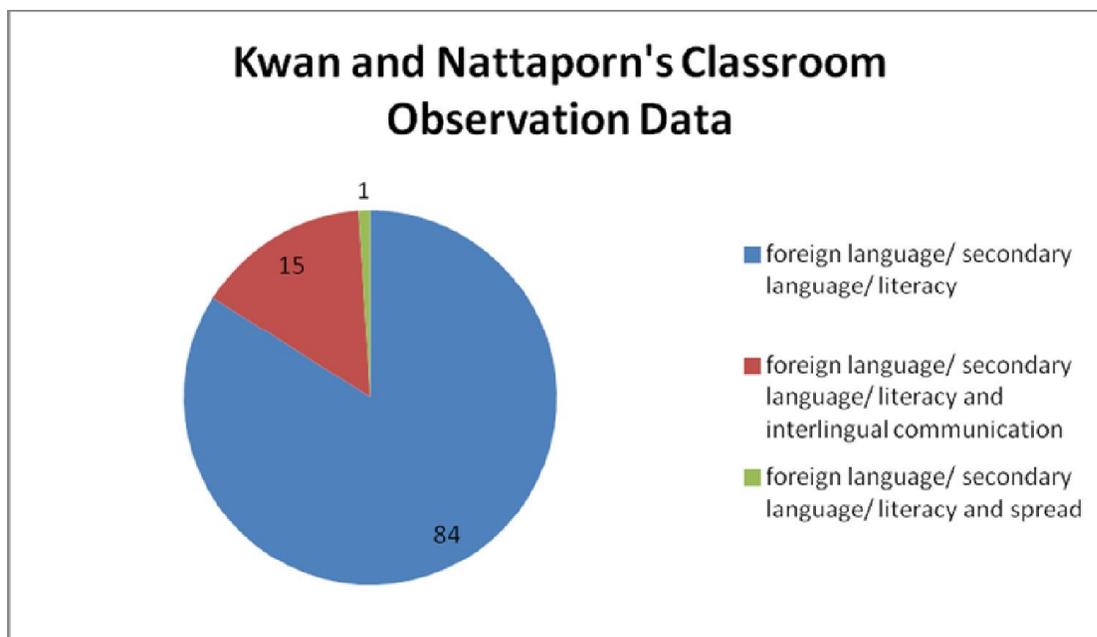


Figure 6. Data from Kwan’s and Nattaporn’s classroom observations (This pie chart is descriptive in nature and is used to depict proportions of categorical data; it does not represent the quality of data).

Based on the data from the interviews of both EFL teachers, 85% can be viewed as ‘foreign language/second language/literacy’ in acquisition planning. A portion (8.5%) of interview data can be viewed as both ‘foreign language/second language/literacy’ and ‘spread’ in both acquisition planning and status planning. In addition, 4.5% of the interview data can be viewed as both ‘foreign language/second language/literacy’ and ‘interlingual communication’ in both acquisition planning and status planning. Finally, 2% of the interview data can be viewed as ‘foreign language/second language/literacy’, ‘spread’, and ‘interlingual communication’ in both acquisition planning and status planning (see Figure 7).

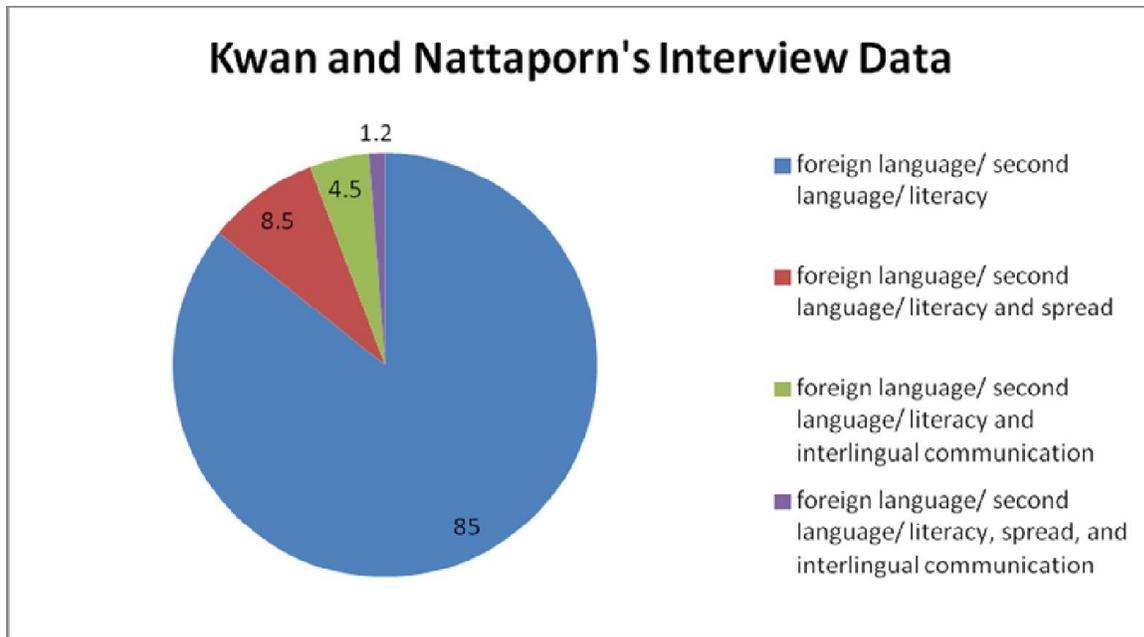


Figure 7. Data from Kwan’s and Nattaporn’s interviews (This pie chart is descriptive in nature and is used to depict proportions of categorical data; it does not represent the quality of data).

According to the data from classroom observations and interviews, it can be concluded that both Kwan and Nattaporn understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) mainly as ‘foreign language/secondary language/literacy’ in acquisition planning and some of their understandings touched on the concepts of ‘spread’ and ‘interlingual communication’ in status planning.

Findings for Research Question 2

Research Question 2: How does their understanding of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) impact the classroom practice?

The analysis of data that immersed from the classroom observations, interviews, and document analyses were divided into six topics as follows:

- Teaching practice
- Materials

- Evaluation
- The use of English in the classroom
- The influence of the Ordinary National Education Test (O-NET)
- The additional English activity outside the classroom.

In this section, the researcher will present the findings for Research Question 2 using these emerging topics.

Teaching Practice

Because the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) encourages teachers to adopt a learner-centered and communicative approach to teaching English, both Kwan and Nattaporn made references to this teaching approach many times. When asking what learner-centered and communicative approach teaching to English meant, both of them agreed that this learning approach emphasized learners and learning occurs through doing. Kwan also mentioned that teachers were facilitators of students' learning. Thus, teachers had to prepare a lot in order to give students guidelines and provide learning activities to help students to learn to use English to communicate as well as to think critically. From the classroom observations, Kwan's lessons reflected some of this idea. For instance, she had students work in groups to do a jigsaw listening activity. She also has students write a conversation about what they just learned from the three model conversations she taught them. In addition, she often elicited the meaning of an unknown word by giving examples in English. For Nattaporn, she stressed that the teacher taught first and then students would practice what they learned in groups or pairs. For example, after she explained a grammatical point, she had students do exercises in their textbooks. When she taught conversation, she had students work in pairs to read a conversation and translate it.

However, in terms of communicative language usage by students in the classroom, there was almost none in both classes. Interestingly, when the students came into the classroom, some of the students asked for permission to come into the class in English, “May I come in, please?” And both teachers seem to encourage the students to say it when they came into the classroom. For example, in Kwan’s class, some students asked for her permission to come into the classroom in Thai, so she asked them to say it in English before letting them inside. The same thing happened in Nattaporn’s class; she told eight students who came late to ask for permission to come into the classroom by saying, “May I come in, please?” And she used this chance to teach them how to say “May I go out?” for asking for permission to go out as well.

When asking them to describe their teaching style and activities they most used in their classes, they described as followed:

Kwan: Generally, I start the class with warm-up activity by asking students questions which I think they can answer: classroom expressions, questions about weather, day, or date. But sometimes I start the class with test practice; 1-2 questions. In addition, I sometimes ask students to read the topic that they are going to learn. For example, for the topic “I can’t live without it”, I ask them to read the topic together first, and then discuss the meaning of the topic with them. Finally, I let them know the objectives of the lesson and other related points to this lesson such as grammar or vocabulary. In addition to the textbook, I use information from the Internet as well to give them more chances to practice. After presenting them the grammar point, I will ask them practice using the exercises in the textbook and sometimes from the worksheet that I prepare. I also use the news relating to their interest to discuss, and this is a chance that I can discuss about social values and morality with them. And they seem to like this.

Nattaporn: Generally, I follow this procedure of 3w3p; that is, warm up, presentation, practice, product, and wrap up. We have to present the lesson first, have them practice and do it by themselves. Finally, give them evaluation. Sometimes I have them practice one by one or in group. When working in group, I try to change their group every time in order for them to work with everybody in class. Sometimes I start the lesson with grammar teaching even though it’s a conversation because I think it’s important for students to know the grammar first in order to understand that lesson.

The total of six classroom observations from both of them reflected most of what they told me in the interviews and here are some examples of what they did in their classes.

Kwan's Class (see the full lists in Appendix I).

- She revised the previous lesson.
- She had students to repeat the topic they were going to learn after her.
- She asked students questions about a topic they were going to learn.
- She had students read the words after her.
- She sometimes translated what she just said into Thai language right away.

Nattaporn's Class (see the full lists in Appendix I).

- She told students to take out their textbooks, notebooks, and dictionaries.
- She revised the previous lesson or asked for students' assignment.
- She often translated what she just said in English into Thai language right away.
- She read from the textbook and had students repeat after her.
- She explained a grammatical point.

As we can see from the lists of what both of them did in their classrooms, Kwan seemed to give her students chances for exposure to more sources of English than Nattaporn. As Kwan mentioned in her interview, her lessons focused on making students have good attitude toward English and what she did in her classes seem to answer to this idea because students were exposed to different sources of English, including videos from YouTube, songs, and games. On the other hand, in Nattaporn's class, she focused on students' discipline and the traditional way of learning; she emphasized that students had to finish their work and hand it in by the end of each period. For students who could not finish their work in class, they had to finish it in their lunch break or their free time and hand it in at her office by the end of the school day. She mentioned that she did this because she wanted her students to know that they had learned and done something in class.

After the implementation of this current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) for 6 years, I asked them how their teaching practice had changed. Kwan said that she did not think her teaching practice had changed and it was the same for her. However, she noted that from attending workshops provided by the Office of Basic Education Commission (OBEC), she had learned new teaching ideas and techniques which she could try and use in her classes. On the other hand, Nattaporn thought she had changed. She pointed out that before this curriculum, when using a textbook the teacher just followed that textbook. But now the teacher has to look at the themes to teach first, then the content, and finally the textbook.

Both of them agreed that the implementation of the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) has not been successful. From Kwan's opinion, both the teachers and students were problems. Their teaching and learning focus was not on using English for communication. For example, some teachers, who teach an upper secondary school level, have a chance to teach a more advanced level of English to students; however, they just teach them parts of speech or irregular verbs. Nattaporn suggested that since the themes to teach were already prescribed, the content or what the students should learn should be prescribed in detail in order to make it easier for teachers to teach.

Materials

Perhaps the biggest influence of the English language policy has on both teachers is the way they use materials in their classes. As in their school, *My World*—one of the Ministry of Education approved textbooks—is used as a main teaching material for all class levels from *Mattayom* 1 to 6 beginning this school year. Nattaporn thought this textbook was suitable for their students because there was not too much content to teach; importantly, a textbook for each

class level matched with the themes provided by the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and built on from each other from *Mattayom* 1 to 6. Nevertheless, both of them agreed that they did not use everything in the textbook. They left out some parts that were too difficult and added some parts in the form of a worksheet to give students more opportunity to practice.

Besides the textbook, *My World*, as a main source of teaching material, both of them prepared some supplementary worksheets for students. However, most of the worksheets were taken from the Internet or from the other textbook or workbooks. For example, after the jigsaw listening activity, Kwan had students do a vocabulary exercise on the worksheet she prepared for them. She also provided the students the vocabulary exercise worksheets on which she had them practice 3-5 questions at the beginning of class as a warm up activity. Nattaporn gave her students the worksheets of irregular verbs for them to memorize and recite. Furthermore, because a projector and its screen are provided in every classroom, the teachers could connect their notebook computer to it and show the lessons in the forms of PowerPoint or Microsoft Word files on the screen in front of the classroom. Moreover, the teachers could also connect their notebook computers to the school Wi-Fi so that they could use the Internet in teaching as well. For example, in Kwan's lessons, she played model conversation videos from YouTube and showed them on the projector screen when she taught the situation in the restaurant. She connected the speaker system to her computer notebook as well so that every student in the classroom could hear it with proper sound. In Nattaporn's class, she showed a Microsoft Word file on the screen as a form of a worksheet and asked the students to take notes while she was explaining. Nattaporn also used a PowerPoint file of the lesson provided by the textbook's publisher showing on the screen and played audio files of the conversation on the PowerPoint

file. In addition, in Nattaporn's class, she encouraged her students to have their own dictionaries that they could use any time when they were studying. At the beginning of the class, she always asks her students to take out their textbooks, notebooks, and dictionaries. For Kwan's class, she also used games or songs in her lessons. For example, she has the students do a jigsaw listening activity. She has the students to work in groups of four to five to rearrange the lyrics of the song on 10 small pieces of papers into the correct order after they listened to the song she played from YouTube three times. After that she played the same song for the fourth time but with the lyrics of the song on the screen so each group of students could check their answers. Later, she played the music video of the song and encouraged her students to sing along.

Even though they were both aware that the current English language policy in the Basic Education Core Curriculum has allowed the school and teachers to include 30 % of lessons that are related to local community, their current English curriculum did not have this portion. As a result, there were no lessons that were related to local community in either Kwan or Nattaporn's classes. However, in their textbook there were some lessons that had contents relating to the other learning areas such as social studies, religion, and culture as well as occupations and technology.

Evaluation

When asking about the evaluation methods they used, they both generally used multiple choice tests for their objective tests, midterm tests, and final tests. Both of them allowed the students to use a dictionary during the tests. Nattaporn pointed out that if they were not allowed to use a dictionary during the test, she did not think some of them would even read the question. Kwan added that this depended on how the students could manage the time as well since they could not look up every word they did not know during the test. Interestingly, in Kwan's

midterm test, I found one part of the test that had questions in Thai, so I asked her why she had that part in her test and she replied that she wanted to help some students who were not good at English to understand the questions. Here is one question in her midterm test:

ข้อใดเป็นประโยคที่ลูกค้าต้องการให้เก็บเงิน ?

- | | |
|-----------------------------------|-------------------------------|
| a. Could we have the bill please? | b. Check money please? |
| c. How many the bill please? | d. Let's pay the bill please? |

(Translation of Question)

Which expression is used by a customer when he wants to ask for a bill?

In addition to a multiple choice test, Kwan also used observation in her class to evaluate how well her students worked. For pronunciation, she had students reading aloud as a test. Nattaporn had students complete exercises in the textbook or worksheet as one form of evaluation in her class; students had to hand in their work for her to sign after they finished, mostly at the end of the class before they left. Similar to Kwan, she also has a reading aloud test but the students had to translate what they read in Thai as well. For example, in one of her classes, she asked students to read a conversation in pairs and after they read the conversation they both had to translate it into Thai. If they still had time at the end of term, she told me that she sometimes asked her students to recite a conversation in pairs as a test.

The use of English in the Classroom

When asking about how often they used English in the classroom, Kwan said she used about 50% while Nattaporn said she used about 40% of English in their classes; they mostly used it for greeting, giving directions, reading from the textbook, asking questions, giving encouragement, and complimenting. From classroom observations, Kwan also liked to use English when she wanted to elicit the meaning of the words from students. For example, when she asked what a “preposition” was, no one answered. She started giving them examples of sentences using prepositions in order to elicit the meaning of it: “The book is on the table,”

“Mayuree is sitting on the chair.” Kwan used this technique a lot in her class to elicit the meaning of the words she expected her students knew. She also focused on some classroom expressions or questions that were easy for students to understand. She thought that if she used it very often in class, the students would understand and then respond to her. She sometimes translated what she said in English into Thai afterward. Here are some of the expressions and questions that she used in her class:

- Who knows the meaning of it?
- Louder!
- Follow me.
- Good.
- What does the word “delicious” mean?
- How do you spell “delicious”?
- Look at lesson 2, page 2.
- What happened?
- What are they talking about
- How many people are there?
- Who is your favorite singer?

Nattaporn used English for the same purposes as Kwan in her classroom. However, as she stated in the semi-structured interview, “I speak English and then translate into Thai.” She often translated what she said in English into Thai afterward in her class. Here are some of expressions and questions she used in her class:

- Let me see your homework.
- Louder, please.

- Where is your book?
- Open to page 4 on the book.
- Look at number 1, read together.
- Who's absent today?
- Where is your dictionary?
- What are they doing?
- What does the word "people" mean?

The Influence of the Ordinary National Education Test (O-NET)

Another issue that has been raised throughout this study concerned the role of the English in the national test, the Ordinary National Education Test (O-NET), especially the one at the end of *Mattayom 6* which also serves as part of the university entrance examination. When asking what they did in the classroom to help students with the O-NET test, only Kwan stated that she had students practice doing 2-3 past exam questions at the beginning of her class as a warm-up activity. Nevertheless, both of them stated that their school offered a tutoring camp for the O-NET for *Mattayom 3* and *6* for every learning area, including English. Much of the preparation time is spent focusing on past exam questions, answering comprehension questions on reading texts, and correcting grammar mistakes, as these are the types of questions appear every year on this exam. *Mattayom 3* and *6* students practiced doing past tests and the teachers gave them advice and tips on how to do the test 1 week before they took the test. This year, Kwan was responsible for *Mattayom 6* while Nattaporn was responsible for *Mattayom 3*. Even though both of them did not seem to like this idea of tutoring, they said they could not ignore it because the test scores of their students were also used to evaluate their school which also means their teaching.

