

# **International Program for Teacher Education: An Approach to Tackling Problems of English Education in Thailand**

*Pattanida Punthumasen  
Office of the Education Council, Ministry of Education  
Sukhothai Road, Thailand*

*The 11<sup>th</sup> UNESCO-APEID International Conference  
Reinventing Higher Education:  
Toward Participatory and Sustainable Development  
12-14 December 2007  
Bangkok, Thailand*

## **Abstract**

Over the past decade, international programs in universities and other higher education institutions in Thailand have been increasing very rapidly in order to meet the needs of students in the Age of Globalization. In this era of information and technology, English has become vital as the *international or global language*. Most countries all over the world are trying to raise the ability of their people to use English effectively. Thailand, like many other countries where English is not the native language, has been facing problems related to the quality of teachers teaching English language as well as teachers using English as a medium of instruction. Those problems have resulted in a low standard of English achievement of Thai students, even though the Ministry of Education has made great efforts and allocated a large budget to train teachers of English throughout the country. In addition to this, the English Program Schools (known as E.P. Schools) have hired many foreigners to teach English as a medium of instruction. In spite of these efforts, there is still a lack of good quality teaching of English language. Therefore, the focus of this paper is to explore the situation of English education in Thailand and the contribution of one selected institution's international program for teacher education that has seemingly been successful in upgrading English teachers use of the language and teaching methods.

This exploration is divided into three aspects: (1) Examination of the situation of English education in basic education and problems related to the quality of teachers of English; (2) Review of the objectives, curriculum content, and teaching staff of the international program for teacher education in the case study institution; (3) Consideration of the possibilities of the case study program presenting a more sustainable way to address the problems of English education in Thailand.

## **Global Trends: *English Language is a MUST***

With the rapid progress of information and communication technology during recent decades, a vast amount of knowledge has been spreading through our borderless world. As the quantity and power of knowledge has increased greatly, it has thrust the world into a knowledge-based economy as well as the knowledge-based society. With this unprecedented global change, an ever increasing number of developed and developing countries have been making great efforts to build up international cooperation and networks in order to seek the ways to develop their own country politically, economically and socially. In this trend of globalization, the most important language being used among countries, institutions and individuals all over the world is the English language. Therefore, English has come to be considered globally as the *international or global language*. At the same time, the world trend has become focused on *internationalization* in almost every area due to the challenges of global competitiveness. Some have asserted that it is far from inevitable that the spread of English will continue, however unstoppable it may appear at present, and educational systems need to prepare for this eventuality (John E. Joseph, 2001), but all evidence in recent years indicates that the English language education will be a critical priority for education systems in most developing countries for many years to come.

The governments of so many countries have regarded the significance of English language education and allowed the Ministry of Education to set up the policy and strategies for promoting effective *English Language Teaching (ELT)* in every level of education. In the past, the traditional ELT of the countries where English is non-native emphasized the grammar-translation and rote learning method of teaching. Teachers preferred to teach reading and writing skills to their students rather than listening and speaking skills. This method was not attractive, leaving the students bored and frustrated in their attempts to learn English, and consequently most students developed negative attitudes toward ELT. It was determined that such methods of teaching had resulted in the failure of ELT in so many countries.

Later, the idea of *communicative language teaching (CLT)*, focusing on listening and speaking skills, was discussed in several papers presented at the 1978 RELC\* seminar in Singapore (Ho Wah Kam, 2001). Subsequently this concept was incorporated into Thailand English curriculum in 1996. Even though the Ministry of Education in Thailand has tried to raise the standards of ELT in this and other ways, we continue to face several problems as is evidenced in the results of the English language evaluation of our students as a whole.