The Additional English Activity Outside the Classroom

In addition to the lessons in class, Kwan and Nattaporn had students do an additional activity at school morning assembly. For Kwan's classes, she mentioned that she had her students role-play in pairs or in groups to present short conversations to all students at school at the morning assembly. After presenting it, they translated the conversation into Thai. For Nattaporn's classes, she stated that her students also had to work in groups to present something about English that people could use in their daily life at the morning assembly to the whole school. They could present a useful English word and its meaning and ask the other students to repeat after them. She added that some students presented a short conversation in English and then translated it into Thai. In addition to this activity, Nattaporn mentioned the school and department of foreign languages also offered an English camp for *Mattayom* 1 students once a year in the first semester. She added that they had the student teachers from Mahasarakham University to help them prepare and organize the camp this year.

Conclusion for Research Question 2

According to data from classroom observations, interviews, and document analysis of Kwan and Nattaporn, it can be inferred that their classroom practices were driven mainly by the Ministry of Education approved textbook, *My World*, which the school adopted to use beginning this school year. However, neither of them used everything in the textbook; they left out some parts that they thought were too difficult for their students and added some parts in the form of a worksheet. In addition to a textbook and worksheets, Kwan exposed her students to different sources of English, including videos from YouTube, songs, and games. On the other hand, Nattaporn focused on students' discipline and a traditional way of learning, a more teacher-centered approach to teaching.

Even though their acknowledgement of the learner-centered and communicative approach to teaching English, there was not much evidence of this method used in their classes. Both of them tried to use English in their classes as much as they could in their instructions; however, not many activities were designed to help students to develop their communicative skills. Additionally, when using English in class, they sometimes translated what they said in English into Thai afterward. For students, they usually used Thai when working in class; English was used mostly in the choral repetition drills and in a form of short answers.

Both of them understood that the current English language policy in the Basic Education Core Curriculum had allowed them to include 30% of lessons that are related to local community and wisdom; nonetheless, they did not have any lessons that brought local cultural content into their lessons.

Summary of Chapter 4

In this chapter, the researcher presented the data gathered through classroom observations, interviews, and document analysis. In the first part, data from the classroom observations were presented according to the integrative framework by Hornberger (2006, p. 29). In the second part, data from the classroom observations, interviews, and document analysis were presented through six emerging topics: teaching practice, materials, evaluation, the use of English in the classroom, the influence of the national test, and additional English activity outside the classroom. Chapter 5 presents the discussion of these findings relative to the literature review presented in Chapter 2. It also presents the implications of the study and recommendations for further research.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Overview

Chapter 1 introduced the study by presenting the background and context of the English teaching and learning in Thai education, the English language policy in Thailand, and the integrative framework of language policy by Hornberger (2006). The research questions guiding the study were presented as well as the statement of purpose, the significance of the study, and the anticipated limitations of the study.

Chapter 2 presented the relevant literature review that framed this study, including foreign language teaching methodologies, a brief history of English language teaching in Thailand, the National Education Act of B.E. 2542 (1999), the Basic Education Curriculum B.E. 2544 (A.D. 2001) and Basic Education Core Curriculum B.E. 2551 (A.D. 2008), Learning Area of Foreign Languages: Strands and Standards, Bilingual Education in Thai Basic Education, EFL Teacher Education in Thailand, and studies on English language policy in Thailand.

Chapter 3 addressed the research methodology and procedures for conducting this study. Data collection and data analysis were described. The translation dilemmas and trustworthiness of the study were also discussed.

Chapter 4 presented the data gathered through classroom observations, interviews, and document analyses. In the first part, the data from the classroom observations were presented according to the integrative framework by Hornberger (2006, p. 29). In the second part, the data from the classroom observations, interviews, and document analyses were presented through six

emerging topics: teaching practice, materials, evaluation, the use of English in the classroom, the influence of the national test, and the additional English activity outside the classroom.

Chapter 5 presents a thorough discussion of findings in relation to the research questions posed in this study and supported on the theoretical framework and literature review presented in Chapter 1 and Chapter 2. The implications of the study and recommendations for further research are also presented here.

Discussion of Research Question 1

Research Question 1: How do Thai EFL teachers understand the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)?

In order to answer this question, the researcher went to the findings of merging of the data from interviews as well as classroom observations, together with document analyses which were used to verify the understandings of both sources of data. When viewing them through Hornberger's (2006, p. 29) integrative framework, this is the answer for the Research Question 1 posed in this study (see Table 1, p. 4).

Findings for Research Question 1

Both Thai EFL teachers understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) mainly as 'foreign language/second language/literacy' in acquisition planning and some of their understandings touched on the concepts of 'spread' and 'interlingual communication' in status planning.

The EFL teachers who put the English language policy into practice seemed to understand the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) mainly as 'foreign language/second language/literacy' in acquisition planning with some of their understandings fall on the concepts of 'spread' and 'interlingual communication' in status planning. This finding corresponds to the policy planning adopted by

the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), noted in Chapter 1 as acquisition planning and status planning.

Acquisition planning. The major area in which the policy planning and cultivation planning approaches for the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) have been carried out is acquisition planning. As discussed in Chapter 1, Hornberger (2006) described acquisition planning as how a national government system aims to influence aspects of language.

According to Hornberger's (2006, p. 29) integrative framework, for a policy planning approach, the main goal that the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) adopts is 'education/school' which is in acquisition planning. Similarly, using the same framework, Fitzpatrick (2011) noted that his study of English language policy in Thailand adopted acquisition planning because it deals with Thai speakers of English. Also noted by Darasawang and Watson Todd (2012), education is a major area through which the language policy is implemented in Thailand. At the national level, the Office of Basic Education Commission (OBEC), Ministry of Education has implemented the English language policy through the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). This curriculum prescribed English as the main foreign language taught in schools from *Prathom 1* (Grade 1) in primary school to *Mattayom 6* (Grade 12) in secondary school. The aims of this learning area are for learners to be able to have a favorable attitude toward foreign languages, to be able to communicate in various situations, pursue knowledge, engage in a livelihood, and take advantage from further education at higher levels (Ministry of Education, 2008). In terms of teaching, the emphasis is on a more student-centered and communicative approach with some learning contents on their local context.

For a cultivation planning approach (Hornberger, 2006, p. 29), there are four goals: reacquisition, maintenance, shift, and foreign language/second language/literacy. To put this into the context of the current study, the EFL teachers who put the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) into practice understood the goal of the English language policy as ‘foreign language/second language/literacy,’ which as previously defined is the process of teaching and learning foreign language/second language/literacy in school (Kaplan & Baldauf Jr., 2005). In this case, this means that the EFL teachers understand the goal of the policy as teaching and learning English as a foreign language. Both EFL teachers were aware of the goals of the English language policy emphasized in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). During the interviews and classroom observations, they both made references to the concepts of a student-centered and communicative approach to English teaching several times. In addition, for their students to use English to continue their studies, both teachers stated that they wanted their students to be able to use English to communicate in daily life as well. As for the goal of creating or adapting contents relating to their local community, they both reported that they did not have this portion in their lessons. (The discussion of teaching practice the teachers employed in their classes will be presented in the discussion for Research Question 2).

Status planning. Status planning is another area in which the policy planning and cultivation planning approaches for the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) has been carried out. Hornberger (2006) referred to status planning as the uses of languages.

According to Hornberger’s (2006, p. 29) integrative framework, for a policy planning approach, the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D.

2008) also adopted the goal of ‘officialization.’ As Shohamy (2006) pointed out, language policy occurs through several additional devices; it is included in not only language policy statements and language laws but also language education policies and language tests. Despite the fact there was no official statement on the English language in the curriculum, English is positioned as a main foreign language taught in Thai schools because its learning content is prescribed for the entire curriculum for a learning area of foreign languages (Ministry of Education, 2008). In other words, English is made compulsory for students from *Prathom* 1 (Grade 1) in primary school to *Mattayom* 6 (Grade 12) in secondary school. In addition, English is one of the learning areas included in the Ordinary National Educational Test (O-NET) which students need to pass for completion in each school level: level 1 (*Prathom* 6–Equivalent to Grade 6), level 2 (*Mattayom* 3–Equivalent to Grade 9), and level 3 (*Mattayom* 6–Equivalent to Grade 12). Importantly, in addition to their Grade Point Averages (GPA), the Ordinary National Educational Test (O-NET) scores are also needed for a university admission.

For a cultivation planning approach (Hornberger, 2006, 29), there are four goals: revival, maintenance, spread, and interlingual communication–international, intranational. Based on the classroom observations, interviews, and document analyses, the EFL teachers in the study understood the goals of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) as ‘spread’ and ‘interlingual communication–international, intranational.’

As defined in Chapter 1, ‘spread’ is the attempt to increase the number of speakers of one language at the expense of another language (Nahir, 2003, p. 431). In Thailand, English allows those who learn and use it to have greater access to political and economic power (Baker, 2008; Keyuravong, 2010). ‘Spread’ in the context of this study is not inferred directly to increase the number of speakers of English but instead to make students have positive attitudes and be aware

of the importance of learning English rather than other foreign languages. It is like a motivation for students to learn English since it is one of the learning areas they have to take in the Ordinary National Test (O-NET). If they get good O-NET scores, they will have more chances to get into a good university. Consequently, if they have a good command of English, they will have more chances to get a well-paid job in the future. Both teachers in this study always stressed the importance in learning English in their classes. One of them even had her students practice 2-3 questions of the past O-NET at the beginning of her class. In addition, they both had students present short English conversations or useful words at the school morning assembly so that they might have a good attitude toward English and might have more confidence in using it.

‘International communication’ refers to the facilitation of linguistic communication between members of distinct speech communities (Nahir, 2003, p. 436). There are two types of it: ‘international communication’—the communication practice that occurs across international borders; and ‘intranational communication’—the communication that occurs within the nation. For the current study, both EFL teachers seemed to adopt the goal of ‘intranational communication’ in their practices. What both of them did in their classrooms reflected the facilitation of English communication between them and the students. Basic expressions and questions were used to facilitate the communication between the teachers and the students. For example, “Louder, please”; “What does this word mean?”; “Where is your book?”. Giving an example to elicit the meaning of the vocabulary was also used by both of them.

Discussion of the Research Question 2

Research Question 2: How does their understanding of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) impact the classroom practice?

Discussion for Research Question 2 will be presented through the six data categories discussed in the previous chapter: teaching practice, materials, evaluation, the use of English in the classroom, the influence of the Ordinary National Education Test (O-NET), and the additional English activity outside the classroom.

Findings for Research Question 2

Teaching practice. Both teachers had positive attitudes toward the English language policy and were aware that it encouraged teachers to use a student-centered and communicative approach in their classes. Several teaching approaches were adopted between the two teachers in this study. However, based on the observations, their teaching practices still relied more on text and teacher-dominated than learner-centered and communicatively-oriented. There were few examples of the learner-centered and communicative approach in any of their classroom observations. Instead, the grammar translation and audio-lingual methods were predominantly utilized for most of the classes. For example, in Nattaporn's class, she frequently translated material into Thai and even accepted answers in Thai. Choral repetition drills were always used among both teachers when teaching new words and dialogs.

Both teachers also admitted that the context of each class drove their teaching style. For instance, when Kwan taught *Mattayom 4/1* and *Mattayom 4/2* the same lesson, she used more English with *Mattayom 4/1* when presenting the lesson and eliciting the meanings of some unknown words. On the other hand, she used more Thai to present the lesson when she taught *Mattayom 4/2* and she tended to elicit or tell the meanings of the unknown words in Thai. This was because she considered *Mattayom 4/1* had better level of English than *Mattayom 4/2* and she adapted her teaching style to suit them.

Nunan (2003) pointed out that the teachers did not receive sufficient training in language teaching as one reason for unsuccessful implementation of the policy in the classroom practices. As a result, teachers had insufficient knowledge of teaching techniques that allow them to teach a student-centered and communicative class. Similar to the finding of Tongpoon-Patanasorn's (2011) study, both teachers seemed to have partial knowledge and some misconceptions about student-centered and communicative approach. Both of them had students do activities as well as utilized pair or group work in class. Nonetheless, the activities they used did not involve much using English for communication, encouraging negotiation of meaning between students, or producing realistic use of the language. As a result, there was limited use of English in both of their classes. As suggested by Darasawang (2007), training teachers to fully understand the concept is an important step to help them apply this teaching method correctly and effectively in class.

Furthermore, the fact that the student-centered and communicative approach does not originate from Thailand and this idea seems in contrast to the concepts of Buddhism and Thai traditional education, which are considered to influence the way Thai teachers and students approach their teaching and learning (Baker, 2008; Foley, 2005). This may have had an impact on the behaviors of both teachers and students in the classroom. As Foley (2005) pointed out, Thai teachers are given high status and viewed as the givers of knowledge for students to learn; Thai students are viewed as inexperienced and are not in a position to express ideas. As a result, they should be obedient and show respect to the teachers; they do not feel it is appropriate to question them. The student-centered and communicative approach is closely related to concepts such as self-learning and criticality, concepts that are not traditionally seen as part of forming Thai education and Thai society (Fitzpatrick, 2011). Thus, the student-centered and

communicative approach may not suit the context of Thai education, especially in the rural areas where the influence of Buddhism exerts a strong influence. The reasons why the teachers still employ the grammar-translation and audio-lingual approaches may be explained by the fact that these types of approaches are easier to prepare and control; teachers can demonstrate clearly what they want to teach and how it is to be evaluated. They are both very top-down in nature with teachers transmitting knowledge to an unquestioning audience.

Materials. Ministry of Education approved textbooks were used in this school for every learning area. For English, their department agreed to use *My World* as a main teaching material for all class levels from *Mattayom* 1 to *Mattayom* 6 beginning this school year. This can be seen as natural to use a textbook with a large class of students who all have various learning abilities and previous knowledge. For school and teachers, this is also the best option for them to say that they follow the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) since the textbook was approved and recommended by Ministry of Education for this current curriculum. Nevertheless, both teachers agreed that they did not use everything in the textbook; they left out some parts that were too difficult for their students and supplemented some parts in the form of an exercise worksheet to give students more chances to practice. Both of them usually incorporated supplementary materials from the Internet into their lessons.

Despite the fact that teachers are encouraged to create materials that are related to their local community or local wisdom, they both reported that they did not create any materials relating to their local culture or any other kinds of materials. This result confirms the finding of the research by Fitzparick (2011) that very few of teachers create their own materials. One obvious reason can be explained by their heavy teaching loads and additional school duties. Both teachers have to teach 16 fifty-minute classes per week. In addition to their teaching, Nattaporn

also works as a department head and a school accountant while Kwan is also responsible for the school bank project and the school infirmary. Nattaporn admitted that her duty as a school accountant often affects her teaching schedule. When she has some urgent matters relating to her duty as a school accountant at the same time she has class to teach, she could only assign some easy work for students to do in class, including having students find the meanings of the new words they are going to learn for the next class and write them in their notebook or having students translate a passage. She added that if she only taught, she thought she would do it better. Another reason why they did not create their local materials can be explained by the fact that both of them may not be familiar with how to do this kind of work.

Compared to schools in the same area, their school is considered to have adequately equipped classrooms and educational technology. A projector with its screen and an audio system with a microphone and two speakers are available for teachers to use in every classroom. A school Wi-Fi is also available. When teaching, both teachers usually connect their notebook computer to a projector in order to show the lessons in the forms of PowerPoint or Microsoft Word files on the screen in front of the classroom. Videos from YouTube were also used in some of their lessons. It can be said that both teachers make the best use out of the resources and technology the school offered to them in their teaching.

Evaluation. According to the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), different types of assessments, particularly authentic assessment, are encouraged to be used by teachers to evaluate students' learning (Tongpoon-Patanasorn, 2011). Both teachers generally used multiple choice tests for all of their tests: objective tests, midterm tests, and final tests. The areas emphasized on the tests were grammatical rules, vocabulary, short conversations, and reading for comprehension. Other

assessments used include observing students when they do activities in class and checking their homework and assignments. They also had students reading aloud individually or in pairs to evaluate their pronunciation. Nattaporn even checked their comprehension of what the students read by having them translate what they read into Thai. Nevertheless, there were no listening, speaking, and writing tests to evaluate the students' communicative skills. Lacking of time and the large class size (25-35 students) were the main reason both of them mentioned as to why they could not utilize these kinds of assessments. For writing tests, it took time for teachers to grade as well. Nattaporn added that she would have students recite the conversation if they still had enough time by the end of the semester. Furthermore, it is possible that neither of them were accustomed to implement this kind of assessment in their classes.

Another interesting point found in this study was that both teachers allowed the students to use an English-Thai dictionary during the test. This may not be seen strange for schools in the rural areas in Thailand. When talking about a test, English is one of the learning areas that students are afraid of because they are not good at it; some students do not even read the test to finish it. Both teachers agreed that giving a chance for some weak students to use a dictionary during a test can be beneficial. At least some of them may try to use it to help them with some questions; this will be better than they do nothing during a test. This idea may also explain why Kwan had Thai questions in one part of her midterm test. She mentioned that she wanted to help some students who were not good at English to understand the questions. The kinds of questions she used in the test may not evaluate any communicative skills; instead, translation and reading comprehension seem to be tested. This finding suggests that the teachers do everything even in a test to make it suit the context of their students. Testing in their case can be considered as a way for students to learn as well.

The role of English in the classroom. Both teachers used English in the classroom mainly for greeting, giving directions, reading from the textbook, asking questions, as well as giving encouragement and compliment. The basic and short expressions were usually used and sometimes the teachers translated what they said into Thai soon afterward. Nattaporn admitted that she frequently used English first before translating into Thai because she felt that the students might be unable to comprehend it and she sometimes had no patience to wait very long before they responded. As discussed in the previous part of teaching practice, due to Thai religion and culture, there were very few interactions between teachers and students. For students, they may reply to the teachers with very short English answers like yes or no. For them, English was mainly used for choral repetition drills and reading. This result confirms the finding in Nonkhukhetong et al.'s (2006) research that the teachers used English only for basic instruction and students used it in choral repetition drills and reading.

However, in this study, there was also an attempt to use English for negotiating the meaning of the known or unknown words between the teacher and students, particularly, in Kwan's classes. She usually used English to elicit the meanings of the unknown words by giving examples and this seemed to work very well.

The influence of the Ordinary National Education Test (O-NET). A test can be seen as a powerful mechanism affecting and manipulating the English language learning and teaching (Shohamy, 2006). In Thailand, the Ordinary National Education Test (O-NET) is considered to be the most important test for Thai students to take, especially for Mattayom 6 students. Not only do Mattayom 6 students need to take it to complete the grade level, they also need the O-NET scores for a university admission. For school, the results of O-NET will be included in the yearly school progress report which is used to evaluate the school's performance, compared to other

schools in the province and the country. Due to this crucial fact, the school in this study provided a tutorial camp for the O-NET for every learning area, including English. It was organized at the end of the second term about 1 week before students take this national test. Grammar, vocabulary, and reading comprehension which are the areas emphasized in the O-NET were the main focus of this intensive tutoring class. In addition to this tutoring camp, only Kwan reported that she sometimes had students practice the past O-NET questions at the beginning of her class as a warm-up activity. Even though neither teacher seemed to like this idea of tutoring, they admitted that they could not ignore it because this was important for both students and school. As noted by Darasawang (2007), even though teachers greatly wished for their students to learn through student-centered and communicative approach, they had to provide time to give intensive tutorials on grammatical rules and reading comprehension as these areas were emphasized in the national test.

The English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) promotes communication whereas the O-NET tests students on discrete items, particularly grammar, vocabulary, and reading comprehension, leading to a clear mismatch in goals. Most teachers tend to adapt their teaching methods, materials, and classroom language because of the national test. Students and their parents are also generally more motivated by this national test than the communicative aspect of language stated in the policy since the good results of the O-NET will give the students opportunities to enter the university of their choice. Thus, this suggests that the O-NET may act as another de facto English language policy in Thailand.

The additional English activity outside the classroom. Both teachers had students do an additional English activity at the school morning assembly. In this activity, students had a chance to work in pairs or in groups to present useful expressions or short conversations to other

students at school. This included presenting new vocabulary and practice choral repetition drills with the other students. This activity was beneficial not only for the students who did it but also the other students who were the audience. The students may have positive attitude toward English and be confident to use it more. This also created a good atmosphere at the school morning assembly and it could be a good start for English communication in school in the future. This finding can be considered as one of the examples responding to the main aim of foreign languages area which is to

enable learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. (Ministry of Education, 2008, p. 252)

Implications of the Study

As the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) has been implemented for 6 years, investigations into the effects that this policy is having on the EFL teachers who have worked with the policy in the classroom setting are essential. The English language policy and the teachers who put it into practice in this study adopted the same types of policy planning: an acquisition planning and a status planning. However, a gap between the goals of the policy and what actually occurs in the classroom continues to exist. It appears that the teachers in this region have generally adopted very few of the main characteristics of the English language policy in the Basic Education Core Curriculum in their teaching context.

The findings of this study have the following implications for teachers and policymakers who work for the Office of Basic Education Commission (OBEC), Ministry of Education.

Implication for Teachers

First, the study illustrates the need for teachers to include aspects of Thai culture and local community in their lessons. As the teachers have already been encouraged to create

materials that are related to their local context, incorporating the students' cultural content in the teaching materials could be beneficial to the students. For example, for the topic of greeting, the content about Thai greeting can be added into the actual lesson that the teachers have in the textbook. It can be in a form of short dialog or reading text for students to read. Doing this, students will have a chance to learn about the topics and vocabularies relating to their own culture or local context in English so that they can interact with people from different cultural backgrounds. This can be considered a good motivation for students to learn as well since they can connect to what they learn.

Second, this study also shows the need for teachers to implement more on authentic assessment. In addition to assess student's learning from multiple choice tests and student's assignments, the teachers should consider to evaluate their students' communicative language skills utilizing speaking or listening tests. In order to truly assess the students' communicative language ability, the oral English proficiency test should be taken into consideration. For example, the ACTFL Oral Proficiency Interview (OPI) (Breiner-Sanders, Lowe Jr, Miles, & Swender, 2000), which assesses language proficiency in terms of the speaker's ability to use the language effectively and appropriately in real-life situations, can benefit Thai EFL teachers and students.

The OPI is a criterion-referenced, direct, face-to-face interview with only one interviewer presents. The interview is interactive and continuously adapts to the speaking ability of the individual being tested. According to Smith (2011) who incorporated this OPI into his secondary school class as a final evaluation, he found a steady increase in the positive feedback of students who took the OPI and it influences their motivation in learning English. From the students' perspective, they were motivated to develop more oral ability in English in order to do well on

the tests. They participated more actively in the class activities, and so they gained more confidence in speaking. The OPI can be an alternative choice to be adapted and used as a speaking and listening test model in EFL classrooms in Thai secondary school because it can have positive washback effects in teaching and learning process for both teachers and students.

Implication for Policymakers

First, the study supports the need for the Office of Basic Education Commission (OBEC), Ministry of Education to provide suitable professional development and training for the teachers. It is important that teachers be given more effective training aimed at improving four main areas: knowledge of student-centered and communicative approach to teaching English, teaching techniques, material development, and communicative language assessment. Importantly, the training should be given on a regular basis over an extended period of time.

Second, this study also illustrates the need for the Office of Basic Education Commission (OBEC), Ministry of Education to create supplementary material that incorporates Thai culture into the English lessons. This would allow teachers who do not have time to produce their own cultural teaching materials to use it to supplement their main teaching material at school.

Third, this study does suggest the need for the Office of Basic Education Commission (OBEC), Ministry of Education to create the core materials that reflect both the main goals of the English language policy and the main aspects of the Ordinary National Education Test (O-NET). This would allow the teachers to have some level of equality in accessing to materials; this would reduce some of their pressure on the teachers' work as well.

Recommendation for Further Research

Future studies can be conducted to better understand how the EFL teachers perceive the English language policy in Thailand and how their understandings impact their classroom

practice. An ethnographic study following the EFL teachers through 1 school year can shed some light on how these teachers really understand the policy and put the policy into practice from the beginning until the end of the school year. This would make it possible to examine in detail their English proficiency, knowledge of student-centered and communicative approach, material development, language assessments, teaching techniques, and in-service training. In addition to classroom observations, interviews, as well as document analysis, teaching journals, or teacher teaching reports may be used to get in-depth data from the teachers.

Another study can explore whether the professional development and training offered by the office of Basic Education Commission (OBEC) help them to understand the main characteristics of the English language policy and how this understanding impacts their teaching practice.

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APPENDIX A

INDICATORS FOR *MATTAYOM* 1-6 (GRADE 7-12)

(Ministry of Education, 2008, pp. 260-279)

Strand 1: Language for Communication

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

Grade level indicators			Key stage indicators
Mattayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
<p>1. Act in compliance with orders requests, instructions and simple explanations heard and read.</p> <p>2. Accurately read aloud texts, tales and short poems by observing the principles of reading.</p> <p>3. Choose/specify the sentences and texts related to non-text information read.</p> <p>4. Specify the topic and main idea and answer questions from listening to and reading dialogues, tales and short stories.</p>	<p>1. Act in compliance with requests, instructions, clarifications and simple explanations heard and read.</p> <p>2. Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.</p> <p>3. Specify/write sentences and texts related to various forms of non-text information read.</p> <p>4. Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.</p>	<p>1. Act in compliance with requests, instructions, clarifications and explanations heard and read.</p> <p>2. Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.</p> <p>3. Specify and write various forms of non-text information related to sentences and texts heard or read.</p> <p>4. Choose/specify the topic, main idea and supporting details and</p>	<p>1. Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.</p> <p>2. Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.</p> <p>3. Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.</p> <p>4. Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.</p>

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Grade level indicators			Key stage indicators
Matayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
<p>1. Converse to exchange data about themselves, various activities and situations in daily life.</p> <p>2. Use requests and give instructions and clarifications according to the situation.</p> <p>3. Speak and write appropriately to express needs, ask for help and agree and refuse to give help in various situations.</p> <p>4. Speak and write appropriately to ask for and give data and express opinions about what has been heard or read.</p> <p>5. Speak and write to express their own feelings and opinions about various matters around them, various activities,</p>	<p>1. Converse appropriately to exchange data about themselves, various matters around them and various situations in daily life.</p> <p>2. Use orders and give instructions, clarifications and explanations according to the situation.</p> <p>3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations.</p> <p>4. Speak and write appropriately to ask for and give data, describe and express opinions about what has been heard or read.</p> <p>5. Speak and write to express their own feelings and opinions about various matters around them,</p>	<p>1. Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.</p> <p>2. Use requests appropriately and give instructions, clarifications and explanations.</p> <p>3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations.</p> <p>4. Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.</p> <p>5. Speak and write to describe their own feelings and opinions about various matters, activities,</p>	<p>1. Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.</p> <p>2. Choose and use requests and give instructions, clarifications and explanations fluently.</p> <p>3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.</p> <p>4. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.</p> <p>5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences</p>

as well as provide brief justifications appropriately.	various activities, as well as provide brief justifications appropriately.	experiences and news/incidents, as well as provide justifications appropriately.	and news/ incidents with proper reasoning.
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Strand 1: Language for Communication

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

Grade level indicators			Key stage indicators
Mattayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
<ol style="list-style-type: none"> 1. Speak and write to describe themselves, their daily routines, experiences and the environment around them. 2. Speak/ write to summarise the main idea/theme identified from analysis of matters/incidents of interest to society. 3. Speak/write to express opinions about activities or various matters around them as well as provide brief justifications. 	<ol style="list-style-type: none"> 1. Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society. 2. Speak and write to summarise the main idea, theme and topic identified from analysis of matters/news/incidents of interest to society. 3. Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications. 	<ol style="list-style-type: none"> 1. Speak and write to describe themselves, experiences/ matters/ various issues of interest to society. 2. Speak and write to summarise the main idea/theme and topic identified from analysis of matters/news/incidents/situations of interest to society. 3. Speak and write to express opinions about activities, experiences and incidents, as well as provide justifications. 	<ol style="list-style-type: none"> 1. Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society. 2. Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests. 3. Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

Strand 2: Language and Culture

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

Grade level indicators			Key stage indicators
Mattayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
<p>1. Use language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p> <p>2. Describe the festivals, important days, lifestyles and traditions of native speakers.</p> <p>3. Participate in language and cultural activities in accordance with their interests.</p>	<p>1. Use language, tone of voice, gestures and manners appropriate to various persons and occasions by observing social manners of native speakers.</p> <p>2. Describe the festivals, important days, lifestyles and traditions of native speakers.</p> <p>3. Participate in language and cultural activities in accordance with their interests.</p>	<p>1. Choose the language, tone of voice, gestures and manners appropriate to various persons and occasions in accordance with the social manners and culture of native speakers.</p> <p>2. Describe the lifestyles, customs and traditions of native speakers.</p> <p>3. Participate in/organise language and cultural activities in accordance with their interests.</p>	<p>1. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.</p> <p>2. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.</p> <p>3. Participate in, give advice and organise language and cultural activities appropriately.</p>

Strand 2: Language and Culture

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

Grade level indicators			Key stage indicators
Mattayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
<p>1. Tell differences and similarities between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with the structures of sentences in foreign languages and Thai language.</p> <p>2. Compare similarities and differences between the festivals, celebrations, important days and lifestyles of native speakers and those of Thais.</p>	<p>1. Compare and explain similarities and differences between pronunciation of various kinds of sentences and word order in accordance with structures of sentences in foreign languages and Thai language.</p> <p>2. Compare and explain similarities and difference between the lifestyles and culture of native speakers and those of Thais.</p>	<p>1. Compare and explain similarities and differences between pronunciation of various kinds of sentences in accordance with structures of sentences in foreign languages and Thai language.</p> <p>2. Compare and explain similarities and differences between the lifestyles and culture of native speakers and those of Thais, and apply them appropriately.</p>	<p>1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.</p> <p>2. Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.</p>

Strand 3: Language and Relationship with Other Learning Areas

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

Grade level indicators			Key stage indicators
Mattayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

Strand 4: Language and Relationship with Community and the World

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

Grade level indicators			Key stage indicators
Mattayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
1. Use language for communication in real situations/ simulated situations in the classroom and in school.	1. Use language for communication in real situations/ simulated situations in the classroom, school and community.	1. Use language for communication in real situations/ simulated situations in the classroom, school, community and society.	1. Use language for communication in real situations/ simulated situations in the classroom, school, community and society.

Strand 4: Language and Relationship with Community and the World

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

Grade level indicators			Key stage indicators
Mattayom 1	Mattayom 2	Mattayom 3	Mattayom 4-6
1. Use foreign languages in conducting research for knowledge/ various data from the media and different learning sources for further education and livelihood.	1. Use foreign languages in conducting research, collecting and summarising knowledge/ various data from the media and different learning sources for further education and livelihood. 2. Disseminate/ convey to the public data and news about the school in foreign languages.	1. Use foreign languages in conducting research, collecting and summarising knowledge and various data from the media and different learning sources for further education and livelihood. 2. Disseminate/ convey to the public data and news about the school, community and the local area in foreign languages.	1. Use foreign languages in conducting research, collecting, analysing and summarising knowledge/ various data from the media and different learning sources for further education and livelihood. 2. Disseminate/ convey to the public data and news about the school, community and the local area/ the nation in foreign languages.

APPENDIX B

LEARNERS' QUALITY FOR SECONDARY SCHOOL LEVEL

(Ministry of Education, 2008, pp. 255-259)

Mattayom 3 graduates (Grade 9 graduates)

- Act in compliance with requests, instructions, clarifications and explanations that they have heard or read; accurately read aloud texts, news, advertisements, tales and short verses by observing the principles of reading; specify/write various forms of non-text information related to sentences and texts that they have heard and read; choose and specify the topics, main ideas and supporting details, and express opinions about what they have heard or read from various types of media, as well as provide justifications and examples for illustration
- Converse and write for an exchange of data about themselves, various matters around them, situations and news of interest to society, and communicate such data continuously and appropriately; use appropriate requests, clarifications and explanations and give suitable instructions; speak and write to show needs; offer and provide assistance; accept and refuse to give help; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about what they have heard or read; speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as to provide appropriate justifications
- Speak and write to describe themselves, experiences, news/incidents/various issues of interest to society; speak and write to summarise the main idea/theme or topic identified from the analysis of matters/news/incidents/situations of interest; speak and write to express opinions about activities, experiences and incidents, as well as provide justifications
- Choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; explain about the lifestyles, customs and traditions of native speakers; participate in/organise language and cultural activities in accordance with their interests

- Compare and explain similarities and differences between pronunciation of various kinds of sentences and word orders regarding structures of sentences in foreign languages and in Thai language; compare and explain the similarities and differences between the lifestyles and culture of native speakers and those of Thais and apply them appropriately

- Search for, collect and summarise data/information related to other learning areas from learning sources, and present them through speaking and writing

- Use language for communication in real situations/simulated situations in the classroom, school, community and society

- Use foreign languages in searching/conducting research, collecting and drawing conclusions about knowledge/various data sources from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area in foreign languages

- Are skilful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality)

- Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

Mattayom 6 graduates (Grade 12 graduates)

- Observe instructions in manuals for various types of work, clarifications, explanations and descriptions that they have heard and read; accurately read aloud texts, news,

announcements, advertisements, poems and skits by observing principles of reading; explain and write sentences and texts related to various forms of non-text information that they have heard or read; identify the main idea, analyse the essence, conclude, interpret and express opinions from listening and reading feature articles and materials for entertainment purpose, as well as provide justifications and examples for illustration

- Converse and write to exchange data about themselves, various matters around them, experiences, situations, news/incidents, issues of interest and communicate them continuously and appropriately; choose and use requests, clarifications, explanations and give instructions; speak and write to show needs; offer and provide assistance; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news/incidents about which they have heard and read; speak and write to describe their own feelings and express opinions about various matters, activities, experiences and news/incidents with proper reasoning

- Speak and write to present data about themselves/experiences/news/incidents, matters and various issues of interest; speak and write about the main idea and theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests; speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration

- Choose the language, tone of voice, gestures and manners appropriate to the level of the persons, time, occasions and places by observing social manners and culture of native speakers; explain/discuss about lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers; participate in, advise and organise language and cultural activities appropriately

- Explain/compare differences between structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language; analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them with proper reasoning

- Conduct research/search for, make records, conclude and express opinions about the data related to the learning areas from various sources, and present them through speaking and writing

- Use language for communication in real situations/simulated situations in the classroom, school, community and society

- Use foreign languages in searching for/conducting research, collecting, analysing and summarising knowledge/various data from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area/nation in foreign languages

- Are skilful in the use of foreign languages (with emphases on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, interpersonal relationships, free time and recreation, health and welfare, selling and buying, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 3,600-3,750 words (words with different levels of usage)

- Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

APPENDIX C
INSTITUTIONAL REVIEW BOARD APPROVAL

Office for Research
Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
R E S E A R C H

May 30, 2014

Khattiyant Nonthaisong
College of Education
The University of Alabama
Box 870232

Re: IRB # 14-OR-206, "The impact of the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) on English instruction of Thai secondary EFL teachers: A multiple case study in Northeast Thailand"

Dear Khattiyant:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on May 29, 2015. If your research will continue beyond this date, please complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, please complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, please complete the Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,



158 Rose Administration Building
Box 870127
Tuscaloosa, Alabama 35487-0127
(205) 348-8461
fax (205) 348-7189
TOLL FREE (877) 820-3066

Carpaneto T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance
The University of Alabama

Office for Research
Institutional Review Board for the
Protection of Human Subjects



June 11, 2014

Khattiyant Nonthaisong
Department of Curriculum & Instruction
College of Education
The University of Alabama
Box 870232

Re: IRB # 14-OR-206 (Revision) "The Impact of the English Language Policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) on English Instruction of Thai Secondary EFL Teachers: A Multiple Case Study in Northeast Thailand"

Dear Khattiyant:

The University of Alabama Institutional Review Board has reviewed the revision to your previously approved expedited protocol. The board has approved the change in your protocol.