*\*RELC stands for Regional English Language Centre, established in Singapore in 1968, as the direct outcome of decisions made at the first meeting of the Southeast Asian Ministries of Education Council (SEAMEO). The aim of the RELC is to train "key educational personnel" in Language Education.*

## **Facing the Problems Revealed in English Language Evaluations**

As Thailand has been independent and never colonized by the western countries, English is not the official language of the country. Thai people in general use Thai language in their daily lives. Most of them can speak Central Thai, but many people in each region speak a Thai dialect. In schools, English is taught as the first foreign language since the government has recognized that it is the global language. Even though trends globally in teaching English have been focusing on the communicative approach, unfortunately English teaching in Thai schools has, in most cases, continued to emphasize the Grammar-Translation method adopted since the beginning of the 19<sup>th</sup> Century. Almost all Thai schools teach reading and writing skills more than listening and speaking skills. Also, the environment inside and outside of school, including the community and homes has not promoted development of students' communicative English skills. In addition, Thai students have little opportunity to practice English on a daily basis. These are some of the reasons why most Thai students do not have a high level of English competency despite learning English for 9-12 years in basic education as well as at the university level.

Many English language assessments and evaluations of the average level of Thai students have yielded very unsatisfactory results, as illustrated in the following two examples:

1) The results of the final examination of English language in primary and secondary levels between academic years 2002 – 2004, organized by the Bureau of Education Testing, showed that the percentage of average marks declined continuously each year;

In primary level at grade 6, average marks were 49.56, 47.40, 41.17 and 37.34 respectively,

In lower secondary level at grade 9, average marks were 38.95, 45.31, 37.90, and 32.26 respectively,

In upper secondary level at grade 12, average marks in 2003 - 2004 were 39.41 and 32.45 respectively.

2) The results of university entrance examinations in English language between the years 2002 -2005 indicated that the average marks of students in each year were only 40.12. This was considerably lower than the standard criteria of 50%.

In addition, the results of TOEIC (Test of English for International Communication) examination in English listening and reading skills among ASEAN countries between the year 2004 – 2005 found that the candidates from Thailand ranked fourth, below the Philippines, Singapore and Cambodia. English assessment and examination results for Thai students have been declining for many years despite the great efforts of Thai education policy and implementation agencies.

## **Why Thai Students have Low Performance in English ?**

Research investigations have identified the main causes of the low performance in English of Thai students as follows:

- 1) Most of students do not prefer to learn English because they find the subject matter boring. The subject matter is not familiar, and it is presented in a strange language which they have to try very hard to understand or express ideas effectively.
- 2) Teaching Methods are not attractive or engaging for students. Most of teachers still use grammar and rote learning methods for teaching English. They focus on reading and writing skills, not listening and speaking skills. They seldom set up interesting activities to encourage their students to have fun learning English.
- 3) The environment in school does not facilitate students in practicing their English everyday.
- 4) There are not enough attractive textbooks, novels and cartoons or materials in English which can engage the students' interest in self-initiated learning.
- 5) There is not enough technology support for language learning, such as ICTs as well as language laboratories, particularly for schools in rural or remote areas throughout the country. In contrast, big schools in Bangkok or other major cities are provided with such language learning support technology by PTA or NGOs.

However, as teachers play the most significant role to develop the English language knowledge and skills of the children, the qualifications of teachers and effective teaching methods are very important to improve the quality of students' English language learning. Therefore the Thai Government, the Ministry of Education and other concerned organizations need to plan together to set up clear policies and strategies to help solve the problems of English teaching.

## **Education System and English Language Curriculum**

**Education System:** The 1999 National Education Act (NEA) enacted on 20 August 1999, resulted in the beginning of education reform in Thailand. The ultimate goal of this Act is to develop Thai people (learners) to be good, competent and happy in order to live in harmony with other people in the society. One of the three principles of educational provision is that all segments of society shall come to participate in boosting education. With the conviction that all learners have the capacity to learn on their own initiative, the appropriate methods of teaching should focus on a student-centered approach. Teachers should develop their ability to effectively facilitate such learning by learning also through conducting action research. In addition,

the new teacher system recognized the importance of teacher learning, development and training. All teachers need to learn and to be trained on a continuous basis, supported by government and other funds.