Please remember that your approval period expires one year from the date of your original approval, May 30, 2014, not the date of this revision approval.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.

Good luck with your research.

Sincerely,

Stuart Usdan, PhD.
Chair, Non- Medical Institutional Review Board
The University of Alabama



158 Rouse Administration Building
Box 870127
Tuscaloosa, Alabama 35487-0127
(205) 348-8661
fax (205) 348-7189
toll free (877) 820-3066

APPENDIX D
INFORMED CONSENT FORM

AAHRPP DOCUMENT #192

UNIVERSITY OF ALABAMA
HUMAN RESEARCH PROTECTION PROGRAM

Informed Consent for a Non-Medical Study

The impact of English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) on English instruction of Thai secondary EFL teachers: A multiple case study in Northeast Thailand

Khattiyant Nonthaisong, Doctoral Student, Curriculum and Instruction Department.

You are being asked to take part in a research study. This study is called "The impact of English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) on English instruction of Thai secondary EFL teachers: A multiple case study in Northeast Thailand". The study is being done by Khattiyant Nonthaisong, who is a doctoral candidate at the University of Alabama. Mr. Khattiyant is being supervised by Professor Miguel Mantero who is a professor of the curriculum and instruction department at the University of Alabama.

What is this study about? What is the investigator trying to learn?

This study is being done to find out your understanding of the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and how your understanding of this policy affects your classroom practice.

Why is this study important or useful?

This study is important because an examination of these perceptions and interpretations will contribute to a better understanding of the impact the current English language policy in the Basic Core Education Curriculum B.E. 2551 (A.D. 2008) has on the teaching practice at the school level, and therefore the EFL educators can provide suitable professional development and training to help EFL teachers better understand this English language policy and put it into practice in the classroom more effectively.

Why have I been asked to be in this study?

You have been asked to be in this study because you are currently teaching English at a rural secondary school in Northeast Thailand.

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EXPIRATION DATE: 5-29-15

How many people will be in this study?

About 2 other people will be in this study.

What will I be asked to do in this study?

If you meet the criteria and agree to be in this study, you will be asked to allow the researcher to observe your English classes and to give interviews to the researcher. The interviews will be audio-recorded. In addition, you may be asked to share some of your lesson plans and teaching materials with the researcher.

How much time will I spend being this study?

The study will take about four weeks. This will include a total of 6 sessions of 50-minute classroom observations (2 sessions per week) and a total of 2 sessions of about 40 to 60 minute interviews; the first one will be one day after the 2nd classroom observation and the second one will be two weeks after the 6th classroom observation.

Will being in this study cost me anything?

The only cost to you from this study is your time.

Will I be compensated for being in this study?

You will not be compensated for being in this study.

What are the risks (dangers or harms) to me if I am in this study?

There are no foreseen risks to participants, but there are reasons you may not want to participate. For example, you might feel uncomfortable and incur stress when being observed and interviewed.

What are the benefits (good things) that may happen if I am in this study?

While I cannot guarantee that you personally will receive any benefits from this research, participants usually enjoy being interviewed.

How will my privacy be protected?

Participants' identities will be kept confidential by using a pseudonym of your choice. Such information will remain the same in presentations and publications, unless otherwise specified by a participant.

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How will my confidentiality be protected?

All data and artifacts will be stored in a locked file cabinet until no longer needed in the researcher's house in locked cabinets and personal computer files will be password protected. The audio recordings will be in mp3 files and stored in personal computer and will be password protected. The only person who will have access to these data is the principal investigator. When data are no longer needed, they will be destroyed by shredding when in paper form or by deleting in electronic form. All the audio recordings files will be erased after the member checking of the transcription is completed. No mention of the participants' names will be made in any of the writing and reporting of results of the study.

What are the alternatives to being in this study? Do I have other choices?

The alternative to being in this study is not to participate.

What are my rights as a participant in this study?

Taking part in this study is voluntary. It is your free choice. You can refuse to be in it at all. Your decision whether or not to participate or leave the study any time will not affect your relationship with the College of Education at the University of Alabama.

The University of Alabama Institutional Review Board ("the IRB") is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems?

If you have questions about the study right now, please ask them. If you have questions, concerns, or complaints about the study later on, please call Khattiyant Nonthaisong at 089-2853209 or contact at knonthaisong@crimson.ua.edu or Miguel Mantero at 1-205-348-1402 or contact at mmantero@bamaed.ua.edu.

If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 1-205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email us at participantoutreach@bama.ua.edu.

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a

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 EXPIRATION DATE: 6-29-15

(A Thai language version of the informed consent document)

AAHRPP DOCUMENT #192

**UNIVERSITY OF ALABAMA
HUMAN RESEARCH PROTECTION PROGRAM**

หนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัยที่ไม่ใช่วิจัยทางการแพทย์

ผลของนโยบายภาษาอังกฤษในหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 ต่อการสอนของครูในระดับมัธยมศึกษา:
พหุกรณีศึกษาในภาคตะวันออกเฉียงเหนือของประเทศไทย

ชัตติยานันท์ โนนไธสง, นักศึกษาปริญญาเอก, ภาควิชาหลักสูตรและการสอน

คุณถูกขอให้เข้าร่วมการวิจัย งานวิจัยนี้มีชื่อว่า

"ผลของนโยบายภาษาอังกฤษในหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551

ต่อการสอนวิชาภาษาอังกฤษของครูในระดับมัธยมศึกษา: พหุกรณีศึกษาในภาคตะวันออกเฉียงเหนือของประเทศไทย"

งานวิจัยนี้ดำเนินการศึกษาโดยนายชัตติยานันท์ โนนไธสง นักศึกษาปริญญาเอก ของ University of Alabama

นายชัตติยานันท์ โนนไธสง อยู่ในการควบคุมของ ดร. Miguel Mantero อาจารย์ภาควิชา หลักสูตรและการสอน ของ

University of Alabama

การศึกษานี้เกี่ยวกับอะไร? สิ่งที่คุณทำวิจัยพยายามที่จะเรียนรู้คืออะไร?

งานวิจัยนี้ถูกทำขึ้นเพื่อศึกษาความเข้าใจและการตีความของคุณต่อนโยบายภาษาอังกฤษในหลักสูตรแกนกลางการศึกษ
ษาขั้นพื้นฐาน 2551 และศึกษาว่ามันมีผลต่อการสอนวิชาภาษาอังกฤษของคุณในห้องเรียนอย่างไร

ทำไมการศึกษานี้จึงมีความสำคัญหรือเป็นประโยชน์

การวิจัยนี้มีความสำคัญเพราะว่าการศึกษถึงความเข้าใจและการตีความจะทำให้เข้าใจถึงผลกระทบที่นโยบายภาษา

อังกฤษในหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 มีต่อการเรียนการสอนภาษาอังกฤษในโรงเรียน

เพื่อที่นักการศึกษา

ทางการสอนภาษาอังกฤษเป็นภาษาต่างประเทศจะได้เตรียมการพัฒนาทางวิชาชีพและการฝึกอบรมที่เหมาะสมให้แก่

ครูผู้สอนวิชาภาษาอังกฤษให้มีความเข้าใจในนโยบายภาษาอังกฤษมากขึ้น

เพื่อที่จะได้นำไปปฏิบัติในการเรียนการสอนในห้องเรียนให้มีประสิทธิภาพมากขึ้น

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EXPIRATION DATE: 5-29-16

ทำไมคุณจึงถูกขอให้เข้าร่วมการวิจัยนี้?

คุณถูกขอให้เข้าร่วมการวิจัยนี้เพราะว่าคุณเป็นครูผู้สอนวิชาภาษาอังกฤษในโรงเรียนมัธยมศึกษาที่อยู่ในพื้นที่ชนบท และอยู่ในภาคตะวันออกเฉียงเหนือของประเทศไทย

มีผู้ร่วมในการวิจัยนี้อีกกี่คน?

มีผู้ร่วมในงานวิจัยนี้อีกประมาณสองคน

ฉันจะถูกขอให้ทำอะไรบ้างในงานวิจัยนี้?

ถ้าคุณอยู่มีคุณสมบัติตามเงื่อนไขที่กำหนด และยินดีที่จะร่วมงานวิจัย ผู้วิจัยจะขออนุญาตส่งเอกสารสอนวิชาภาษาอังกฤษของคุณในห้องเรียน และขอสัมภาษณ์และบันทึกไฟล์เสียงการสัมภาษณ์ของคุณ นอกจากนี้ ผู้วิจัยอาจจะขอแผนการสอน รวมทั้งเอกสารประกอบการสอนของคุณ

ฉันต้องใช้เวลานานแค่ไหนในการร่วมการวิจัยนี้?

การวิจัยนี้จะใช้เวลาโดยประมาณ 4 อาทิตย์ ซึ่งจะร่วมการสังเกตการสอนครั้งละ 50 นาที ทั้งหมด 6 ครั้ง (2 ครั้งต่ออาทิตย์) และ มีการสัมภาษณ์ 2 ครั้ง ครั้งละ 40 ถึง 60 นาที ซึ่งจะทำการสัมภาษณ์ครั้งแรก หนึ่งวันหลังจากการสังเกตการสอนครั้งที่ 2 และจะทำการสัมภาษณ์ครั้งที่สอง หลังจากการสังเกตการสอนครั้งที่ 6 จบลงแล้วสองอาทิตย์

ฉันจะต้องมีค่าใช้จ่ายในการร่วมการวิจัยครั้งนี้ไหม?

สิ่งเดียวที่คุณต้องเสียในการวิจัยนี้ก็คือเวลาของคุณเท่านั้น

ฉันได้รับเงินค่าชดเชยในการร่วมการวิจัยครั้งนี้หรือไหม?

คุณจะไม่ได้รับเงินค่าชดเชยในการร่วมงานวิจัยครั้งนี้

มีอะไรบ้างที่เป็นความเสี่ยง (อันตราย หรือ โทษ) ที่จะเกิดถ้าฉันร่วมการวิจัยนี้?

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ไม่ถือว่ามีความเสี่ยง หรืออันตรายที่จะเกิดขึ้นได้ต่อผู้เข้าร่วมการวิจัยนี้
แต่ก็มีเหตุผลที่คุณอาจจะไม่อยากจะร่วมการวิจัยนี้ ตัวอย่างเช่น คุณอาจจะรู้สึกอึดอัดและเครียดในขณะที่คุณถูกสังเกต
และสัมภาษณ์

มีอะไรบ้างที่เป็นประโยชน์ซึ่งอาจจะเกิดขึ้นถ้าฉันร่วมการวิจัยนี้?

ในขณะที่ฉันไม่สามารถที่จะรับประกันได้ว่า คุณจะได้รับประโยชน์อะไรบ้างจากการวิจัยนี้
ผู้ร่วมการวิจัยโดยทั่วไปแล้วจะสนุกกับการถูกสัมภาษณ์ และได้แลกเปลี่ยนประสบการณ์

ความเป็นส่วนตัวของฉันจะถูกปกป้องอย่างไร?

อัตลักษณ์ของผู้ร่วมการวิจัยจะถูกเก็บเป็นความลับโดยการใช้นามแฝงซึ่งผู้ร่วมการวิจัยจะเป็นคนเลือกเอง
ข้อมูลเหล่านี้จะถูกใช้ไม่ว่าจะในการนำเสนอและการตีพิมพ์การวิจัย ยกเว้นว่าผู้ร่วมการวิจัยระบุไว้เป็นอย่างอื่น

การรักษาความลับของฉันจะถูกปกป้องอย่างไร?

ข้อมูล และเอกสารทั้งหมดจะถูกเก็บไว้ในตู้เอกสารในบ้านของผู้ทำวิจัย จนกระทั่งจะไม่ได้ถูกนำมาใช้
โดยที่ตู้และไฟล์เอกสารในคอมพิวเตอร์จะถูกใส่รหัสป้องกัน ไฟล์เสียงการสัมภาษณ์จะถูกบันทึกเป็นไฟล์เอ็มพีสาม
และจะถูกเก็บไว้ในคอมพิวเตอร์ส่วนตัวที่ถูกใส่รหัสป้องกัน ผู้ที่จะเข้าถึงข้อมูลเหล่านี้ได้มีเพียงผู้ทำวิจัยหลักเท่านั้น
เมื่อข้อมูลจะไม่ถูกนำไปใช้อีกแล้ว ข้อมูลเหล่านี้จะถูกทำลายเป็นชิ้นเล็กๆในกรณีที่เป็นกระดาษ
และจะถูกทิ้งในกรณีเป็นไฟล์คอมพิวเตอร์
ไฟล์เสียงจากการสัมภาษณ์ทั้งหมดจะถูกลบทิ้งหลังจากมีการตรวจเช็คการถอดเสียงจากผู้สัมภาษณ์เสร็จสิ้นแล้ว
จะไม่มีภาครายชื่อชื่อของผู้ร่วมการวิจัยไม่ว่าจะเป็นในงานเขียนและการรายงานใดๆที่เป็นผลจากการศึกษาครั้งนี้

มีตัวเลือกอื่นอีกไหมในการร่วมการวิจัยนี้? ฉันมีทางเลือกอื่นอีกไหม?

ทางเลือกอย่างอื่นก็คือ การไม่ขอร่วมการวิจัยนี้

อะไรคือสิทธิในฐานะเป็นผู้ร่วมการวิจัยนี้?

การร่วมในการวิจัยนี้ถือว่าเป็นความสมัครใจ เป็นการเลือกของคุณเอง
คุณสามารถที่จะปฏิเสธที่ไม่ร่วมการวิจัยได้อย่างเต็มที่ การตัดสินใจของคุณต่อการ ร่วม หรือไม่ร่วม

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หรือจะออกจากกรวิจัยในตอนไหนก็ได้ จะไม่ส่งผลกระทบต่อความสัมพันธ์ของคุณกับ College of Education, University of Alabama

The University of Alabama Institutional Review Board (“the IRB”)

เป็นคณะกรรมการซึ่งปกป้องสิทธิของบุคคลผู้เข้าร่วมการวิจัย The IRB

จะตรวจสอบเอกสารตลอดเวลาเพื่อให้แน่ใจว่าบุคคลที่เข้าร่วมการวิจัยได้รับการปฏิบัติอย่างเป็นธรรม และการวิจัยนั้นถูกดำเนินการไปตามแผนที่วางไว้

ฉันจะสามารถติดต่อใครได้บ้างในกรณีมีคำถาม หรือ มีปัญหา?

ถ้าคุณมีคำถามเกี่ยวกับงานวิจัยในตอนนี ให้สอบถามกับผู้ทำวิจัยได้ทันที ถ้าคุณมีคำถาม ข้อกังวลใจ หรือ ข้อร้องเรียนเกี่ยวกับการศึกษาในตอนหลัง กรุณา ติดต่อ นายชัตติยานันท์ โนนไธสง ทางเบอร์โทร 089-2853209 หรือทางอีเมลล์ knonthaisong@crimson.ua.edu หรือติดต่อ ดร. Miguel Mantero ทางเบอร์โทร 1-205-348-1402 หรือทาง อีเมลล์ mmantero@bamaed.ua.edu

ถ้าคุณมีคำถามเกี่ยวกับสิทธิของในฐานะคนคนหนึ่งในการวิจัย คุณสามารถโทรสอบถามได้ที่คุณ Tanta Myles ซึ่งเป็น the Research Compliance Officer ของมหาวิทยาลัย ที่เบอร์โทร 1-205-348-8461 หรือ โทรฟรีที่เบอร์ 1-877-820-3086

คุณยังสามารถที่จะถามคำถาม ให้ข้อเสนอแนะ หรือ ร้องเรียน ผ่านทางเว็บไซต์ ของ IRB Outreach ที่ http://osp.ua.edu/site/PRCO_Welcome.html หรือส่งอีเมลล์มาที่ participantoutreach@bama.ua.edu

หลังจากที่คุณได้ร่วมการวิจัยแล้ว

เราอยากให้คุณได้ร่วมกรอกแบบสำรวจสำหรับผู้ร่วมการวิจัยซึ่งเป็นแบบสำรวจออนไลน์อยู่บนเว็บไซต์ของ IRB Outreach หรือคุณอาจจะขอฉบับที่เป็นเอกสารได้จากผู้ทำวิจัย กรอก และส่งมายังที่อยู่นี้ the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0104.

ฉันได้อ่านหนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัยฉบับนี้แล้ว ฉันมีโอกาสได้ถามคำถาม และ ยินยอมที่จะเข้าร่วมการวิจัยนี้ ฉันจะได้รับแบบฟอร์มนี้เพื่อเก็บไว้กับฉันหนึ่งฉบับ

ฉันยินยอมที่จะให้มีการบันทึกเสียงในการให้สัมภาษณ์

ตกลง

ไม่ตกลง

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Signature of Research Participant ลายเซ็นของผู้ร่วมการวิจัย	Date วันที่
Signature of Investigator ลายเซ็นของผู้ทำวิจัย	Date วันที่

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APPENDIX E
INTERVIEW SCHEDULE

The following questions will be the main point in the interview with the participants.

Additional questions developing from classroom observations will also be used.

1. What do you think are the characteristics of English teaching and learning in Thai schools? How much relationship do you think they have with the goals of current English policy in the Basic Education Core Curriculum B.E. 2551?
2. In your opinion, what does learner-centered learning in language teaching mean? What does communicative approach to teaching English mean?
3. Could you please explain briefly how you plan your lessons?
4. What are the teaching materials that you use in the classroom?
5. Do you include any lessons that are related to your local community or any lessons that connect to the other learning areas? What are they?
6. How would you describe your teaching style? What is your approach to teaching English? What kinds of activities that you usually use in the classroom? How often do you use English in the classroom?
7. What methods do you use to evaluate language skills in the classroom?
8. What do you do to help the students with O-NET test?
9. What do you like about this English curriculum? What do you not like about this English curriculum?
10. After the implementation of this current English language policy for 6 years, how have your teaching practices changed?
11. What do you think are the important factors that determine success or failure of implementing the current English language policy in the Basic Education Core Curriculum B.E. 2544?

The Translation of Interview Schedule (Thai Language)

1. คุณคิดว่าอะไรเป็นคุณลักษณะของการเรียนการสอนวิชาภาษาอังกฤษที่สามารถพบเห็นในโรงเรียนไทย
ทั่วไป? คุณคิดว่าลักษณะดังกล่าวมีความสัมพันธ์กับจุดมุ่งหมายของนโยบายการสอนวิชาภาษาอังกฤษ
ในหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 มากน้อยอย่างไร?
2. ในความคิดเห็นของคุณ การเรียนแบบผู้เรียนเป็นศูนย์กลางในการสอนภาษาอังกฤษคืออะไร?
วิธีการเรียนภาษาอังกฤษแบบการสื่อสารเป็นอย่างไร?
3. กรุณาช่วยอธิบายการวางแผนการสอนของคุณแบบคร่าวๆให้ฟังหน่อย
4. สื่อหรืออุปกรณ์ที่คุณใช้ในการสอนมีอะไรบ้าง?
5. ในแผนการสอนของคุณ คุณมีบทเรียนที่มีเนื้อหาที่เกี่ยวข้องกับท้องถิ่นหรือภูมิปัญญาท้องถิ่น หรือมี
เนื้อหาที่เชื่อมโยงกับกลุ่มสาระอื่นๆ รวมอยู่ด้วยไหม?
6. คุณจะอธิบายการสอนของคุณอย่างไร? คุณมีวิธีการสอนภาษาอังกฤษแบบไหน? กิจกรรมการเรียนแบบ
ใดที่คุณใช้เป็นประจำในห้องเรียน? คุณใช้ภาษาอังกฤษในห้องเรียนบ่อยแค่ไหน?
7. คุณมีวิธีในการวัดประเมินทักษะทางภาษาในห้องเรียนอะไรบ้าง?
8. คุณทำอะไรบ้างเพื่อช่วยเตรียมความพร้อมนักเรียนในการสอบโอเน็ต?
9. คุณชอบอะไรในหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 วิชาภาษาอังกฤษ? คุณไม่ชอบอะไรใน
หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 วิชาภาษาอังกฤษ?
10. หลังใช้หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 วิชาภาษาอังกฤษมาเป็นเวลาหกปีแล้ว การสอน
ของคุณมีการเปลี่ยนแปลงไปจากเดิมอย่างไร?
11. คุณคิดว่าอะไรเป็นปัจจัยสำคัญที่จะตัดสินว่าการใช้หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 วิชา
ภาษาอังกฤษประสบความสำเร็จหรือล้มเหลว?

APPENDIX F
ADDITIONAL QUESTIONS

Kwan

1. What do you think of the indicators provided in the curriculum?
2. When planning the lesson, do you consult with the school curriculum?
3. Apart from the textbook, My World, that you use, do you use or create any extra worksheets?
4. How often do you use English in the classroom?
5. Do you have listening and speaking tests?
6. What are your main goals in teaching English?
7. What do you think are your students' goals in learning English?
8. Have you satisfied with you teaching so far? Do you think it achieve your goals of teaching?
9. For the activity that you usually do in class, I saw you allow students to use Thai in the activity and most of the lessons deal with translation first. Then in the production stage, you will let them present in English. Is that right?
10. When we talked last time, you mentioned about the additional activity that students have to do at the school morning assembly, what is it?
11. Apart from the one you mentioned last time about material development, could you tell me about your recent professional development or workshop you attended?
12. In your English test, there is a part with questions in Thai language, what are your purposes of this kind of questions?
13. You also allow students to use an English-Thai dictionary during a test, is that right?

Nattaporn

1. When you choose this textbook, did you compare it to the themes and contents that you got from the school curriculum?
2. How often do you English in the classroom?
3. You mentioned that your school has to develop the curriculum with other eight schools in this secondary educational service area. Did your school make any change to the one that the group wrote it together? Any addition to the curriculum used at your school?
4. Do you think the current textbook that you use is appropriate for your students?
5. What are your goals in teaching English?
6. What do you think are your students' goal in learning English?
7. I saw you do many activities about vocabulary in class, especially in case that students do not know the meaning of the words, you will ask them to find the meaning of those words using a dictionary. Why do you do this kind of activity in class? How do you find it useful for them?
8. One more thing I saw you do in every class you teach, you emphasize that students have to finish their work and hand them in to you by the end of each class period. What are your goals in doing this?
9. From what I observe, I notice that you give an emphasis on vocabulary as well translation when you are teaching. Students have to translate what they read. Do you think translation is important for learning English?
10. You told me that you got the PowerPoint for each lesson of the textbook you used from the Internet. Does it make your teaching more convenient? Do you like it?

11. Apart from teaching, you also work as a school accountant. Does this work affect your teaching schedule?
12. What did you do when you have some urgent matters relating to your duty as a school accountant at the same time that you have classes to teach?
13. Recently, have you attended any workshop for English teaching and learning? What was it about?
14. Did your school offer an English camp or something that is related to English for students?
15. I saw in the school report about the O-Net tutoring camp which provides for Mattayom 3 and 6 students, who did the tutoring for English?
16. Could I see your tests?
17. Could your students use a dictionary during a test?
18. You told me that students had to do an activity relating to English outside class, what was that? Could you explain about it?

The Translation of Additional Questions (Thai Language)

Kwan

1. คุณมีความคิดเห็นอย่างไรกับตัวชี้วัดที่กำหนดไว้ในหลักสูตร?
2. ตอนที่คุณวางแผนการสอน คุณได้ใช้ข้อมูลจากหลักสูตรของโรงเรียนไหม ?
3. นอกจากหนังสือแบบเรียน My World ที่คุณใช้ คุณได้ใช้หรือผลิตเอกสารประกอบการสอนอย่างอื่นด้วยไหม ?
4. คุณใช้ภาษาอังกฤษในห้องเรียนบ่อยแค่ไหน ?
5. คุณมีการสอบฟังและสอบพูดในการวัดผลประเมินผลไหม?

6. อะไรคือจุดมุ่งหมายหลักในการสอนภาษาอังกฤษของคุณ?
7. คุณคิดว่าอะไรคือจุดมุ่งหมายในการเรียนภาษาอังกฤษของนักเรียนของคุณ?
8. เท่าที่สอนมา คุณมีความพึงพอใจแค่ไหน ถือว่าบรรลุจุดมุ่งหมายที่ตัวเองตั้งไว้หรือไม่?
9. สำหรับกิจกรรมที่คุณใช้เป็นปกติในห้องเรียน ฉันเห็นคุณอนุญาตให้นักเรียนใช้ภาษาไทยในกิจกรรมเหล่านั้น และบทเรียนส่วนมากจะเกี่ยวกับการแปลก่อน ถัดจากนั้นในชั้นปฏิบัติ คุณจะให้นักเรียนนำเสนอเป็นภาษาอังกฤษ ถูกไหมครับ?
10. จากที่เราคุยกันครั้งที่แล้ว คุณได้พูดถึงกิจกรรมเพิ่มเติมที่นักเรียนต้องทำในพีธีหน้าเสาธงในตอนเช้า กิจกรรมที่ว่าคืออะไร?
11. นอกจากการเข้ารับการอบรมเรื่องการพัฒนาสื่อการเรียนที่คุณกล่าวถึงในครั้งที่แล้ว มีการอบรมเรื่องอื่นใหม่ที่คุณได้เข้าร่วม ที่ผ่านมาเมื่อเร็ว ๆ นี้?
12. ในข้อสอบภาษาอังกฤษของคุณ จะมีส่วนที่มีคำถามเป็นภาษาไทยด้วย อะไรคือจุดมุ่งหมายของคุณในการใช้คำถามประเภทนี้?
13. คุณอนุญาตให้นักเรียนใช้พจนานุกรม อังกฤษ – ไทย ในระหว่างการสอบด้วยใช่ไหม?

Nattaporn

1. ตอนคุณเลือกหนังสือแบบเรียนเล่มนี้ คุณได้เปรียบเทียบหนังสือแบบเรียนกับ หัวข้อเรื่อง และเนื้อหาในหลักสูตรของโรงเรียนไหม?
2. คุณใช้ภาษาอังกฤษในห้องเรียนบ่อยแค่ไหน ?
3. คุณได้กล่าวว่าโรงเรียนของคุณต้องร่วมพัฒนาและเขียนหลักสูตรกับโรงเรียนอีกแปดโรงเรียนในกลุ่มโรงเรียนมัธยมในเขตนี้ โรงเรียนของคุณได้เปลี่ยนแปลง ปรับหลักสูตรที่ได้ทำมาร่วมกันไหม ได้เพิ่มเติมอะไรเข้าไปในหลักสูตรหรือเปล่า?
4. คุณคิดว่าหนังสือแบบเรียนเล่มปัจจุบันที่คุณใช้ เหมาะสมกับนักเรียนของคุณไหม?

5. อะไรคือจุดมุ่งหมายในการสอนภาษาอังกฤษของคุณ?
6. คุณคิดว่าอะไรคือจุดมุ่งหมายในการเรียนภาษาอังกฤษของนักเรียนของคุณ?
7. ในห้องเรียน ฉันเห็นคุณทำกิจกรรมจำนวนมากที่เกี่ยวกับคำศัพท์ โดยเฉพาะอย่างยิ่งในกรณีที่นักเรียนไม่รู้จักความหมายของคำศัพท์ คุณจะให้นักเรียนหาความหมายของคำศัพท์เหล่านั้นโดยการใช้พจนานุกรม หรือไม่คุณจึงทำกิจกรรมนี้ในห้องเรียน คุณพบว่ามันมีประโยชน์กับนักเรียนอย่างไร?
8. อีกอย่างที่ผมเห็นคุณทำในทุกห้องเรียนที่คุณสอน คุณจะเน้นว่านักเรียนต้องทำงานที่ได้รับมอบหมายให้เสร็จและส่งในตอนที่ท้ายของแต่ละคาบเรียน คุณมีจุดมุ่งหมายอะไรในการทำอย่างนี้?
9. จากการสังเกตของผม เวลาคุณสอน ฉันพบว่า คุณจะให้ความสำคัญกับคำศัพท์และการแปล นักเรียนต้องแปลในสิ่งที่นักเรียนอ่าน คุณคิดว่าการแปลมีความสำคัญสำหรับการเรียนภาษาอังกฤษไหม?
10. คุณบอกผมว่าคุณได้ไฟล์ PowerPoint ของแต่ละบทเรียนของหนังสือแบบเรียนที่คุณใช้มาจาก Internet มันช่วยให้การสอนของคุณสะดวกขึ้นไหม? คุณชอบมันไหม?
11. นอกจากงานการสอน คุณต้องทำงานของโรงเรียนในหน้าที่เจ้าหน้าที่การเงินของโรงเรียนด้วย หน้าที่นี้ส่งผลต่อการสอนของคุณไหม?
12. คุณทำอย่างไรเมื่อคุณมีงานเร่งด่วนที่เกี่ยวข้องกับหน้าที่เจ้าหน้าที่การเงินในเวลาเดียวกันที่คุณมีห้องที่ต้องสอน?
13. เมื่อเร็ว ๆ นี้ คุณได้เข้ารับการอบรมเกี่ยวกับการเรียนการสอนภาษาอังกฤษหรือไม่? เป็นเรื่องเกี่ยวกับอะไร?
14. โรงเรียนของคุณได้จัดค่ายภาษาอังกฤษ หรือกิจกรรมภาษาอังกฤษอย่างอื่นให้กับนักเรียนไหม?
15. ผมเห็นในรายงานของโรงเรียนคุณ ว่าทางโรงเรียนมีการจัดค่ายติวสอบ O-NET สำหรับนักเรียนชั้น ม 3 .กับ ม 6 .มีทราบว่ามีใครเป็นติวเตอร์ให้นักเรียน?
16. ผมขออนุญาตดูข้อสอบหน่อยครับ?
17. คุณอนุญาตให้นักเรียนใช้พจนานุกรมในระหว่างการสอบไหม?

18. คุณบอกผมว่านักเรียนของคุณจะต้องทำกิจกรรมที่เกี่ยวกับภาษาอังกฤษนอกห้องเรียนด้วย อยากทราบว่าเป็นกิจกรรมอะไร ช่วยอธิบายให้ฟังด้วยครับ

APPENDIX G
CLASSROOM OBSERVATION DATA ANALYSIS

Fl = foreign language/ second language/ literacy

Fl/ In Co = foreign language/ second language/ literacy and interlingual communication

Fl/ Sp = foreign language/ second language/ literacy and spread

Kwan

Observation 1	Code
1. She first introduced the grammar topic she was going to teach, verb + preposition, and she asked the students to repeat after her.	Fl
2. She asked the students what a preposition is, but no one answer. No one answers, so she started giving them examples of sentences using prepositions: “The book is on the table”, “ <i>Mayuree</i> is sitting on the chair”. There was one student shouting out the answer in Thai, “ <i>Poophabot</i> ”.	Fl/ In Co
3. She asked students to read the first word in Part C with her “apologize” three times and told students to read it again louder. Then, she asked what word comes after the word “apologize” and students answer “for. She emphasized the word “for” and asked them to repeat after her “apologize for”. After that, she asked students what the word “apologize” means: “Who knows the meaning of it? Tell me”. One student (a girl) answers “ <i>Khortode</i> ”. The teacher gave her a compliment, “Good”, and asked other students to give her a big hand.	Fl
4. Finally, she continued with the next four words with the same procedure; read the word and asks students to repeat after her: “Louder!” Follow me”.	Fl
5. When she talked about music instrument and musicians, she asked students, “Who is your favorite singer?” However, she translates the question into Thai immediately.	Fl
6. After the last word, they repeated every word again (apologize for, decide against, dream of, insist on, object to, succeed in, talk about, and think of). She asked her students, “Do you remember all the words?” The students repeated each word altogether after the teacher again two more times.	Fl
7. She wrote on the board: have+ing having.	Fl
8. The teacher asked the students to look at the screen in front of the class for more examples of verb+prep+gerund (accustomed to, confess to, look forward to, opposed to, used to). When discussing the meaning of each word and example sentences, she also made use of the dictionary on the laptop (when she clicked on the word, the meaning appeared). She emphasized the importance of vocabulary in learning English.	Fl

9. The teacher then asked students take note from the screen. While the students were taking note, she walked around the class to check how the students worked and sometimes she talked with them in Thai.	Fl
10. After a while, she told the student to do Exercise A from the textbook if they finished copying from the screen. The class ended with Exercise A; some students could finish it, but some couldn't. Therefore, she told them to do it as homework	Fl

Observation 2	Code
11. Some students asked for her permission to come into the classroom in Thai, so she asked them to say it in English before letting them inside.	Fl/ In Co
12. After the greeting, the teacher asked the students to divide into 3 groups of 6.	Fl
13. She told them to listen to the song carefully, and she played the song from YouTube (the song by Michael Telo). After the song ended, she asked them what words they heard from the song. They discussed some words that they heard from the song with the teacher for a few minutes.	Fl
14. Before the teacher played the song for the second time, she gave a set of small papers (about 8-10) which has the lyric of the song on to each group. (Jigsaw Listening) While listening to the song, students in each group tried to rearrange the small paper of lyric they had into the correct order from what they heard. The teacher monitored how each group work.	Fl
15. Even though the teacher said the third time would be the last, she had to play it again for the fourth time after the students asked for one more time.	Fl
16. Finally, the teacher played the song for the fifth time but this time with the lyric on and showing it on the screen in front of the class. She played and stopped in order for students to check if they rearrange the lyric correctly.	Fl
17. She took some words from the song (for example, party) to lead the conversation. Sometimes, she asked the students to repeat parts of the lyric. Before the class ended, she played the music video of the song and asked the students to sing along. She concluded that she would continue with the discussion of the meaning of the song in the next class.	Fl