Formal education in Thailand is divided into two levels: basic education and higher education. The present basic education system is a 6: 3: 3 system, consisting of 6 years of primary education, 3 years of lower secondary education and 3 years of upper secondary education. Higher education is divided into two levels: lower than degree level and degree level. English Language is taught throughout, from the basic education to higher education level. It is classified as the first foreign language, being very important for students in their further study or work.

The total number of both public and private schools in basic education is 52,510, with 47,203 providing pre-primary education, 32,475 providing primary education, 11,124 providing lower secondary level and 3,173 providing upper secondary level. In higher education, the total number of education institutions is 977, with 887 offering lower than degree level programs, 197 offering bachelor degree, and 231 offering more advanced programs. The total number of students in basic education (K-12) is 15.2 million. There are 2.5 in pre-primary, 5.7 in primary, 2.7 in lower secondary and 1.8 in upper secondary level. The teacher/student ratio is 1:21(OEC, 2007). But the real ratio is quite different, we might say about 1:40, because many 'teachers' have to be responsible for other responsibilities as financial affairs, activities affairs, etc., instead of teaching students. Thus, another big problem we are now facing and trying to solve is the teacher shortage and the use of out-of-field teachers, who are teaching subjects outside of the field of their own higher education preparation. This is certainly the case with English teachers, with less than 20% of those teaching English having degrees in the field of English language.

**English Language Curriculum:** Schools in general teach English language following the 2001 Basic Education Curriculum established by the Department of Curriculum and Instruction Development, which is presently under the Office of the Basic Education Commission (BEC). In the basic education curriculum structure, there are 8 subject groups; foreign language is one of these eight groups. English is the core foreign language curriculum. At the primary school level, the only foreign language is English, with students studying English around 3-4 periods per week. At the secondary level there are many foreign languages such as English, Chinese, Japanese, French, German, Arabic and etc.. However, English continues to be the first foreign language and students must study English 4-5 periods per week, while other languages are optional. The content of foreign language includes, for example, topics such as: Language for Communication; Language and Culture; Language and other Academic Subject Groups; Relationships and Language including both within Community and in

World Relationships. Included in the subject of Language for Communication, teachers teach all four basic language skills to students: listening and reading, speaking and writing.

According to the NEA, schools and teachers are able to adapt the curriculum to meet the needs of local community. In addition to that, they should try to create activities consistent with the real life circumstances of the learners, and also encourage critical thinking skills of their students as well. But in reality, it is not easy for teachers to follow the philosophy and principles of learner centered learning of the NEA due to the teachers' limited time, work load, unfamiliarity with team-teaching and their own limited ability to use of English language.

## **Policies and Strategies to Improve the Ability of Teachers to Use the English Language**

### ***Policies of the Government and the MOE:***

For many years the Thai Government has recognized the importance of English Language and allowed the Ministry of Education to develop English Language Education in accordance with world trends. The Ministry has announced the policies and allowed the education institutions to promote the improvement of English Language capabilities in Thailand as follows:

1. *International schools:* Since 1957 the Thai government has allowed International schools to be opened. Initially, the only students who could enroll in international schools were non-Thai nationality, or children of Thais who had been living abroad with their parents or otherwise studying abroad. Gradually, international schools have also been allowed Thai students to enroll, up to 50% of their student enrollment. These Thai students learn to use English fluently, but realistically, the number of students who can study in International schools is too small due to the prohibitive costs and limited capacity of these schools.

2. *English Curriculum:* In 1995, the MOE announced that English is the first foreign language for the Thai school system, and in 1996 the English Curriculum was implemented. This curriculum stated that all schools could teach English beginning at the Prathomsuksa 1 (Grade 1) level, in both public and private schools across the country. In reality, most of schools continue to start teaching English at Prathomsuksa 3 (Grade 3), due to the lack of English teachers and other reasons, but there are some primary schools that have been able to arrange activities with easy English for the young children in order to try to develop English skills from early childhood.

3. *E.P. schools:* In 1995, the Office of the Basic Education Commission (OBEC) began to launch English Program in schools which were ready to provide this program through out the country. These are known as "E.P. schools" or sometimes they are called "bilingual schools". This kind of schools uses *English as a medium of*

*instruction.* There are typically about 4 subjects taught in English in E.P. schools, such as Science, Mathematics, English and Physical Health Education, while other subjects will be taught in Thai such as Thai Language, Social Studies etc. Students who study in English Program have to pay education fees which are more expensive than a regular Thai school curriculum program. Therefore, E.P. schools are allowed by MOE to hire native English speakers to teach subjects in English and they can receive high salary compared to Thai teachers teaching English subjects in the same schools.

At present, there are about 183 E.P. schools, both public and private, with 30,219 students, located in Bangkok and also across the country in many provinces. The total number of E.P school teachers is 1,675 with 913 Thai nationality and 762 foreign nationalities. The foreign teachers have come from various countries, including both native English speaking countries such as; U.S.A, UK, Canada, Australia, New Zealand, and other countries where English is an official language or was the official language in the past, such as India, Myanmar, Philippines, Africa, etc. These E.P schools also have many problems with non-Thai teachers, such as:

(1) *Out-of field teachers:* Most of the non-Thai nationality teachers did not complete degrees in the field of teacher education and did not major in subject they teach. Even though they can communicate with other people in English, some of them don't know enough about the content of subject matters as well as methodology of teaching.

(2) *Teacher Shortage:* In general, there are not enough foreign teachers who are available or qualified to teach in E.P. schools. So, many of them are tourists or stay in Thailand for special purpose for a period of time. They may only be available to teach for short periods, so the schools have to find replacement teachers continuously.

(3) *Teacher behavior:* Some foreign teachers did not keep their signed contract. They move from one school to another school without informing the school principal in advance, particularly when other schools offer a better salary. They are not aware or conscientious about their responsibilities.

E.P. schools must seek solutions to these problems in order to have sufficient and appropriate teachers, regardless of nationality, who know both subject content and how to teach students effectively.

4. *International Study Programs:* During the past two decades, the MOE has allowed public and private universities and other higher education institutions across the country to open the International Study Programs. The total number is 844 International Study Programs using English as the medium of instruction at both under graduate and graduate levels, including 277 under graduate programs; 327 master degree programs: and 220 doctoral degree programs and 20 other degree programs (Commission on Higher Education-CHE, 2006). Students are both Thais and non-Thais, most of them coming from neighboring countries and some from other continents including the Americas, Europe, Australia and Africa.

Approximately 12 universities and higher education institutions are offering English Language Education Courses in Teacher Education, for example: Teaching of English as a Foreign Language (TEFL), Teaching of English as a Second Language (TESOL), English Language Studies, English Language Teaching, Teaching English for Specific Purposes, and Teaching English to Speakers of Other Languages, etc. Students who completed these kinds of courses will receive, as appropriate for the level and duration of the program, a Certificate or Diploma, B.Ed, B.A, M.A, M.Ed or Ph.D. in Teacher Education. These programs provide preparation in both content and methodology for teaching English effectively.

***Strategies for Raising the Ability to Use English Effectively:***

In 2008, the Ministry of Education announced a *Road Map* to move forward with education reform in Thailand. This Road Map emphasized the reform of curriculum and many other issues in the framework following the NEA. It is of particular interest to note the issues concerning development of science, mathematics and foreign languages, especially English and Chinese. The Road Map also has a focus on teacher development or in-service teacher training.

In addition, the MOE has set up the *Strategic Plan for Reforming the English Learning Process to Accelerate National Competitive Ability (2006-2010)*, which was approved by the cabinet on August 13, 2006, with implementation planned during 2007-2010. The goal of this plan is to build the capacity of Thai people to communicate in English language in order that they will be able to seek new knowledge by themselves and benefit their profession as well as international competitiveness, economically and socially. This plan focuses on *the establishment of the English Language Institution, In-service Training for Teachers of English and the Student English Camps*, with a budget subsidized by the Government.