Observation 3	Code
<p>18. The teacher started the class with the vocabulary exercise (from a worksheet she had already given them – she gave me the same worksheet at the end of the class). She started with item number 16 on the worksheet, asking the students to read the sentence as a whole class and decide if that sentence was true or false. She did the same procedure with items 17- 20. During this activity, she sometimes elicited the meaning of the unknown words from the students using examples.</p>	Fl/ Sp
<p>19. She asked the students to open their textbooks, “Look at lesson 2, page 2, the topic “Making Choices”. Then she wrote “Making Choices” on the board. They discussed the meaning of the topic, beginning with make – making. The teacher then elicited the meaning of the word “choices” from students by giving examples of how she can go to Bangkok. She wrote on the board: by train; by bus; by private car; by plane. While discussing about the topic, she also instilled students about the choices of their career path in the future; what they were going to do.</p>	Fl/In Co
<p>20. The teacher divided the students into 4 groups by asking them to count 1-4. It took a few minutes before the students were ready to work in group. She asked the students to look at pictures 1, 2 3 and 4 in the textbook and led the discussion of what each picture is about and the reasons why they should do that. She wrote “would rather = prefer” on the board. She explained the new vocabulary in each picture and what each group had to do: 1 workout/ go for a walk; 2 home cooking/ eating out; job/ a lot of money; and 4 single/ married.</p>	Fl
<p>21. The students in each group had to translate the story that came with the picture and decide which choices they would make and give a reason. The teacher allowed students to use their mobile phone to search for the meaning of their unknown words. The teacher monitored how each group worked, talking and clarifying some points that were not clear to them.</p>	Fl
<p>22. Each group of students worked for about 20 minutes before the teacher asked each of them to present their choices and reasons briefly in Thai. The class ended when group 2 presented, but she continued until the last group finished. During the presentation, she tried to ask everyone in the group. Finally, she told them that they had to present in English for the next class.</p>	Fl

Observation 4	Code
<p>23. At the beginning of the class, the teacher reviewed the words that they had learnt last class: delicious, kill, prettiest, catch. She asked the students to spell the words and tell the Thai definitions of these words: How do you spell “delicious”?; What does “delicious” mean?.</p>	Fl/In Co
<p>24. After the vocabulary revision, she introduced the topic for today’s lesson, “restaurant”. The teacher used mostly English when she gave instructions. She asked the students to watch the video that she was going to play on YouTube. Before, she played the model conversation 1, she focused them on what happened at the restaurant. The video she played was first introduced in Thai and then followed by a short conversation that happened in the restaurant. She played the model conversation 2 with the same procedure.</p>	Fl
<p>25. She played the model conversation 1 again, but this time she asked the students, “What happened? What are they talking about?” The teacher talked in Thai, but then she used English to elicit the words relating to people who work in the restaurant; for instance, waitress, waiter, customer, manager. She tried to elicit the word “owner’ from students, but nobody knew. She wrote these words on the board, read word by word, and asked students to repeat after her.</p>	Fl
<p>26. She played the model conversation 1 for the third time but this time with the English subtitle and Thai translation on. She reminded the students to take note while they were watching. She paused the conversation sometime to ask questions or talk about culture. For example, when they discussed the sentence, “how large is your party?”, she asked the students what other questions can be used to ask with the same meaning.</p>	Fl
<p>27. She played the model conversation 2 for the 2rd and 3rd time with the same procedure with model conversation 1. In some sentences, she asked students to repeat after her: “Are you ready to order? What would like to drink?” When talking about orange juice, she asked them more about other kind of juice (vocabulary).</p>	Fl
<p>28. After that, she played the model conversation 3 (asking for bill) for the first time and asked the students what happened in the conversation. Then, she played it for the second time with the English subtitle and the Thai translation on. They discussed briefly about the culture of giving tips.</p>	Fl
<p>29. Finally, she played the cartoon version of the conversation (it included most of what they had learnt in model conversation 1-3) with the English subtitle following by Thai dubbed version of the conversation. She played it for the second time and asked the students to take note on the English word, “Thai vermicelli salad” for “<i>Yam Woon Sen</i>” in Thai. She concluded the lesson and asked them to write a conversation in a</p>	Fl

restaurant; one situation for each student. They can use the Internet to search for more examples if they would like to.	
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Observation 5	Code
30. After the greeting, she reviewed the last class activity about song briefly. Then, she introduced the topic for today's lesson, "restaurant" (the same lesson with 4/1 I observed). With this class, she mostly spoke Thai when talking about the vocabulary and situation.	Fl
31. Before she played the model conversation 1, she asked the students to watch what happened in the situation and what words they were using.	Fl
32. After the first time, she talked about the menu. She played the video for the second time with the English subtitle and the Thai translation on. At the same time, she told them to take note from the conversation. The video was paused when the sentence finished and she asked them right away to read the conversation after the video and later after her.	Fl
33. During the drills, she sometimes discussed the meaning of some words. For example, she elicited the meaning of the word "famous" using the footballer "Neymar".	Fl/In Co
34. She played the second video with the same procedure. She asked the students in Thai what the man ordered. After each sentence, she read it again to the students, asked them to repeat after her, and reminded them to write the conversation on their notebook.	Fl
35. After they discussed about the drink, orange juice, she asked students to tell her more about other kinds of juice.	Fl
36. When she explained the phrase, "Wait a moment", she asked the students what other words could be used with the same meaning. No one answered, so she wrote down, "Wait a minute" "Just a minute".	Fl
37. She played the third video, the model conversation ³ , with the same procedure. After the second time, she discussed with the students briefly about giving tips. She explained the difference between Thai and Western culture.	Fl
38. Finally, she played the cartoon version of the conversation (it included most of what they had learnt in model conversation 1-3) with the English subtitle following by Thai dubbed version of the conversation. She played it again for the second time and then discussed about it briefly in Thai. She tried to elicit the word, "lunch" for "Arhan Meu Tiang" from students, but nobody said anything. However, they could answer "dinner" for "Arhan Yen". The class ended when the video nearly finished. Thus,	Fl

the teacher told the students to prepare to work in group of four so as to write a conversation in the next class (For M4/1, it's an individual work). The teacher what they learned today in Thai and reminded them about the group work.	
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Observation 6	Code
39. After the greeting, the teacher asked the students to turn their textbooks to page 14. (She tried to speak and give direction in English). She asked the students to read the title of chapter 3 , “I’ll call you when I get home”. Then, the teacher asked the students to tell her what tense was used in this sentence, particularly “I’ll call you”. Some students shouted “future tense” and they discussed briefly the meaning of the sentence.	F1
40. She asked the students look at the four pictures in the textbook and asked them what happened in each picture. The students answered in Thai. Then, she asked the students to read the caption in each picture. Sometime the teacher reread it and then the students had to repeat after her again. She paused sometime to elicit the meaning of words from students.	F1
41. In picture 3, the teacher asked them, How many people are there?. “Song”, the students answered in Thai; so, she said it in English, “Two”.	F1/In Co
42. The students did Practice A together as a whole class (4 items). They read each sentence before the teacher explained the meaning of it and elicited what the correct answers were.	F1
43. In Practice B, the students read items 1 and 2 after the teacher (ex item 1. A: When will you call me? B: I will call you when I get home). Then they practiced drilling items 1 and 2 in group. After that the teacher randomly called a pair of students to read. After they finished reading, the teacher asked the rest of the students to give them a big hand.	F1
44. The teacher told the students to be careful with the intonation of yes/ no question and made it right when asking this kind of question.	F1
45. After the second pairs, she asked for the volunteers to read, and one pairs of boys did it. For the last pairs of students, she asked for two specific students to read.	F1
46. The teacher continued the lesson to the conversation part. She asked the students to look at the picture and asked what happened in the picture. The students answered in Thai and they discussed shortly about it. Then, the teacher asked the students to read the conversation; boys read as Spike and girls as Candy. After they finished reading it, the teacher discussed the meaning of some words and translated almost every sentence in the	F1

<p>conversation.</p> <p>47. When they finish discussing the conversation, the students were asked to do the follow up True or False exercise in their notebook. While the teacher was monitoring how the students worked, she told them that if they could not finish it by the end of class they had to do it as homework.</p>	<p>Fl</p>
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Nattaporn

Observation 1	Code
<p>1. After the greeting, the teacher asked her students for their homework. “Let me see your homework” she said it in English and then translated into Thai language.</p>	<p>Fl</p>
<p>2. She asked students to take out their textbooks, notebooks, and dictionaries on their desks. “Where is your book?”, she asked one of the students.</p>	<p>Fl</p>
<p>3. She stood in front of the classroom and reviewed the lesson about frequency adverb on page 5 of the textbook. She showed them the lesson of frequency adverb on the projector screen. Before she started reviewing, she told students how important a dictionary was, focusing on part of speech used in a dictionary. Then she reviewed each adverb of frequency one by one; she read it and asked students to repeat after her. (She used a wooden stick to point at each word when she explained and gave examples) She emphasized the percentage of each adverb and explained in Thai. (For example, always = 100%, hardly ever = 5%) Then she reminded students on the position of adverb of frequency when using them in a sentence.</p>	<p>Fl</p>
<p>4. She explained the exercise again (Exercise C on page 6), reading from the textbook. “Look at number one, read together” “How often do you brush your teeth?. She translated the question into Thai and asked them to write the Thai meaning on their notebooks. She asked students to answer the question using adverb of frequency, but she ended up modeling to answer it by herself, “I brush my teeth after every meal”.</p>	<p>Fl</p>
<p>5. Then for number 2 : use the computer, she asked the first group to read the question and elicited the answer from students, “How often do you use the computer?” “I use the computer every day”. She walked to the third group to monitor how they worked. At the same time she asked students to repeat after her “I never use the computer” “I use the computer once a week” “I use the computer twice a week” “I rarely use the computer”. She used the same procedure for questions number 3-6.</p>	<p>Fl</p>

<p>6. After finished all the six questions, she asked each group to write the answer for each question. She asked one student of each group to be a leader to help their friends to finish writing the answer on their notebooks.</p>	<p>Fl</p>
<p>7. She asked one student to read his question and answer as an example. In order to finish this exercise, she finally asked students to read one of their questions and answers in group.</p>	<p>Fl</p>
<p>8. The teacher moved on to the next section “conversation”. She asked students to open their textbooks to page 4 and asked about the picture, “what are they doing?”. Students then discussed briefly in Thai what they thought happened in the picture. After that, the teacher read the conversation and asked the students to repeat after her. After each sentence she tried to elicit the Thai meaning from students. She reminded students to use the dictionary to find the meaning of the words they did not know.</p>	<p>Fl</p>
<p>9. Since the time was almost over, she asked the students to underline the words that they did not know the meaning and find the meaning of them for the next class. Before students could leave the class, they had to hand in their notebooks that they did exercise C for the teacher to sign. (To make sure that everybody finished their work and this made most of the students 10-15 minutes late for their next class).</p>	<p>Fl</p>

<p>Observation 2</p>	<p>Code</p>
<p>10. “May I come go in please?” one student came and asked the teacher permission to come into the classroom.</p>	<p>Fl/ In Co</p>
<p>11. While waiting for the other students, the teacher turned on her laptop and connected it to the projector. Then, she wrote something on the whiteboard:</p> <p style="padding-left: 40px;">He always gets up early.</p> <p style="padding-left: 40px;">I am very diligent.</p> <p style="padding-left: 40px;">They watch television every night.</p> <p style="padding-left: 40px;">I sometimes work hard.</p>	<p>Fl</p>
<p>12. At the beginning of the class, the teacher reviewed about 55 irregular verbs that they learned last class, reminding them how to recite these verbs and their meanings.</p>	<p>Fl</p>

<p>13. Then, she introduced the lesson for today, “present tense”, emphasizing that they all learned about tenses before (She explained in Thai). She elicited how each tense work from the students; past/ present/ future. After that, she wrote on the board again and explained in Thai:</p> <p style="text-align: center;">Past – V2 Present - V1 Future – will = V1</p>	Fl																								
<p>14. She announced, “Today’s topic is Present Simple Tense or Simple Present Tense” “Open to page 4 on the book” “Are you see?”. She told students to take note about this tense on the textbook using a pencil. She explained how to use this tense based on the note on the textbook; she read one by one in English and then translated into Thai. She sometimes elicited the meaning of some words and asked students to read or repeat after her.</p>	Fl																								
<p>15. “The world is round”, she asked students to read this sentence aloud as a whole class and then group by group. She wrote on the board again, V1, and asked what V1 was in the sentence, “The world is round”. She added S in front of V1 that she wrote before to remind them what is verb. (The teacher spoke very loud).</p>	Fl																								
<p>16. She continued with the second example sentence, “People use ATM to get money”. What does people mean? she asked. They discussed briefly about the meaning of the sentence. She then asked them to read the sentence together, but nobody read it. Therefore, she asked one student to read this sentence. After that, she asked two more students to read one by one. Finally, she asked one group to read.</p>	Fl																								
<p>17. For the third sentence, “The earth rotates around the sun”, she asked students to identify V1 in the sentence. Then, she followed the same procedure, asking students to read after her and discussing the meaning of the sentence. This time, she explained “singular” or “plural” in verbs. She wrote the following on the board:</p>	Fl																								
<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">I</td> <td style="border-left: 1px solid black; padding-left: 10px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">You</td> <td style="border-left: 1px solid black; padding-left: 10px;"></td> <td style="padding: 5px;">V.1</td> </tr> <tr> <td style="padding: 5px;">We</td> <td style="border-left: 1px solid black; padding-left: 10px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">They</td> <td style="border-left: 1px solid black; padding-left: 10px;"></td> <td></td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black; height: 10px;"></td> </tr> <tr> <td style="padding: 5px;">He</td> <td style="border-left: 1px solid black; padding-left: 10px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">She</td> <td style="border-left: 1px solid black; padding-left: 10px;"></td> <td style="padding: 5px;">V.1 + S</td> </tr> <tr> <td style="padding: 5px;">It</td> <td style="border-left: 1px solid black; padding-left: 10px;"></td> <td></td> </tr> </table>	I			You		V.1	We			They						He			She		V.1 + S	It			
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<p>18. In order to elicit the meaning of close, she asked the students, “What does open mean?”</p>	<p>Fl/In Co</p>
<p>19. She followed the same procedures with the tense usage number 2, to express habitual or every day actions, reading the example sentences, asking students to repeat, and discussing the meaning of them. Then, number 3, she explained how to form yes/no questions with do and does. Finally, she explained the fourth usage of this tense, often used with frequency adverbs or time expression. She read the four sentences (which were the same ones in the textbook) she wrote at the beginning of the class to show examples of number 4.</p>	<p>Fl</p>
<p>20. The class ended, so she asked students to do Exercise A and B in the textbook as a home work. She gave one example of how to do these exercise and reminded students that they had to read each sentence in the exercise as well.</p>	<p>Fl</p>

<p>Observation 3</p>	<p>Code</p>
<p>21. While she was waiting most of the students to come into the classroom, she tried to encourage students who came late to say, “May I come in, please?” When there were about 8 students in the room, she asked them, “Who’s absent today?” Nobody answered, so she tried to explain in English first, then said it in Thai. Then, she asked them, “Show me your books, please”. Eight more students were about to come in, she told them to say, “May I come in, please?” The students hesitated to say it, and the teacher did not let them in until they said it. Finally, they all stood in line and said, “May I come in, please?” three times before she let them in. She used this chance to teach students how to say “May I go out?” as well.</p>	<p>Fl/In Co</p>
<p>22. To make sure that the students were ready, she asked them to take out their learning materials using simple expressions in English, “Where is your notebook?” “Where is your dictionary?”</p>	<p>Fl</p>
<p>23. As an introduction to today’s lesson, she asked them, “Show me your mobile phone” She then asked, “Where is your phone?” Some students showed their mobile phone to the teacher. She introduced new words relating to phone and asked students to repeat the words after her: phone, telephone, cell phone, and mobile phone.</p>	<p>Fl/In Co</p>
<p>24. She asked students to look at the picture (two people talking on a phone) and asked them, “Who are they?” No one answered, so she started reading the conversation from the book and at the same time trying to discuss the meaning of the difficult words.</p>	<p>Fl</p>

<p>25. When she read the word “sure”, she made a joke of Mattayom 5 student who mispronounced this word as /su-re/ and warned them not to pronounce that way. She continued reading the rest of the conversation and discussing the meaning of it. She made a joke again not to read email as /e-maew/ (this means cat in English).</p>	<p>F1</p>
<p>26. For the word, photo, she type on her (she already opened a word file) laptop which appeared on the screen, photograph, which she emphasized it as a full word of photo.</p>	<p>F1</p>
<p>27. After reading some words that she taught, she asked them to repeat her. After finished reading and discussing the conversation, she asked the students to look at the picture again, and asked, What is he doing? Where is she doing? She then translated the questions instantly into Thai. After that she answered by herself, “He is writing” “She is talking with her friend”.</p>	<p>F1</p>
<p>28. For students to practice the conversation, the teacher divided students into two big groups to read the conversation: boys as Kevin and girls as Julie. However, she changed her mind and started with the whole reading together first. The teacher read and the students read after her. Then, she asked them to read between boys and girls. “Louder, please” she asked them while they were reading. The students stopped sometime during their reading when they were not sure how to read it. Finally, they read after the teacher again.</p>	<p>F1</p>
<p>29. After the class practice, she assigned students to practice the conversation in pairs; one is Kevin and the other one is Julie. She told them that she would test them on this conversation; they could read from the book, and they had to translate it into Thai. Finally, she gave them two options: students who could read and translate got 10 points; students who just read the conversation got 5 points. The class ended, so she asked them to read the conversation at her office when they had free time.</p>	<p>F1</p>

<p>Observation 4</p>	<p>Code</p>
<p>30. The first student came in and said, “May I come in, please?”. Most of the students coming in after that asked the teacher for the permission to come in the room in English as well.</p>	<p>F1/In Co</p>
<p>31. After the greeting, the teacher reminded students about the assignment from the last class; reading a conversation in pairs. Then, she told her students to listen to the conversation again, but this time with the original audio files from the PowerPoint. She showed the conversation on the</p>	<p>F1</p>

<p>screen in front of the class and clicked to play the audio from the conversation. After they finished listening to it, the students complained that the conversation was very fast. So, the teacher asked them how many times they wanted to listen to it. Finally, they agreed to listen to it 3 more times.</p>	
<p>32. She asked students to practice reading the conversation in pairs so that she would test them. All students practiced reading in pairs. The teacher walked around the class to monitor how the students were doing; she corrected their pronunciation and helped arrange some students into pairs. She warned the students that if they didn't read it in class, they had to do it by the end of the day.</p>	Fl
<p>33. She reminded students again that they had to translate the conversation into Thai as well. She stressed that after they listen, they had to read; and after they read, they had to comprehend it. Before the class ended, 5 pairs of students could finish reading the conversation. For the rest of the class, she asked them to read it in her office at 12.30 p.m. Two more pairs read with the teacher after the end of the class.</p>	Fl

Observation 5	Code
<p>34. Some students who came into the room asked the teacher for permission, "May I come in, please?". However, some didn't say anything. The teacher asked them in Thai how to ask for permission to come in the classroom in English and encouraged them to say it before they could come in and sit down, "May I come in, please?".</p>	Fl/ In Co
<p>35. She reminded students about the work she assigned in the last class (She asked them to find the meaning of the words that they didn't know from the conversation). They answered 17 words, and so the teacher asked them to read those 17 words. She repeated each word after them and asked them to repeat after her again. In some words, she clarified and explained the meanings of the words..</p>	Fl
<p>36. She asked the students to check the meanings of the word "fan" in their dictionary and discussed with them briefly.</p>	Fl
<p>37. After discussing the vocabulary, she asked them to listen to the conversation. She showed the PowerPoint of the conversation on the projector screen and started playing the conversation.</p>	Fl
<p>38. Before the second play, she told the students to look at the conversation in their textbook while listening to it. After the second time, she asked them in Thai what words the students heard from the conversation. After a brief discussion of the words they heard, she played the conversation for the</p>	Fl

<p>third times.</p> <p>39. Then, the teacher read the conversation from her book and asked students to read after her. There were two rows of students in class; one read as Kevin, the other one read as Julie. After that, she asked them to read it all together.</p>	Fl
<p>40. She told them that they had to read this conversation in pairs and translated it into Thai as a test. She modeled how to translate the first two sentences of the conversation into Thai. For the rest of the conversation, she tried to elicit the meanings of each sentence from students; discussing word by word and then eliciting the meaning of the whole sentence. She sometimes elicited the meaning of unknown words using examples. For the test of reading and translating the conversation, she asked them to do it in their free time.</p>	Fl
<p>41. Before the class ended, the teacher asked the students to do exercise A on page 4: answering the questions about the conversation. She explained the questions to them; discussing with them question by question. Finally, they had to do it as homework.</p>	Fl

Observation 6	Code
<p>42. Like the previous classes I observed, the students who came into the room had to ask for permission from the teacher, "May I come in, please?". Most of the students did that when they came into the room.</p>	Fl/In Co
<p>43. After the greeting, the teacher asked students for their homework. Some of the students stood in line to hand in their homework for the teacher to sign; 10 out of 29 handed in their homework. The teacher gave 5 more minutes for the students who couldn't finish their homework to get it done.</p>	Fl
<p>44. Then, the teacher decided to ask the students who couldn't finish their homework to work in the small meeting room which is in the back of their classroom.</p>	Fl
<p>45. For the students who finished their homework, she started teaching them lesson 2. First, she discussed about the 15 new words that she assigned them to find from lesson 2. She asked 3 students, one by one, to tell her 2-3 words they get. Then, she gave them more words, opening the Microsoft word file and showed it on the screen (words to describe feeling and emotions), and she asked them to take note on each word and its meaning.</p>	Fl
<p>46. After going through the words (which are a lot) by reading it aloud and discussed its meaning, she decided to use 40 words such as brave, calm,</p>	Fl

<p>disappointed, greedy, and hurt. Students took note of those 40 words and their meanings.</p> <p>47. While the students studying lesson 2 were taking note of the new words, the students who finished their homework hand went into the room and handed in their work. At the end of class, she told the students that she would test them on these 40 words; students had to write as many words as they can from these 40 words.</p>	<p>F1</p>
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APPENDIX H
INTERVIEW DATA ANALYSIS

Fl = foreign language/ second language/ literacy

Fl/ In Co = foreign language/ second language/ literacy and interlingual communication

Fl/ Sp = foreign language/ second language/ literacy and spread

Fl/Sp/In Co = foreign language/ second language/ literacy, spread, and interlingual communication

Kwan

Interview 1	Code
<p>R: <u>What do you think are the characteristics of English teaching and learning in Thai schools?</u></p> <p>K:</p> <ol style="list-style-type: none">1. Mostly, they will focus on grammar teaching which deals with structures and many complicated things like tenses...all 12 tenses.2. It's rare to see students use the real basic English to communicate.3. The teachers use grammar translation method in their class, and students are asked to learn each tense by heart.	<p>Fl</p> <p>Fl</p> <p>Fl</p>
<p>R: <u>How much relationship do you think they have with the goals of current English policy in the Basic Education Core Curriculum B.E. 2551?</u></p> <p>K:</p> <ol style="list-style-type: none">4. In the current core curriculum, there are four strands and four skills. There are indicators. From what I remember, there are language for communication, language and culture, language in relation with world community.5. For me, when looking at the textbook, I will look at the content and I can make sense right away that this is about culture; this is about self introduction; this is for introducing friends; this one is about good manners. I will take that content to use as indicators and tell my students roughly these are what I want them to know.	<p>Fl</p> <p>Fl</p>
<p>R: <u>What do you think of the indicators provided in the curriculum?</u></p> <p>K:</p> <ol style="list-style-type: none">6. I think there are a lot...too many. There are various activities in each chapter of the textbook. It should be something that helps students focus on practice and they can make use automatically.	<p>Fl</p>

<p>R: <u>In your opinion, what does learner-centered learning in language teaching mean? And what does communicative approach to teaching English mean?</u></p>	
<p>K:</p> <p>7. The learner-centered method that I want to see is the one that teachers are just advisors, teachers are facilitators. Students are the ones who will be active in their learning. Thus, activities in the classroom have to put emphasis on students. Teachers will provide just learning activities and give students guidelines. This will help students to be able to think critically. Teachers have to prepare a lot in order to make this happens.</p> <p>8. For the purpose of communication, I don't want to focus on grammar too much; I want them to learn some core vocabularies in the sentence that can help them to communicate.</p> <p>9. I think the most necessary thing in learning English is vocabulary. If students don't know it, they will not be able to communicate.</p>	<p>F1</p> <p>F1</p> <p>F1</p>
<p>R: <u>Could you please explain briefly how you plan your lessons?</u></p>	
<p>K:</p> <p>10. For lesson planning, in case I am told to teach from a textbook, I will check how many chapters are in the textbook and decide on how many chapters I will teach in each semester. Then, I will prepare my weekly lesson planning; what to teach, how many hours, how to evaluate students, and what criteria to use.</p>	<p>F1</p>
<p>R: <u>When planning the lesson, do you consult with the school curriculum?</u></p>	
<p>K:</p> <p>11. Sure, I will compare it to the core curriculum and school curriculum as well. When I finish doing the weekly lesson planning, I will continue with detailed lesson plans, including classroom activities that go with indicators or objectives</p> <p>12. It's easy to get authentic materials from the Internet.</p>	<p>F1</p> <p>F1</p>
<p>R: <u>What are the teaching materials that you use in the classroom?</u></p>	
<p>K:</p> <p>13. Previously, I used word cards, games, and songs.</p>	<p>F1</p>
<p>R: <u>Apart from the textbook, My World, that you use, do you use or create any extra worksheets?</u></p>	
<p>K:</p> <p>14. In addition to the textbook, My World, which is used for every school level, I sometimes prepare extra worksheets to use in my class.</p>	<p>F1</p>
<p>R: <u>Do you include any lessons that are related to your local community or any lessons that connect to the other learning areas? What are they?</u></p>	
<p>K:</p> <p>15. I don't have any lessons that are related to local community or local wisdom.</p>	<p>F1</p>

16. We only have lessons that can be related to other learning areas such as Thai, social studies which is about geography and weather in each country compared to Thailand.	F1
17. My lesson focuses on making students to have good attitude toward English. To make English learning fun and not to serious.	F1/Sp
R: <u>How would you describe your teaching style? What is your approach to teaching English? What kinds of activities that you usually use in the classroom?</u> K:	
18. Generally, I like to use spider webbing technique to make students think from big to small things.	F1
19. I will focus on some classroom expressions that are easy for students to understand. I think if I use them very often in class, the students will understand and then can respond to me in class.	F1
20. For grammar teaching, I will give them an example in a sentence and guide them to see the differences. ...Have them compare, think, so that they can see the differences in the sentences...which words can be used and have the same meaning; what, where, and how etc. Finally, have students practice doing exercises in the textbook.	F1
21. For listening and speaking, mostly, I focus on using songs to teach. Have students listen to a song and ask them what words or sentences they hear from the song.	F1
R: <u>How often do you use English in the classroom?</u> K:	
22. I think I use about 50% of English in my class: giving directions, greeting, eliciting, and explaining new vocabulary.	F1
R: <u>How about the students?</u> K:	
23. For students, I think they use about 30% of English: reading, asking questions using sentences that they have learnt. Generally, I try to encourage them to speak in class.	F1
R: <u>What methods do you use to evaluate language skills in the classroom?</u> K:	
24. Observing students while teaching. This lets me know which students can speak, understand well about grammar. However, for a formal evaluation, paper tests are used: objective tests, midterm and final exams.	F1
R: <u>Do you have listening and speaking tests?</u> K:	
25. Yes, I have students read aloud.	F1

<p>R: <u>What do you do to help the students with the O-NET test?</u></p> <p>K:</p> <p>26. When I taught Mattayom 3, I included 1-2 questions from the O-Net for students to practice in each class, generally at the beginning of the class. I focus on the first part of the test, a situational dialogue part. I presented the students at least one situation per class and asked them to practice doing the test, and then I explained and encouraged students to discuss the answers. I don't want to blame the school administrators because the O-Net scores are the important criteria to judge the school performance. Our school as well, our administrators urged the teachers to pay attention to the O-Net scores; we have to provide them the tutoring class at the end of school year before they take this test as well.</p>	<p>Fl/Sp</p>
<p>R: <u>What do you like about this English curriculum? What do you not like about this English curriculum?</u></p> <p>K:</p> <p>27. I think there are too many contents to teach; I haven't finished this one, and I have to skip and teach the next one.</p> <p>28. What I like is that the core curriculum provides themes for us to teach. It provides teachers the direction to teach; if teachers have more teaching experience, they will know right away what this theme is about.</p>	<p>Fl</p> <p>Fl</p>
<p>R: <u>After the implementation of this current English language policy for 6 years, how have your teaching practices changed?</u></p> <p>K:</p> <p>29. I don't think I have changed. It is still the same for me. However, from attending workshops provided by the OBEC, I have learnt new teaching idea and techniques which I can try and use in my classes.</p> <p>30. In my opinion, teaching materials don't have to be so luxurious; everything in our classroom can be teaching materials: from the teacher or from the students.</p>	<p>Fl</p> <p>Fl</p>
<p>Researcher: <u>What do you think are the important factors that determine success or failure of implementing the current English language policy in the Basic Education Core Curriculum B.E. 2551?</u></p> <p>K:</p> <p>31. Importantly, their teaching focus is not on using English to communicate.</p> <p>32. Now, the government has stressed the importance of using English for communication because our country will join the AEC next year. Thus, schools should have activities that can help their students to use English for communication, at least for basic communication. In our school, in the morning assembly, I assigned students to practice a short English conversation and have them perform in front of the other students in the school...I want my students to have confidence in using English and I think this activity can help some of them to achieve that.</p>	<p>Fl</p> <p>Fl/Sp/In Co</p>

Interview 2	Code
<p>R: <u>What are your main goals in teaching English to students?</u> K:</p> <ol style="list-style-type: none"> 1. My goal in teaching English is to help students to use English for communication; they can read and write, as well as use it in their daily life and use it to further their study. <p>R: <u>What do you think are your students' goals in learning English?</u> K:</p> <ol style="list-style-type: none"> 2. I will emphasize the importance of English in the world today. English becomes important and necessary, and thus you (students) have to learn it. Furthermore, the school curriculum has English as one of many subjects taught in school. Therefore, students shouldn't avoid it and say it's not our language and it's very difficult. I will help them to have good attitude toward learning English first and I think it's the most important step. <p>R: <u>Have you satisfied with your teaching so far? Do you think it achieve your goals of teaching?</u> K:</p> <ol style="list-style-type: none"> 3. I think I have done my best to make students learn. I plan the lesson and teach. From my own observation, it seems they understand the lessons and participate in all class activities. Nonetheless, from the formal evaluation, the results from the tests suggest that they don't understand my lessons. <p>R: <u>How do you describe your teaching style? What teaching methods do you often use in your class?</u> K:</p> <ol style="list-style-type: none"> 4. Generally, I start the class with a warm-up activity by asking students questions which I think they can answer: classroom expressions, questions about weather, day, or date. But sometimes I start the class with the test practice: 1-2 questions. 5. In addition to the textbook, I use information from the Internet as well to give them more chances to practice. 6. After presenting them the grammar point, I will ask them practice using the exercises in the textbook and sometimes from the worksheet that I prepare. 7. I also use the news relating to their interest to discuss, and this is a chance that I can discuss about social values and morality with them. And they seem to like this. 	<p>Fl/In Co</p> <p>Fl/Sp</p> <p>Fl</p> <p>Fl</p> <p>Fl</p> <p>Fl</p> <p>Fl</p>

<p>R: <u>For the activity that you usually do in class, I saw you allow students to use Thai in the activity and most of the lessons deal with translation first. Then in the production stage, you will let them present in English. Is that right?</u></p>	<p>Fl</p>
<p>K:</p> <p>8. Yes, we have to help them. We have to understand the students' differences as well; some students can understand right away, but some cannot. I use group work when I don't have enough time to check the student individually.</p>	
<p>R: <u>When we talked last time, you mentioned about the extra activities that students have to do at the school morning assembly, what are they?</u></p>	<p>Fl/Sp</p>
<p>K:</p> <p>9. Mostly, there are daily conversations that are easy to understand... Students role-play in pairs or in groups to present short conversations to all students at school at the morning assembly. After presenting, they translate the conversation into Thai. Before presenting, I check on how well they can do and give them suggestions.</p>	
<p>R: <u>Apart from the one you mentioned last time about material development, could you tell me about your recent professional development or workshop you attended?</u></p>	<p>Fl/In Co</p>
<p>K:</p> <p>10. Yes, one of my students and I had a workshop on preparing Thai students to join AEC (ASEAN Economic Community) in 2015. But I think the goal of this workshop is not right, they want us to learn other languages that are used in this community such as Khmer, Myanmar. I think the focus should be on English as a language of communication between students or people in these ten countries. I agree that we should learn about each other culture as well.</p>	
<p>R: <u>In your English test, there is a part with questions in Thai language, what are your purposes of this kind of questions?</u></p>	<p>Fl</p>
<p>K:</p> <p>11. Even though there are Thai questions in the test, some students score zero. For example, students have to complete the sentences with the word choices provided. But you know, some students complete whatever word they want. I want them to understand the direction of the test.</p>	
<p>R: <u>You also allow students to use an English-Thai dictionary, is that right?</u></p>	<p>Fl</p>
<p>K:</p> <p>12. Yes, they can use a dictionary. But you know this depends on how they can manage the time. It doesn't mean that they can open every word they don't know.</p>	