***Great Efforts of OBEC to Implement Policies and the Strategic Plan***

The OBEC is responsible for attempting to put policies and the Strategic Plan for Raising the Ability of the People to Use English Effectively into implementation. With great efforts, the *English Language Institution (ELI)* was established at the beginning of 2007, under the supervision of OBEC. Its mission is to be the core organization to cooperate with other agencies concerned in order to encourage and develop the efficiency of English learning processes at the basic education level, enabling students to have both the knowledge and skills that meet the expected curriculum standards and developing English teachers with both knowledge and skills that meet English teacher standards, etc.

In addition, the OBEC has established one ERIC (English Resource and Instructional Center) Centre in every province. This centre is located in a school in the province as

the centre for developing teachers of English in their areas. In order to reach the goal, the ELI has launched many pilot projects such as:

- 1) The project on CLIL (Content and Language Integrated Learning) in 6 pilot schools to try the new models of English Teaching.
- 2) The project to develop techniques of teaching and learning by organizing workshops in coordination with the British Council, Thailand.
- 3) The project to train teachers of English with basic ability in primary and secondary levels.

According to the decentralization following the NEA, ELI asked the ESA (Educational Service Areas) in each province to establish in-service training for teachers of English. At present, the total number of teachers of English in basic education is approximately 113,957 (OBEC, 2004). Through the coordination between ELI and the 175 Educational Service Areas (ESA) throughout the country, almost all in-service teachers have been trained by lead teachers of the ERIC Centre in each province. Then, the ESA at each province has evaluated the level of English ability of all teachers and divided into 3 groups: Group A = Advanced level (42.20%) Group B = Intermediate level (39.15%) and Group C = Beginner level (31.84%). ELI aims to develop all teachers, with upgrades every year until they reach the Advanced level. Even though ELI has made great effort for the mission, there are still many barriers that prevent the success of the development of English teacher.

Through an interview with the Director of ELI, many factors were cited as examples:

- (1) The system of teacher training: The 60 hour course can not be implemented completely and continuously. Teachers are not able to attend as the planned schedule, due to their workloads.
- (2) Most English teachers at primary level are out-of field teachers with degrees in such fields as physical education. These teachers have no self-confidence to teach English, especially communicative English. Following the Basic Education Curriculum, they have to teach many subjects, and most subjects are integrated in one subject group. Therefore, many teachers despite non English major have to teach English.
- (3) After training at the beginner level, many teachers did not want to teach English anymore. So, schools have to look for other teachers to teach and train them again at beginner level. This turnover of teachers is the reason why the number of teachers to be trained at this level continues to be a large number of teachers.
- (4) Teachers do not know how to use the ICT for English Teaching and how to create materials for English activities.

However, ELI would be pleased to cooperate with other organizations in both the public and private sectors to improve the quality of Teachers of English.

## **Case Study of the International Program of the Language Institute, Thammasat University**

The Language Institute of Thammasat University (LITU) is one of the higher education institutions under the CHE. It was officially established on December 27, 1985, as a separate institute, but the same status as that of a University Faculty. Its principle responsibilities are to provide English and Korean Courses to meet the needs of both undergraduate and graduate students and staff at all levels from any Faculty or Department. The LITU has offered annually many English courses such as;

- 1) Fundamental English courses for freshmen
- 2) English for specific purposes courses for second to fourth year students
- 3) Remedial English courses for graduate students
- 4) Graduate Programs of English for Careers and Teaching English
- 5) English refresher courses for Thammasat University personnel and other government and private agencies
- 6) English courses for the General Public etc.,.

The objectives of the courses are to give knowledge about the correct usage of English, practice writing skills with correct grammatical structures, practice listening and speaking skills so as to be able to communicate in daily life situations effectively, provide enough English skills to study further at advanced levels and understand the cultures, traditions and general knowledge of native English speakers.