Nantaporn

Interview 1	Code
<p>R: <u>What do you think are the characteristics of English teaching and learning in Thai schools? How much relationship do you think they have with the goals of current English policy in the Basic Education Core Curriculum B.E. 2551?</u></p> <p>N:</p> <ol style="list-style-type: none"> 1. For me, I will study the curriculum first to look for strands, standards, and indicators of what I'm going to teach. Studying the Basic Education Core Curriculum B.E. 2551 and then our school curriculum for English. 	<p>Fl</p>
<p>R: <u>Generally, does everybody in the foreign language department participate in writing the current school curriculum for English?</u></p> <p>N:</p> <ol style="list-style-type: none"> 2. For our school curriculum B.E. 2551, we made it together with a group of eight secondary schools in this area, and then each school can adjust it to suit their local community. However, our school does not make any changes to the one we made with other schools and just put it into use at our school. 	<p>Fl</p>
<p>R: <u>What do you think are the characteristics of English teaching and learning in Thai schools?</u></p> <p>N:</p> <ol style="list-style-type: none"> 3. Usually in most Thai schools, when teaching English, they teach according to the textbooks that they use. I think in each hour, they have to teach all four skills together. 4. I used the guidelines from the curriculum to decide what to teach; for example, from this strand and standard, what I can teach my students. As a result, what I taught in class seemed not to be organized and too broad. This year, I decided to use a textbook that has the same 14 themes as I want to teach. 	<p>Fl</p> <p>Fl</p>
<p>R: <u>How much relationship do you think they have with the goals of current English policy in the Basic Education Core Curriculum B.E. 2551?</u></p> <p>N:</p> <ol style="list-style-type: none"> 5. I think the current basic core curriculum is good but it's too broad... The curriculum is too broad, and I am not sure if what I teach covers everything in the curriculum or not. 6. Another example, for Mattayom 1 students, one standard states "students can follow order/ directions". Therefore, the teacher has to find the content that goes with this standard to teach students. The problem is that I don't know if the teacher from different school can come up with the same content. To sum up, teachers have to prepare their lessons and activities. Importantly, they have to understand which I think is the main problem. 	<p>Fl</p> <p>Fl</p>

<p>R: <u>In your opinion, what does learner-centered learning in language teaching mean? And what does communicative approach to teaching English mean?</u></p>	
<p>N:</p> <p>7. Mostly, the student-centered learning emphasizes the learners as the ones who are practitioners after the teacher presents the knowledge. The students learn by practicing and doing; they have to do something they learn repeatedly so that they can remember. Activities for child-centered approach will be in groups or pairs.</p> <p>8. For communicative language teaching, the teacher teaches first and then students will practice what they learn in pairs or groups.</p>	<p>F1</p> <p>F1</p>
<p>R: <u>Could you please explain briefly how you plan your lessons?</u></p> <p>N:</p> <p>9. First, I study the curriculum, looking at the themes and find the content that matches each theme. After that, I make it into units and put the content in each unit: what activities I am going to use and what and how to assess the students.</p> <p>10. However, this year, our school decided to use a textbook and the one we are now using is “My World”</p>	<p>F1</p> <p>F1</p>
<p>R: <u>When you chose this textbook, did you compare it to the themes and contents that you got from the school curriculum?</u></p> <p>N:</p> <p>11. Yes, I did. However, I will not use all units in the textbook. I will use only the ones that go with the themes I prepared. I think this textbook, My World, is suitable for our students because there are not too much content; and importantly, a textbook for each class level is built on from each other from Mattayom 1 to 6. In Mattayom 1, you learn about this grammar point and you will learn it again in Mattayom 2 with more concepts on it.</p>	<p>F1</p>
<p>R: <u>What are the other teaching materials that you use in the classroom?</u></p> <p>K:</p> <p>12. Generally, I use a lot of worksheets, which I sometimes download from the Internet. A notebook computer which connects to a projector. Also, some videos from YouTube are used.</p>	<p>F1</p>
<p>R: <u>Do you include any lessons that are related to your local community or any lessons that connect to the other learning areas? What are they?</u></p> <p>N:</p> <p>13. For English, we don’t have lessons that are based on local community and wisdom. However, for the connection to the other learning areas, we have it and it is stated in the curriculum.</p>	<p>F1</p>

<p>R: <u>How would you describe your teaching style? What is your approach to teaching English? What kinds of activities that you usually use in the classroom?</u></p>	
<p>N:</p>	
<p>14. I will look at the unit that I have to teach first. Sometimes, teaching does not go that well with all the theories that we have learnt. I think it depends on students' readiness. If students do not understand what we have already taught them, I will review that lesson.</p>	<p>F1</p>
<p>15. After presenting the new lesson, I have students practice what they have just learnt; sometimes in a textbook or I prepare a worksheet for them. I prepare a worksheet in a form of MS document and I show it on a screen in front of the class with a notebook computer connecting to a projector. Sometimes I ask them to take notes.</p>	<p>F1</p>
<p>16. For something that I think students should learn by heart, I will prepare a worksheet for them. I prepare different lists of irregular verbs for each class level.</p>	<p>F1</p>
<p>17. I think memorizing vocabulary is still necessary. In my opinion, I think vocabulary is important for students and I allow them to use an English-Thai dictionary or talking dictionary in class. I teach them how to use a dictionary as well.</p>	<p>F1</p>
<p>R: <u>How often do you use English in the classroom?</u></p>	
<p>N:</p>	
<p>18. I use about 40 per cent of English in my instruction; mostly, greeting, giving direction, and giving encouragement and compliment. In class, I speak English and then translate into Thai.</p>	<p>F1</p>
<p>R: <u>What methods do you use to evaluate language skills in the classroom?</u></p>	
<p>N:</p>	
<p>19. I have students do the exercises in a textbook. Sometimes I prepare them the exercise in a form of worksheet.</p>	<p>F1</p>
<p>20. For reading aloud, I will have my students read a passage I prepare. Not only they can read, they also have to know what they read is about; know the meaning of some important words. Thus, after reading, I will ask them translate what they read.</p>	<p>F1</p>
<p>21. I try to evaluate my students depending on their ability.</p>	<p>F1</p>
<p>22. For formal evaluation, it is a paper test, mainly a multiple choice question. Apart from reading aloud, I have a conversation for them. However, we usually do not have enough time for testing; so, I have them choose to be A or B in the conversation and recite it for a test.</p>	<p>F1</p>

R: <u>What do you do to help the students with the O-NET test?</u>	Fl/Sp
N: 23. I have some past tests that I can use to tutor my students. However, we will do this on the extra class that our school prepared for students. Usually, this will be done in one week at the end of the semester before students taking the O-Nets tests. I prepare a worksheet and practice them how to do the test.	
R: <u>What do you like about this English curriculum? What do you not like about this English curriculum?</u>	Fl
N: 24. I like that this current curriculum has a theme, but I think the indicator in each standard is too broad and too much. They are not fixed on the content, and we have to choose it by ourselves.	
25. It's difficult to choose the different content for each class level with the same indicator (indicators for upper secondary school which are the same from Mattayom 4 to Mattayom 6).	
26. More importantly, I don't have time to prepare.	Fl
R: <u>After the implementation of this current English language policy for 6 years, how have your teaching practices changed?</u>	Fl
N: 27. I think I've changed. Before this curriculum, when we use a textbook, we just follow that textbook. But now we have to look at the theme first, the content, and then the textbook.	
28. In case they don't know the words that they should know, I will have them find the meanings of the words they don't know, which sometimes almost every word in the conversation or the passage.	Fl
R: <u>What do you think are the important factors that determine success or failure of implementing the current English language policy in the Basic Education Core Curriculum B.E. 2551?</u>	Fl
N: 29. The factors that will help the implementation of this curriculum to be successful is that they should prescribe clear and detailed guideline such as this theme what students should learn, the content. Because the curriculum already prescribes the theme like "travel". In this theme, what content to teach? They should prescribe it.	

Interview 2	Code
<p>R: <u>You mentioned that your school has to develop the curriculum with the other schools in the group. Did your school make any change to the one that the group wrote it together? Any addition to the curriculum used at your school?</u></p> <p>N:</p> <ol style="list-style-type: none"> 1. I don't think it was clear and everybody didn't know if it was right or wrong. When I had a workshop with a publication company, they provided us a textbook which is developed from the current curriculum and show us how to use it. This was when I realized that using a textbook could give more advantages than developing my own materials. After that, we started using a textbook at our school as a main teaching material. I don't use everything in the textbook and sometimes I prepare additional worksheets for students. 	Fl
<p>R: <u>Do you think the current textbook that you use is appropriate for your students?</u></p> <p>N:</p> <ol style="list-style-type: none"> 2. Yes, I had studied it before deciding to use it. Mostly, I will follow this textbook. I will leave out as well as add some parts. For example, if I found some parts of the book that are too difficult for my students, I would leave that part out. 	Fl
<p>R: <u>What are your goals in teaching English?</u></p> <p>N:</p> <ol style="list-style-type: none"> 3. I want to teach English based on the prescribed curriculum and I want my students at least to be able to communicate with basic English. 	Fl/In Co
<p>R: <u>What do you think are your students' goal in learning English?</u></p> <p>N:</p> <ol style="list-style-type: none"> 4. Students need English for continuing their study. Some need it for work. 5. When they were in the classroom, they were too shy to speak; however, when they were in the real situation where they had to use English, they could do it...For me, this means that they got something when they learned, but they do not have enough chance to practice and use English. 	Fl/In Co Fl
<p>R: <u>I saw you do many activities about vocabulary in class, especially in case that students do not know the meaning of the words, you will ask them to find the meaning of those words using a dictionary. Why do you do this kind of activity in class? Do you find it useful for them?</u></p> <p>N:</p> <ol style="list-style-type: none"> 6. I think easy come easy go. The easier they get something, the easier they forget that. If we have them do something for themselves, they will remember. One more thing, I will ask them to read what they are going to study beforehand. 	Fl

<p>7. I will not comment on the mistakes they make while they are reading. I will ask them to read the mispronounced words later. If they read it incorrectly again, I will ask them to read again. I want them to learn from their mistakes.</p>	<p>Fl</p>
<p>R: <u>One more thing I saw you do in every class you teach, you emphasize that students have to finish their work and hand them in to you by the end of each class period.</u></p>	
<p><u>What are your goals in doing this?</u></p>	
<p>N:</p>	
<p>8. For students to know at least they have learnt what I taught them and they do something in class. I don't want them to go out the classroom without finishing any work. This will be easier for the small class; the fewer students, the easier. Assume that there are 16 students, class M.3/2, I will walk around the room to see if they all finish their work. Even if there are two students who cannot finish, I will tell them that they can hand in their work only after everybody finishes. I use this technique to monitor students' work, and so students rarely get an F or Incomplete in my classes.</p>	<p>Fl</p>
<p>9. Another technique I do in class is asking the students who I think they can answer the question correctly before asking the other students and keep the students who are not good at the lesson at the end.</p>	<p>Fl</p>
<p>R: <u>From what I observe, I notice that you give an emphasis on vocabulary as well translation when you are teaching. Students have to translate what they read. Do you think translation is important for learning English?</u></p>	
<p>N:</p>	
<p>10. Yes, I think it's important that students read something and they comprehend it...However, they don't have to know every word in order to make sense or get concept from the sentence.</p>	<p>Fl</p>
<p>R: <u>You told me that you get the PowerPoint for each lesson in the textbook from the Internet, Does it make your teaching more convenient? Do you like it?</u></p>	
<p>N:</p>	
<p>11. It's very convenient and I really like it. Students now can listen to the real English before I read aloud to them. However, I mostly read the conversation to my students first and then I have them listen to the conversation from the PowerPoint; this is better than I play the conversation from the PowerPoint first.</p>	<p>Fl</p>
<p>12. And for vocabulary in that lesson, I have them listen to those words from the PowerPoint and remind them how to pronounce each word after me.</p>	<p>Fl</p>

<p>R: <u>How do you describe your teaching style? What teaching methods do you often use in your class?</u></p>	
<p>N:</p> <p>13. Generally, I follow this procedure of 3w3p, that is, warp-up, presentation, practice, product, and wrap-up. We have to present the lesson first, have them practice and do it by themselves. Finally, give them evaluation. Sometimes I have them practice one by one or in groups.</p> <p>14. Sometimes I start the lesson with grammar teaching even though it's a conversation because I think it's important for students to know the grammar first in order to understand the lesson.</p>	<p>F1</p> <p>F1</p>
<p>R: <u>Apart from teaching, you also work as a school accountant. Does this work affect your teaching schedule?</u></p>	
<p>N:</p> <p>15. Certainly, it does and quite often. There are not many teachers at our school and no one does not want to deal with school budget or money. It's very delicate; everything must be precise, correct and follow the regulations of the government. It requires a lot of work to sort things out sometime. If I only teach, I think I will do better than this.</p>	<p>F1</p>
<p>R: <u>What did you do when you have some urgent matters relating to your duty as a school accountant at the same time that you have classes to teach?</u></p>	
<p>N:</p> <p>16. I will assign some work for students such as finding the meaning of the vocabulary of the next lesson. At the end of the class, they have to hand in their work to my office.</p>	<p>F1</p>
<p>R: <u>Recently, have you attended any workshop for English teaching and learning? What was it about?</u></p>	
<p>N:</p> <p>17. I attended English Camp for teachers in Putthaisong District. This workshop is about the ASEAN countries and AEC. We are taught to integrate it in our lessons at school. However, it's just a basic knowledge like how to greet or how to say goodbye for each country. But some topics are too difficult for teaching our students like a debate.</p>	<p>F1/Sp</p>
<p>R: <u>Did your school offer an English camp or something that is related to English for students?</u></p>	
<p>N:</p> <p>18. Sure, this semester we have an English camp for Mattayom 1 students. We have student teachers from Mahasarakham University helping us prepare and organize the camp.</p>	<p>F1/Sp</p>

<p>R: <u>I saw in the school report about the O-Net tutoring camp which provides for Mattayom 3 and 6 students, who did the tutoring for English?</u></p> <p>N:</p> <p>19. I'm responsible for Mattayom 6 and the other teacher in our department is responsible for Mattayom 3. We used the previous O-Net tests for tutoring them. Students practice doing the tests and the teachers give advice on how to do the tests. I don't like it, but because the test scores are used to evaluate our school, we can't just ignore it.</p>	<p>Fl/Sp</p>
<p>R: <u>Could I see your tests?</u></p> <p>N:</p> <p>20. (She gave me some of her midterm tests and I went through her paper test quickly) My tests are generally multiple choice questions. I make use of the exercises they did in class; make some changes or adapt. However, because of my other school duty, I sometimes just take those exercises into the test.</p> <p>I test what I teach.</p>	<p>Fl</p>
<p>R: <u>Could students use a dictionary during a test?</u></p> <p>N:</p> <p>21. Yes, I have to allow them to use it. If not, I don't think they will do it.</p>	<p>Fl</p>
<p>R: <u>You told me that students have to do an activity relating to English outside class, what is that? Could you explain about it?</u></p> <p>N:</p> <p>22. Students have to present something about English that people can use it in their daily life at the morning assembly to the whole school. Sometime they just present a useful English word and its meaning and ask the other students to repeat after them. Some students present a short conversation in English and then translate into Thai. Everybody in class has to be responsible for this activity. I want them to have good attitude towards English..</p>	<p>Fl/ Sp/ In Co</p>

APPENDIX I

SUMMARY OF WHAT THE TEACHERS DO IN THEIR CLASSES

Kwan's Class

- She tells students who come late to ask for permission in English before coming into the classroom.
- She has students practice 3-5 questions of the past tests.
- She revises the previous lesson.
- She has students to repeat the topic they are going to learn after her.
- She asks students questions about a topic they are going to learn.
- She has students read the words after her.
- She sometimes translates what she just says into Thai language right away.
- She praises students who answer the questions correctly.
- She asks students the meaning of a vocabulary item.
- She explains the meaning of a vocabulary item.
- She elicits the meaning of an unknown word by giving examples.
- She has students take note from the projector screen/ white board.
- She has students work in groups or pairs.
- She has student do exercises in the textbook/ worksheets.
- She explains a grammatical point.
- She has students listen to an English song.
- She has students present their groups' answers in Thai.
- She models how to answer a question.
- She has students write a conversation about what they just learn individually, in pairs, or in groups.
- She has students watch a model conversation from YouTube.

- She asks students to take note from the videos they are watching.
- She asks students questions about what they saw from the videos.
- She asks students to repeat after the video and then after her.
- She emphasizes the importance of vocabulary in learning English.
- She walks around the class monitoring how students work.
- She explains the differences between the Western and Thai cultures.
- She writes on the whiteboard.
- She encourages students to speak English with her.
- She gives students directions in English
- She asks students about the pictures in the textbook.
- She asks students to do exercise in the textbook as homework.

Nantaporn's Class

- She told students who come late to ask for permission in English before coming into the classroom.
- She told students to take out their textbooks, notebooks, and dictionaries.
- She revises the previous lesson or asks for students' assignment.
- She often translates what she just says in English into Thai language right away.
- She reads from the textbook and has students repeat after her.
- She explains a grammatical point.
- She discusses the meaning of a conversation with students.
- She has students do exercises in the textbooks or worksheets.
- She has students read questions and answers from the exercises individually or in groups.
- She asks students about the pictures the students see in the textbooks.

- She sometimes elicits the meaning of some words she expects students know.
- She has students work in pairs to read a conversation and translate it into Thai.
- She has students underline and find the meaning of an unknown word.
- She asks students to take note from the projector screen or whiteboard.
- She asks students the meaning of a vocabulary item.
- She explains the meaning of a vocabulary item.
- She asks students to look up the meaning of words in a dictionary.
- She models how to answer the questions.
- She reminds students to use a dictionary to find the meaning of the words they don't know.
- She writes on the whiteboard.
- She has students memorize and recite the irregular verbs.
- She sometimes gives students directions in English.
- She asks students to read after her as a whole class or group.
- She plays an audio file of the conversation in the textbook from a PowerPoint file she got from the Internet.
- She asks students questions.
- She praises students.
- She asks students to memorize the vocabulary items they learned and she will test them in the next class.
- She has students hand in their homework for her to check and sign her name in class.
- She walks around the classroom to monitor how students work.

- She asks students who cannot finish the reading assignment in class to do it after lunch or by the end of the day.