The LITU personnel consists of both LITU officials who are responsible for the administration and management of the program, teaching and conducting research, led by the Director of LITU, and other Faculty staffs invited to be part time lecturers as well as qualified foreign teachers hired for teaching the programs. At present, there are around 30 Thai lecturers and staffs, and 15 foreign teachers employed for all the programs of LITU. Most of students are Thai, although some of them are non-Thai nationals.

The LITU international study programs which are suitable for developing the quality of teachers of English in basic education are two courses: English Course for the General Public (Short- term Course for Teacher Training.) and the Master of Arts Program in Teaching English as a Foreign Language.

*1) English Course for the General Public (Short- term Course for Teacher Training).* They are short term training courses: 10 day or 60 hour courses are offered. This is suitable for teachers who were non English majors, but they must currently be teachers of English in government primary schools.

*Trainee Selection:* LITU announced this program to all schools through every ESA across the country. The criteria to select teachers who apply to be trained in this program is; (1) teachers who really teach English in primary schools (2) teachers who have taught for a long time (3) teachers whose school principals permit them to be trained. The selection committee, appointed by LITU, will select trainees according to the criteria.

*Training Course:* This course is opened twice each year, during the holiday periods of the university in October and in April. Each year, around 100 teachers have been trained effectively; LITU has operated these courses for 7 years. Each class has less than 20 trainees in order that every trainee teacher will receive adequate attention from the teaching staff of LITU.

*Curriculum and Method of Teaching:* LITU uses the same curriculum as the 1 year Diploma Program, but only drawing upon the core issues which will be useful for teachers to apply in their schools. It also uses practical methods which focus on activities and easy ways to practice. Teacher trainees will be able to practice their English Language Skills; listening, speaking, reading and writing, as well as the methods of teaching, methods of creating activities and innovation that will encourage students to learn English. They will also learn how to build teaching materials.

*Assessment and Evaluation:* Trainees have to be assessed and evaluated by pre-tests and post-tests in all programs of study in order to focus improvements in their learning. After completing the course, trainees will receive the *Certificate of English Training at Basic Level* from the LITU.

*Expenses:* This training course was generated as the social responsibility and welfare initiative of Thammasat University with LITU receiving donations from other organizations and companies such as Toyota Company for the purpose of training teachers.

The result from the survey research found that it is satisfactory. All teachers completing this course have improved their quality of teaching English in primary levels. For example, they can pronounce English correctly, teach communicative English for use in daily life, and they can create materials to encourage students to enjoy learning English. The teachers also greatly appreciated this course because they found it very useful for English teaching in their schools.

**2) *Master of Arts Program in Teaching English as a Foreign Language:*** This is one of the intensive courses of the International Program on English Language Education. The applicants are required to pass English Proficiency Tests with a score of 500 points for TOEFL or IELTS and must also pass an entrance examination for this course. The tuition fee is ฿ 84,000 per person for the 2-year course. This fee is not so expensive compared to international programs of other universities.

This program is divided into two kinds of courses: 1) required courses: English Proficiency Development, Teaching English as a Foreign Language, Phonetics

and Language Education, Comparative Grammar in Foreign Language Acquisition and a thesis; 2) elective courses: Psychology of Learning, Sociolinguistics, Material Development, Computer-Assisted Instruction, Testing and Evaluation, Instructional Media, Teaching English for Specific Purposes and a Seminar on Foreign Language Acquisition.

The school teachers who are eligible to apply for the entrance examination in this program must be officially allowed by the principal to leave their school for 2 years to attend the program. After completing this program, their English will be qualified as the advanced level. They will know more about the contents of the subject matter and grammatical structures, will be able to use English proficiency and fluently in every skill and use interesting methods of teaching. In addition, they will receive a Master's Degree that will benefit their career path and salary. This will provide a good strategy and motivation that can help maintain teachers to teach in schools.

During this interview with the Director of LITU, I was informed that lecturers and foreign teachers of the LITU are qualified in English proficiency as well as methodology. Aside from the business aspect, one of important missions of this program is to provide academic services to public. That is the reason why the LITU has organized the Short-term Course for Teachers of English annually for 7 years, supported by business companies, banks and welfare organizations. More than 700 teachers throughout the country have been trained happily and effectively. Results from the annual evaluation survey have shown that the teachers find the program satisfactory. Teachers who completed this course can go back to their schools and develop English teaching effectively. Moreover, the LITU is pleased to collaborate with the MOE and other organizations to set up a special training course for teachers who are at the beginner level in order to improve their English Teaching ability in basic education, especially at primary level.

## **Conclusions and Recommendations**

In order to develop English competency of Thai students, we have to improve the quality of teachers of English language. Thailand is facing various problems related to both teachers who teach the subject of English and those who use English as the medium for teaching other content. For this purpose, teacher training in the country needs greater attention and more effective solutions. An effective and realistic system of teacher training should be set up and organized in collaboration with various relevant agencies and organizations. Due to the varying levels English proficiency of teachers, the training should be set up with various levels to meet the needs of all teachers, including programs for Training at beginner level, at the intermediate level and at the advanced level. A variety of program levels and types will better accommodate the teacher by suiting the needs of their ability levels and positions. For

example, a short-term training course will be most useful for out-of-field teachers in primary education, and a Master's Degree in TEFL or TESOL will be suitable for teachers of English who want to upgrade their English or lead the English teaching program development in their school.

As the results of the case study have shown that the LITU has the capacity to organize effective training courses for English teachers, the international programs of universities and higher educational institutions will provide one way to tackle the problems of English teaching. The recommendations I would like to propose are as follows:

1) Policy making agencies should conduct research on the quality of international programs for English Language Teaching of all universities and higher educational institutions in order to examine the appropriate curriculum and prepare a list of qualified institutions.

2) In collaboration with the ELI, and other public and private organizations as well as universities and higher educational institutions on the mentioned list of qualified institutions, in-service training courses for teachers of English shall be set up systematically and continuously. The training courses shall also be supported by the Ministry of Education. It can be expected that support and participation from all segments of society will promote sustainable development of English Education in Thailand.

## **References**

- Ho Wah Kam. (2001). *RELC's Role in English Language Teaching in Southeast Asia (1968-2000): An attempt to Centre the Periphery*. In, Journal of Southeast Asian Education, the Official Journal of SEAMEO (Southeast Asian Ministries of Education Organization) Vol.2 No.2 2001.
- Joseph, John E.(2001).*Globalization and the Spread of English: The Long Perspective*. In, Journal of Southeast Asian Education, the Official Journal of SEAMEO (Southeast Asian Ministries of Education Organization) Vol.2 No.2 2001.
- Office of the Basic Education Council Commission. (2007). *English Language Institute*. Author.
- Office of the Education Council. (2004). *National Education Act B.E. 2542 (1999) and amendments (Second National Education Act B.E. 2545 (2002))*. Bangkok: Pimdeekarnpim.
- Office of the Education Council. (2006). *Education in Thailand 2005/2006*. Bangkok: Amarin Printing and Publishing.
- Office of the Education Council. (2007). *Research Study on the guidelines of English Language Education Development in Asian countries*. Bangkok: Author.

- Office of the Education Council. (2007). *Thailand Education Statistics Reports (Academic year 2006)*. Bangkok: Sahai Block lae Karnphim.
- Office of the Permanent Secretary, Ministry of Education. (2006, August 16) *Strategic Plan for Reforming the English Learning Process to Accelerate National Competitive Ability (2006-2010)*. Bangkok: Author.
- Ministry of Education. (2002). *Basic Education Curriculum B.E. 2544 (A.D. 2001)*. Bangkok: The Express Transportation Organization of Thailand (ETO).
- Ministry of Education. (2006). *Road Map for Moving Forwards the Education Reform*. Bangkok: Author.
- Thammasat University. (2007). *Language Institute*. Bangkok: Thammasat University Printing.
- The Commission on Higher Education. (2007). *Study in Thailand 2006-2007*. Bangkok: Author.